

# Year 9 OPTIONS

Academic Year  
2024



**CORBY BUSINESS ACADEMY**  
**COMMIT BELIEVE ACHIEVE**

*A valued member of the*

**Brooke Weston**  
Trust





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Dear Year 9 students,

As you approach this crossroad of your academic journey, it is important to make informed choices for your studies at Key Stage 4. Ensuring that subjects match your future aspirations, and that pathways are suitable for you, should be carefully considered.

Please ensure that you have a vision of what you want to achieve at the end of Year 11 and that your attainment results enable you to have secure opportunities for your Post-16 destinations; this is something that you will appreciate in the future.

You have received a breath of experiences, opportunities and support to make these option choices; it is important that you draw upon this knowledge and understanding as you commit to your subjects for the next two years.

Consider the following when you submit your applications and remember to discuss decisions with staff and your parents or carers:

- ✓ **Careers Advice** received in one-to-one appointments, Assemblies, Tutor Times and Personal Development lessons
- ✓ **Subject Presentations** and the information received in this booklet
- ✓ **Specialist Teacher** advice and guidance, as well as the feedback received in our recent parents / carers evening

I would also like you to pose yourself some important questions that could support further, as well as enable an independent and considered thought process:

- Which subjects do I perform best in, and which ones will give me my best academic outcomes at the end of Year 11?
- Will my choices give me a range of options for Post-16 education and do they match my career ambitions into adulthood?
- Is an academic or EBacc route something that will allow me to access university placements or higher level apprenticeships more easily?
- Do I need a creative or practical outlet throughout Key Stage 4, something that allows a broad curriculum for me?

Finally, whilst friendships are important and can bring happiness or security at school, your choices should not be based around your peers; these decisions are individual to you and they should reflect your own passions and abilities. Opportunities to maintain relationships are plentiful from both inside and outside of the Academy.

Please ensure you access any further advice or guidance you require from the range of staff in the building. Senior Leaders, Subject Teachers, SEND staff and the Student Care Team are here to support you.

We look forward to your continued progress through this options process.

**Aim high, you really can achieve anything with hard work, passion and taking ownership of your studies.**

Yours sincerely

Mr S. Underwood  
Principal



## Option Choices

Students are about to make the most important decision in their school life so far. At the start of Year 10, students will begin the courses that will result in their first set of qualifications.

These qualifications will then help students move onto their next steps of achieving their ambitions and aspirations.

We want students to leave Year 11 fulfilling their academic potential, therefore it is important to engage in this process in a considered manner.

The first stage is supporting students to choose the right subjects. It is vital students make good decisions and that these choices are made in partnership.

## How will this booklet help students?

*This booklet contains all the information students need to know about:*

- The subjects and courses they can choose from
- How to apply for the courses they want to study

## What subjects are students required to study?

*The subjects that every student studies are called Core subjects, these are:*

- **English**  
leads to English Language - GCSE and English Literature - GCSE
- **Maths**  
leads to Maths - GCSE
- **Science**  
leads to Combined Science - GCSEs  
(or three Separate Sciences – Biology, Chemistry and Physics, if you are guided and choose to study these)
- **Physical Education (PE)**

## Do students get to choose what they study?

Yes, but there are some simple guidelines that must be followed to ensure students select subjects that are right for them.

## How many choices do students have?

Students need to choose **four** subjects plus one reserve choice (*in case one of their choices is unavailable*).

*All students are required to study at least one subject from the list of History, Geography, French or Computer Science (guided choice only)*

Please ensure students follow these basic **guidelines**.

# Pathways and Subjects

Students will be guided towards different pathways depending on their previous attainment and career aspirations. However, these suggested pathways are for guidance only. We recognise that students have varying needs and aspirations that should not be limited by previous performance:

## Pathway 1 - EBacc

This is not a qualification in its own right.

**However, a student achieves the EBacc if they have gained grade 5 or above in:**

- English - GCSE
- Maths - GCSE
- Combined Science - GCSE or the Separate Sciences - GCSE (Academy guided choice)
- Geography - GCSE or History - GCSE
- French - GCSE

Whilst this is not presently a separate qualification, many students are now following such a curriculum although clearly this is not right for everyone.

We encourage every student who has the ability to achieve the English Baccalaureate to follow this pathway.

The EBacc suite of subjects at GCSE level has become increasingly important and is looked upon favourably by universities and employers; we strongly recommend any student who is thinking of higher education in the future to ensure their options include this combination of subjects.

## Pathway 2

This pathway is suitable for a range of career options. Whilst students are still required to choose either a Language or Humanities it is not necessary to choose both, however this is perfectly acceptable if the student wishes to do so.

## Pathway 3

For some students picking four option subjects might not be the appropriate pathway and it is more appropriate to only pick three option subjects. The students for whom this is appropriate will have met with a member of the SENCO team to discuss this. The fourth option block will be used to support students in their other studies as well as providing support in general life skills.

## Subjects and Courses

Students complete the choices application by selecting subjects from the list below. Please ensure students follow the instructions when completing the form:

### GCSE Subjects

- |  |   |             |
|--|---|-------------|
| • Art and Design (Fine Art)                | • Business Studies                          | • French    |
| • Art and Design (Photography)             | • Psychology                                | • Geography |
| • Art and Design (Textiles)                | • Separate Sciences (Academy guided choice) | • History   |
| • Computer Science (Academy guided choice) | • Drama                                     | • Media     |
|  |   | • Music     |

### Vocational Subjects

These subjects are largely practical based. They are assessed through a mixture of coursework and examination.

**The courses you can choose from are:**

- |   |                                |
|---|--------------------------------|
| • Dance - BTEC Level 2                  | • Sport - BTEC Level 2         |
| • Health and Social Care - BTEC Level 2 | • Tech Award in Food & Cookery |

## Guidelines

### Regulations

*Unfortunately, students are not permitted to choose two different courses from the same subject area:*

- Art and Design (Fine Art) - GCSE and Art and Design (Textiles) - GCSE

If students want to choose Separate Sciences - GCSE or Computer Science - GCSE, students should speak to the relevant subject teacher who will provide support and guidance.

### Where can students get more information, advice and guidance?

*The Academy have planned a variety of opportunities for students to receive support:*

- **Year 9 Parents' Evening - Thursday 15th February 2024**  
An opportunity to discuss progress in your different subjects.
- **Year 9 Options Assembly - week commencing 12th February 2024**  
An assembly to explain the options process to students.
- **Year 9 Options Evening - Thursday 7th March 2024**  
Parents, Carers and Students have the opportunity to meet with Heads of Subjects to discuss options.





# The Options Process

*Students have until the 31<sup>st</sup> March 2024 to choose their options in consultation with their parents / carers.*

*The process of choosing the options will be completed online. Please see the accompanying document for details on how to complete the process.*

*This document is also available in the Year 9 Options page on the website.*

*Students should be certain about the options they have chosen to study as they will be unable to change these once they start courses in Year 10.*

Once all the applications have been made, we will ensure these have been completed correctly before option choices are analysed.

## **Do students receive their preferred choices?**

We make every effort to ensure student choices are compatible for their future aspirations. However, this is sometimes not possible, either because the combinations will not fit into the timetable or, because an insufficient number of students have chosen a subject.

This is why we ask students to make a reserve choice which we will use if required.

We may also feel it appropriate to make changes to pathways or choices as the year goes on. If we do, we will contact students and parents/carers as required. (If students don't hear from us they are to assume they have received their preferred choices).

## **Is there anything else students need to know?**

We have based this booklet on the most up-to-date information available at the time of writing but we reserve the right to change, as and when appropriate. Any changes will be in the best interests of all our students.



# The Learning HUB



## If students have an Education, Health and Care Plan (EHCP)

The department continues to work in Key Stage 4, supporting students in lessons and occasionally by out-of-class support. This is achieved by the presence of support staff in mainstream lessons and by working in small groups or individually.

Students may require extra time or other considerations in GCSE and Vocational examinations and the department will arrange this. If students have an EHCP, they will have a member of the Learning Support staff allocated to them, known as their Key Worker. Students may, however, be supported through the week by a variety of different staff.

## If students do not have an Education, Health and Care Plan (EHCP)

Students may not have an EHCP but may nonetheless need additional support. This is mostly arranged through individual provision and small groups sessions whilst occasionally being provided through in-class support.

There is very close contact between all staff to make sure student needs are met.

Concerns are quickly passed on to Learning Support staff and we will decide on the best course of action through an academy review process.

## Homework Help

The department runs homework support sessions during every lunch break in the HUB. This operates on a drop-in system providing students with help with work and access to computers. Students should bring their planners as we can then see what homework they need to prioritise.

## Modified Curriculum

It may be necessary to modify a student's timetable.

A carefully selected group of students will be offered the opportunity to study via our access programme. This will create time for improving basic skills, supporting work from other curriculum areas and offering an alternative learning programme in Personal and Social Development, as an alternative to a further GCSE option. This will be if a full programme is considered to be unmanageable.

This should be discussed with Mrs Dickinson.

*The Department always strives to provide high quality support for students and parents/carers - please do not hesitate to discuss your concerns with staff.*

For further information see:

Mrs Dickinson SENCo

or

Mrs Bichener

Asst. SENCo





CORE SUBJECTS

# ENGLISH - GCSE

## COURSE DASHBOARD

English develops skills in reading, writing, speaking and listening whilst learning from a range of literature including poetry, prose and non-fiction.

### ENGLISH LANGUAGE EXAM 1

50%

EXAM 2

50%

### ENGLISH LITERATURE EXAM 1

40%

EXAM 2

60%

EXAM BOARD : AQA

Students start Year 10 with the study of literature and we aim to cover most of the literature texts by the start of Year 11.

Students will also begin work on the language papers throughout Year 10 and continue these into Year 11.



## Language

Two written exams, both 1 hour 45 minutes and worth 80 marks each (50%)

**Paper One:** Exploration in creative reading and writing

- Reading, one literature fiction text
- Writing, descriptive or narrative writing

**Paper Two:** Writers' Viewpoints and Perspectives

- Reading, one non-fiction and one literary non-fiction
- Writing, writing to present a viewpoint

## Literature

Students will also need to complete a Spoken Language Endorsement

Two written exams, Paper 1 is 1 hour and 45 minutes (40%) and Paper 2 is 2 hours 15 minutes (60%)

**Paper One:**

- Shakespeare and The 19th-Century Novel

**Paper Two:**

- Modern texts and poetry
- Anthology and Unseen poetry

How can this course support my future destinations?

FUTURE

### Progression routes:

After GCSE, students can study A-Level English Language and Literature and then explore English and other related degree courses at university.

EDUCATION

Skills in English prepare students for almost all careers.

Students who have studied English in the past are now Teachers, Journalists, Lawyers and Doctors.

CAREERS

For more information, please contact: [Laura.Bond@corbybusinessacademy.org](mailto:Laura.Bond@corbybusinessacademy.org)

# MATHS - GCSE

## COURSE DASHBOARD

This course focuses on developing fluency, application of techniques to solve problems and enabling students to reason mathematically.

### HIGHER TIER

33.3% EXAM 1

33.3% EXAM 2

33.3% EXAM 3

### FOUNDATION TIER

33.3% EXAM 1

33.3% EXAM 2

33.3% EXAM 3

EXAM BOARD : EDEXCEL

Throughout the course, students will develop their knowledge of Number, Algebra, Geometry and Measure, Ratio and Proportion, Probability and Statistics at either Foundation or Higher level.

The exams will assess the following assessment objectives over the three papers:

**A01:** Use and apply standard techniques (recall facts, carry out routine procedures)

**A02:** Reason, interpret and communicate mathematically

**A03:** Solve problems within mathematics and other contexts

Each year, students will concentrate on a mixture of the six main topic areas.

From Christmas of Year 11, students will concentrate on revision and exam preparation.

## Higher Tier

Three written exams, all 1 hour 30 minutes and worth 80 marks each (33.3%)

Higher Tier (Grades 4-9) - Grade 3 allowed

**Paper One:** Non-calculator

**Paper Two and Three:** Calculator

## Foundation Tier

Three written exams, all 1 hour 30 minutes and worth 80 marks each (33.3%)

Foundation Tier (Grades 1-5)

**Paper One:** Non-calculator

**Paper Two and Three:** Calculator

How can this course support my future destinations?

FUTURE

### Progression routes:

After GCSE, students can study A-Level Maths or Further Maths and then explore Maths and other related degree courses at university.

EDUCATION

Accountant, Architect, Data Analyst, Financial Trader, Engineer, Quantity Surveyor, Teacher.

CAREERS

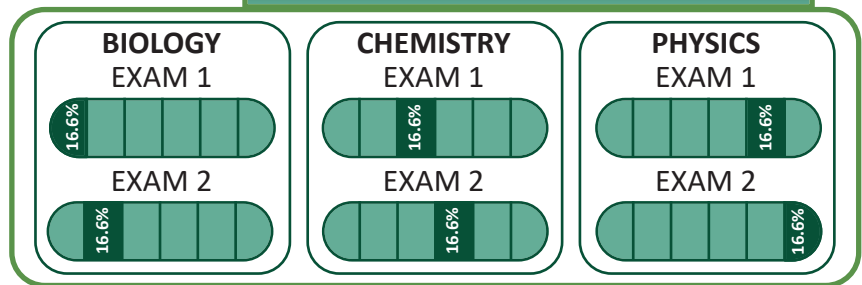
For more information, please contact: [Urvish.Patel@corbybusinessacademy.org](mailto:Urvish.Patel@corbybusinessacademy.org)



# COMBINED SCIENCE - GCSE

A course encompassing Biology, Chemistry and Physics, designed to enable students to develop their own knowledge and skills in each scientific area.

## COURSE DASHBOARD



EXAM BOARD : EDEXCEL

Students will study interesting and exciting topics in Biology, Chemistry and Physics.

Students will be encouraged to work scientifically and are expected to complete a number of required practical tasks during the course.

Students will achieve an equivalent of two GCSEs in Combined Science.



## Which Route?

The combined science GCSE is for all students who do not take triple science as an option

## Exams

Each exam covers core concepts in each subject as well as unique topics

**Biology:** Two written exams of 70 minutes worth 33.3% of the final grade

**Chemistry:** Two written exams of 70 minutes worth 33.3% of the final grade

**Physics:** Two written exams of 70 minutes worth 33.3% of the final grade

How can this course support my future destinations?

FUTURE

A-Levels in Biology, Chemistry and Physics, or BTEC Level 3 Applied Science.

A range of A-Levels, BTECs and apprenticeships in Science or other related subjects.

EDUCATION

A number of scientific careers including: Engineering, Research, Nursing, Dentistry, Medicine, Astronomy, Animal Welfare, Microbiology, Teaching and many more.

CAREERS

For more information, please contact: [Louise.Davison@corbybusinessacademy.org](mailto:Louise.Davison@corbybusinessacademy.org)

# CORE PE

Students have the opportunity to participate in frequent physical activity which is conducive to a healthy active lifestyle.



Students will improve key skills in practical activities which could include: a variety of games, such as football, dodgeball, cricket, badminton, tennis, netball, basketball and handball. There will also be opportunities for students to learn about and improve upon personal fitness such as using the fitness suites, yoga, zumba, weights, SAQ circuit and rowing.

Other opportunities include trampolining, paralympic activities and dance.

Students will also be given the opportunity to develop their leadership skills through the Leadership programme; as well as be given guidance on fitness for life or recreational pathways.

Students take part in an hour lesson each week and will focus on a different activity each term.

## Body

- Physical competence in a range of activities and ability to learn new skills

## Brain

- Knowledge and understanding rules and strategies and application of tactics
- Knowledge of health and fitness

## Beyond

- Developing skills beyond the classroom, such as teamwork, communication, resilience, evaluation, leadership and perseverance

How can this course support my future destinations?

**FUTURE**

Taking part in Core PE will enable students to experience a range of activities aimed at developing physical, social and emotional well being. Enabling students to feel happier and more confident, thus able to cope with day to day challenges at school.

**EDUCATION**

Personal Trainer, Coach, Activity Leader, Sports Assistant, Teaching Assistant, PE Technician, Fitness Instructor, Lifeguard.

**CAREERS**

For more information, please contact: [Patrick.Hallam@corbybusinessacademy.org](mailto:Patrick.Hallam@corbybusinessacademy.org)







OPTION SUBJECTS - GCSE

# ART & DESIGN (Fine Art) - GCSE

## COURSE DASHBOARD

This Fine Art course focuses on learning strong creative making skills in a range of media and developing imaginative ideas from a basic starting point through to a refined final piece.

### COURSEWORK PORTFOLIO

60%

### EXAM

40%

EXAM BOARD : OCR

Students will learn and develop skills in a wide range of areas including drawing, acrylic painting, and printmaking. Students will look at a range of contemporary and historic Artists.

In Year 10, students will focus on either natural form Contemporary landscape, still life or portraiture. To produce a range of outcomes from printmaking, sculpture, painting and drawing incorporating traditional and digital approaches based upon these themes. From this research students will create their coursework portfolio using a selection of media and techniques.



## Portfolio

Assessment over Year 10 and 11 Portfolio (60%)

The coursework project has four assessment objectives each worth 15%:

- A01 – Artist reference
- A02 – Ideas and development of the project
- A03 – Observational work
- A04 – Final piece of Art

## Exam

Exam - 10 hour exam (40%)

The Exam project has four assessment objectives each worth 10%:

- A01 – Artist reference
- A02 – Ideas and development of the project
- A03 – Observational work
- A04 – Final piece of Art

How can this course support my future destinations?

FUTURE

A-Levels in Fine Art or A-Level Photography or a range of A-Levels, BTECs, or Apprenticeships in Art, Illustration, Graphic Design, Fashion, Photography, Film, or Design based subjects.

EDUCATION

Artist, Illustrator, Graphic Designer, Architect, Fashion Designer, Interior Designer, Set Designer, Photographer.

CAREERS

For more information, please contact: [Nigel.Jones@corbybusinessacademy.org](mailto:Nigel.Jones@corbybusinessacademy.org)



# ART & DESIGN (Photography) - GCSE

## COURSE DASHBOARD

This Photography course focuses on developing clear observational skills alongside strong camera control and professional editing techniques. All tailored towards creative ideas and imaginative outcomes.

### COURSEWORK PORTFOLIO

60%

### EXAM

40%

EXAM BOARD : OCR

Year 10 students will undertake a range of independent projects combining mixed media skills with open ended questions.

Year 11 continues with embedding learned photographic skills, and researching contextual links to project themes moving towards the exam. The projects undertaken involve extensive use and development of skills in Adobe Photoshop and other photo editing platforms.



## Coursework Portfolio

Assessment takes place over Year 10 and 11 with students submitting an independent portfolio of work (60%)

The coursework project has four assessment objectives each worth 15%:

- A01 – Artist reference
- A02 – Ideas and development of the project
- A03 – Observational work
- A04 – Presentation of Final piece

## Exam

Externally set exam theme set in January of Year 11, with a 10-hour exam in April/May (40%)

The Exam project has four assessment objectives each worth 10%:

- A01 – Artist reference
- A02 – Ideas and development of the project
- A03 – Observational work
- A04 – Presentation of Final piece

How can this course support my future destinations?

FUTURE

A-Levels in Fine Art or A-Level Photography or a range of A-Levels, BTECs, or Apprenticeships in Art, Illustration, Graphic Design, Fashion, Photography, Film, or Design based subjects.

EDUCATION

Artist, Illustrator, Graphic Designer, Architect, Fashion Designer, Interior Designer, Set Designer, Photographer.

CAREERS

For more information, please contact: [Nigel.Jones@corbybusinessacademy.org](mailto:Nigel.Jones@corbybusinessacademy.org)



# ART & DESIGN (Textiles) - GCSE

## COURSE DASHBOARD

This Textile Design course focuses on learning strong creative making skills in a range of mixed-media and developing imaginative ideas from a project theme through to a refined final outcome.

### COURSEWORK PORTFOLIO

60%

### EXTERNAL SET ASSIGNMENT

40%

EXAM BOARD : OCR

Students will learn and develop multi-disciplinary skills in a wide range of areas including drawing, stitching, weaving, embroidery and embellishment. Students will research themes that will take them on a journey of investigation and artist research, development and refinement of ideas and design proposals, towards the making of a two or three dimensional final outcome.

In Year 10, students will develop a range of skills from being able to confidently use the sewing machine, to being able to develop their own digital repeat patterns. Students will have the opportunity to explore areas such as fashion & footwear design, constructed and installed textiles.



### Component 1

Coursework Portfolio- (Year 10 & 11) Assessed and moderated internally and externally (60%)

The coursework project has four assessment objectives each worth 15%:

- A01 – Artist reference
- A02 – Ideas and development of the project
- A03 – Observational work
- A04 – Final piece of Art

### Component 2

Externally Set Assignment- (Year 11) Assessed and moderated internally and externally (40%)

The Exam project has four assessment objectives each worth 10%:

- A01 – Artist reference
- A02 – Ideas and development of the project
- A03 – Observational work
- A04 – Final piece of Art

### Exam

There is no written exam for this course, however there is a 10-hour exam which is spread over a duration of 2 days. Students will use this time to work on A04 ONLY.

How can this course support my future destinations?

FUTURE

A-Levels in any Art & Design course, BTECs, or Apprenticeships in Fashion, Art, Illustration, Graphic Design, Fashion, Photography, or Design based subjects.

EDUCATION

Fashion Design, Footwear, Interior Design, Tailor, Craftworker, Machinist, Costumer/Film/Set Design, Jewellery Design, Buyer, Marketing, Fashion Photography, Magazine Editor, and much more.

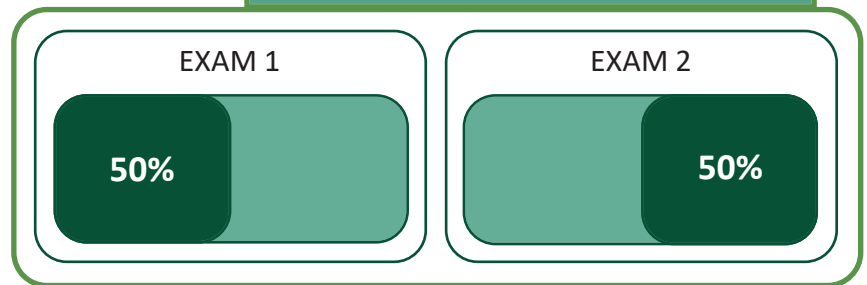
CAREERS

For more information, please contact: [Kelly.Herbert@corbybusinessacademy.org](mailto:Kelly.Herbert@corbybusinessacademy.org)

# BUSINESS STUDIES - GCSE

This course develops enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.

## COURSE DASHBOARD



EXAM BOARD : AQA

Students will have the opportunity to explore real business issues and how businesses work.

This includes the following subject content:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance



### Exam 1

**Paper 1:** Influences of operations and HRM on business activity

This examination paper is worth a maximum of 90 marks and comprises 50% of the GCSE Business Studies result

### Exam 2

**Paper 2:** Influences of marketing and finance on business activity

This examination paper is worth a maximum of 90 marks and comprises 50% of the Business Studies result

How can this course support my future destinations?

FUTURE

Business Studies is extremely useful for a variety of careers choices, A-Level and Level 3 courses.

The knowledge and skills students learn at GCSE can transfer into A-Level Business.

EDUCATION

Business studies is really important for all career choices from Finance, Retail, Law, Management, Sales, Marketing and owning your own business.

CAREERS

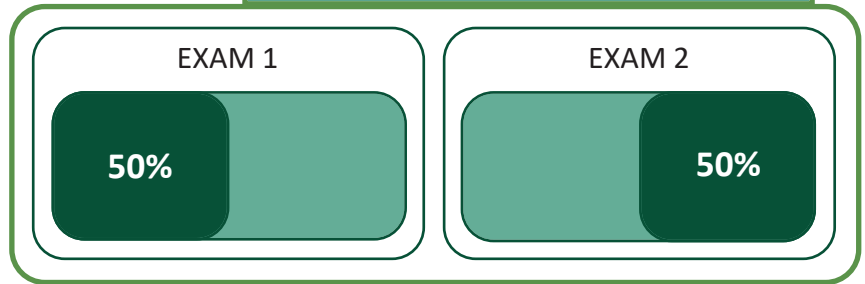
For more information, please contact: [Hannah.Docherty@corbybusinessacademy.org](mailto:Hannah.Docherty@corbybusinessacademy.org)

# COMPUTER SCIENCE - GCSE

Computer Science is a challenging and re-warding GCSE made up of two separate components; theory and programming.

Students will also have to complete an extended practical project where they will plan and code a computer program.

## COURSE DASHBOARD



EXAM BOARD : OCR

### Students will:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems, and how they communicate with one another and with other systems.



### Exam 1

#### *Paper 1: Computer systems*

Students will be introduced to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will also look at ethical, legal, cultural and environmental concerns associated with Computer Science.

### Exam 2

#### *Paper 2: Computational thinking, algorithms and programming*

Students will apply knowledge and understanding gained in paper 1. Students will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

How can this course support my future destinations?

**FUTURE**

- A-Level Computer Science
- Computer Science degree
- Other advanced IT qualifications

**EDUCATION**

Applications Developer, Cyber Security Analyst, Data Analyst, Database Administrator, Forensic Computer Analyst, Game Designer and many more.

**CAREERS**

For more information, please contact: [Martin.Corbishley@corbybusinessacademy.org](mailto:Martin.Corbishley@corbybusinessacademy.org)



# DRAMA - GCSE

## COURSE DASHBOARD

Over the course of the two years, students can decide to either be a performer (actor) or focus on the designing processes involved in the creation of a performance (lighting, sound, set and costume design).

### PERFORMANCE

60%

### WRITTEN EXAM

40%

EXAM BOARD : EDUQAS

The Eduqas Drama GCSE consists of two performance components and one externally examined paper. Students will:

- Devise their own performances
- Explore texts practically and work on two text-based performances
- Watch and evaluate live professional performances
- Learn about theatre practitioners
- Create a logbook containing their creative ideas



### Written Exam

Students will complete one written examination based on their exploration of live theatre and analysis of a play text. Students will also work on constructing a visually stimulating logbook where they will document their performance and design ideas.

With a mandatory live theatre school trip, all Drama students will have the opportunity to witness a professional performance.

### Live Performance

Students learn to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas and reflect and refine their work. Whatever the future holds, students of Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

How can this course support my future destinations?

FUTURE

This course will allow clear progression to A-Level Drama and Theatre and other practical A-Level subjects. The theory that is involved in the Drama GCSE will also help students who wish to progress in their English studies.

EDUCATION

The theatre industry is very competitive, yet very rewarding. After completing a Drama GCSE course, popular career paths include: teaching, performing, directing and public speaking.

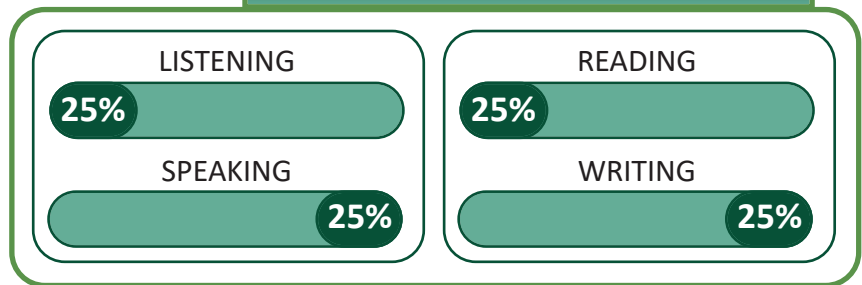
CAREERS

For more information, please contact: [Megan.Jones@corbybusinessacademy.org](mailto:Megan.Jones@corbybusinessacademy.org)

# FRENCH - GCSE

## COURSE DASHBOARD

This course reflects the benefits that learning a language can bring, such as an understanding of French culture and language; along with a focus on listening and communication skills.



EXAM BOARD : EDEXCEL

The objective of this qualification is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students study all of the following themes on which the assessments are based.

Topics covered:

- Theme 1 - Identity and culture
- Theme 2 - Local area, holiday and travel
- Theme 3 - School
- Theme 4 - Future aspirations, study and work
- Theme 5 - International and global dimension

### Listening

- Questions in English to be answered in English or non-verbal
- Questions in target language to be answered in target language or non-verbal

### Speaking

- Role-play, Photo-card and Conversation

### Reading

- Questions in English to be answered in English or non-verbal
- Questions in target language to be answered in target language or non-verbal

### Writing

- Foundation: pieces of independent writing and translation
- Higher: more complex pieces of writing and translation

How can this course support my future destinations?

FUTURE

Languages can help students gain the new English Baccalaureate and support progression into most higher education courses.

EDUCATION

Language learning can support career opportunities in an ever-increasing global market, especially those with an international dimension such as Engineering, Health Care, Legal Professional, Journalism, working for Government Agencies, the Police Force and/or Translation.

CAREERS

For more information, please contact: [Sophie.Allert@corbybusinessacademy.org](mailto:Sophie.Allert@corbybusinessacademy.org)

# GEOGRAPHY - GCSE

## COURSE DASHBOARD

This course will create curiosity and give students the platform to make a difference in the ever-changing world we live in.

EXAM 1

35%

EXAM 2

35%

EXAM 3

30%

EXAM BOARD : EDEXCEL

How the course is broken down:

Year 10

The Living World, the Challenge of Natural Hazards, Urban Issues and Challenges, Issue Evaluation and Physical Fieldwork – Coasts, and Human fieldwork.

Year 11

The Changing Economic World, Landscapes in the UK, Issue Evaluation and Rivers.



### Exam 1

#### *Living with the physical environment*

**Section A:** The challenge of natural hazards

**Section B:** The living world

**Section C:** Physical landscapes in the UK

### Exam 2

#### *Challenges in the human environment*

**Section A:** Urban issues and challenges

**Section B:** The changing economic world

**Section C:** The challenge of resource management

### Exam 3

#### *Geographical Investigations*

**Section A:** Issue evaluation

**Section B:** Fieldwork

How can this course support my future destinations?

FUTURE

A-Level Geography, Travel and Tourism, Uniformed Public Service and other related subjects.

EDUCATION

Jobs in a variety of sector including: Tourism, Education, Aid and Development, Media, Charities, Surveying, Conservation, Military, Communications and Research.

CAREERS

For more information, please contact: [Jordon.Joseph@corbybusinessacademy.org](mailto:Jordon.Joseph@corbybusinessacademy.org)

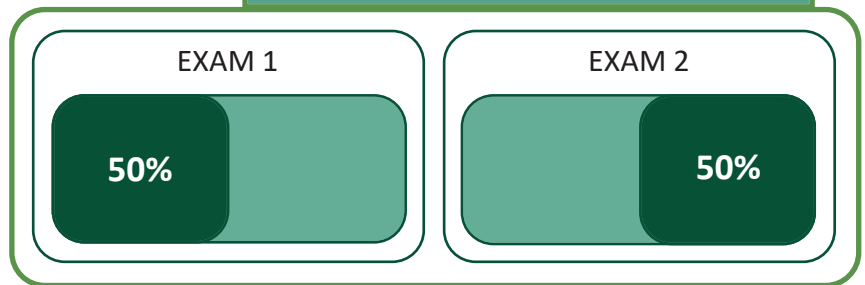


# HISTORY - GCSE

This course should inspire students to deepen their understanding of people, periods and events and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement.

This will prepare them to become informed citizens and articulate candidates for employment.

## COURSE DASHBOARD



EXAM BOARD : AQA

### Unit 1:

Germany: Democracy and Dictatorship, 1890-1945

### Unit 2:

Conflict and tension: the inter-war years, 1918–1939

### Unit 3:

Health and the People, 1000-the present day

### Unit 4:

Elizabethan England, 1568-1603



## Exam 1

**Paper 1:** Germany and Conflict and Tension. (1 hour for each unit)  
Kaiser's Germany, Weimar Germany, Depression Germany, Nazi Germany.  
Treaties and settlements at the end of World War I, League of Nations, origins of the Second World War until 1939.  
10 questions ranging from 4 to 16 marks, long-answer essays, interpretations and source questions.  
4 SPAG marks

## Exam 2

**Paper 2:** Health and the People and Elizabethan England, including study of the historic environment. (1 hour for each unit)  
Medieval medicine, new beginnings during the Renaissance, revolution in medicine, medicine in the modern era. Elizabethan court, parliament, society, foreign policy, exploration and religious developments.  
8 questions ranging from 4 to 16 marks, long-answer essays, interpretations and source questions.

How can this course support my future destinations?

FUTURE

Excellent communication and writing skills, construct an argument, research skills, problem-solving skills, analytical and interpretation skills.

A-Level in the Humanities or Social Sciences.

EDUCATION

Journalism, Broadcasting, Law, Business, Politics, Archaeology, Marketing, Teaching, Civil Service, Human Resources, Libraries and archives, Administration, Retail, Financial Services.

CAREERS

For more information, please contact: [Fiona.Rowe@corbybusinessacademy.org](mailto:Fiona.Rowe@corbybusinessacademy.org)

# MEDIA - GCSE

The media plays a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer.

The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable.

## COURSE DASHBOARD

### WRITTEN EXAM

40%

### WRITTEN EXAM

30%

### COURSEWORK

30%

EXAM BOARD : EDUQAS

Students will study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences.

The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework.



## Component 1

### Component 1:

Explores the Media framework of Media Language, Representation, Audience and Industry to a number of set texts from a wide range of forms.

These include:

- Video games
- Newspapers
- Advertisements
- Films
- Radio
- Magazines

## Component 2

### Component 2:

Assesses all areas of the theoretical framework (above) and contexts of the media in relation to television and music.

This will give students the opportunity to watch and study a range of television programmes and music videos.

How can this course support my future destinations?

FUTURE

Media introduces students to a theoretical framework for analysing the Media.

This underpins the study of the media at A-Level.

EDUCATION

Graphic Designer, Radio Presenter, Journalist, Web Designer, Photographer.

CAREERS

For more information, please contact: [Laurence.Woodcock@corbybusinessacademy.org](mailto:Laurence.Woodcock@corbybusinessacademy.org)

# MUSIC - GCSE

This course is for students who are looking to build on skills developed during Key Stage 3.

If you can play an instrument, sing or use music technology this will be a distinct advantage.

Students must be prepared to perform to each other and to larger audiences and / or perform using music technology.

## COURSE DASHBOARD

### LISTENING

40%

### COMPOSING

30%

### PERFORMING

30%

EXAM BOARD : OCR

This course provides students with an opportunity to attend concerts and performances by professional musicians. Year 10 students will visit a local primary school and run a composition workshop with younger students.

Music students should aim to perform with at least one department ensemble at Corby Business Academy, such as Concert Band, CBA Vocalize, Junior Concert Band, String Ensemble, Brass Ensemble, Woodwind Ensemble or Big Band. These ensembles perform around Northamptonshire and take part in national competitions.

### Composing

By the end of the course, students will have composed two pieces of music – one for their chosen instrument in the style of their choice, the other – a piece of music set to a brief by the exam board. In lessons, students will study compositional techniques and investigate different genres and styles of music.

### Performing/Sequencing

Over the course of the two years, students will learn the art of performance and will work towards two final performances either live or sequenced.

Students will either perform as a soloist and as part of a small ensemble or sequence two performances using music technology.

### Listening

Over the two years, students will be prepared for this examination which takes around 1½ hours. Students will have to identify instruments, styles and genres of music, musical eras, as well as technical musical elements, such as rhythmic and melodic notation.

How can this course support my future destinations?

FUTURE

A-Level Music and other related A-Level and BTEC subjects.

EDUCATION

Professional musician, Pop star, Composer of Film Music, Arts Administrator, Music Publishing, Music Journalist, Music Marketing, Public Relations, Record Producer, Animator, Teacher, Lecturer, Song Writer.

CAREERS

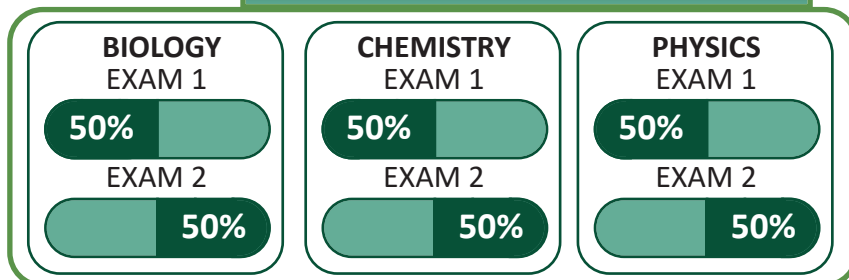
For more information, please contact: [Clive.Wears@corbybusinessacademy.org](mailto:Clive.Wears@corbybusinessacademy.org)



# SEPARATE SCIENCES - GCSE

A course encompassing separate GCSEs Biology, Chemistry and Physics, designed to enable students to develop their own knowledge and skills in each scientific area.

## COURSE DASHBOARD



EXAM BOARD : EDEXCEL

The Separate Science route will appeal to students who wish to study the sciences at A Level and is centred on exciting, innovative activities and investigations that are linked to the role of science in our everyday lives.

The three GCSE Science qualifications enable students to:

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



## Which Route?

The students are studying for 3 separate GCSEs in Biology, Chemistry and Physics and is suitable for students with an interest in science and take the triple science as an option. There are common overlap units with the combined science in each of the Biology, Chemistry and Physics qualifications allowing students the flexibility and choice of course that will maximise their potential.

## Exams

Each exam covers core concepts in each subject as well as unique topics.

**Biology:** Two written exams of 105 minutes worth 50% of the grade

**Chemistry:** Two written exams of 105 minutes worth 50% of the grade

**Physics:** Two written exams of 105 minutes worth 50% of the grade

How can this course support my future destinations?

FUTURE

A-Levels in Biology, Chemistry and Physics, or BTEC Level 3 Applied Science.

A range of A-Levels, BTECs and apprenticeships in Science or other subjects.

EDUCATION

A number of scientific careers including: Engineering, Research, Nursing, Dentistry, Medicine, Astronomy, Animal Welfare, Microbiology, Teaching and many more.

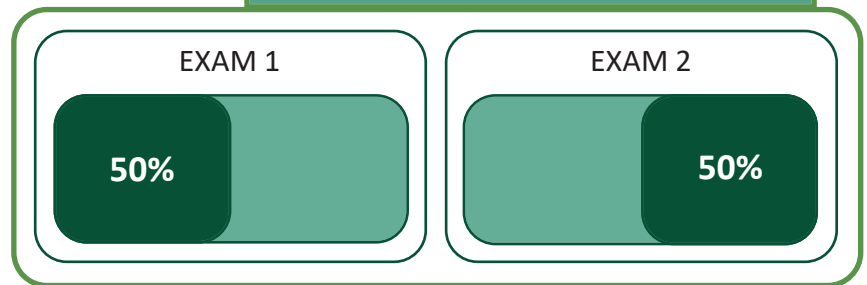
CAREERS

For more information, please contact: [Louise.Davison@corbybusinessacademy.org](mailto:Louise.Davison@corbybusinessacademy.org)

# PSYCHOLOGY - GCSE

## COURSE DASHBOARD

An engaging and effective qualification introducing students to the fundamentals of Psychology, developing critical analysis, independent thinking and research skills.



EXAM BOARD : AQA

### Year 10 – Topics

- Memory
- Perception
- Development
- Research methods

### Year 11 – Topics

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems



### Exam 1

- **Paper 1 – Cognition and Behaviour**
- Written exam: 1 hour 45 minutes (100 marks)
- 50% of GCSE

### Exam 2

- **Paper 2 – Social Context and Behaviour**
- Written exam: 1 hour 45 minutes (100 marks)
- 50% of GCSE

How can this course support my future destinations?

**FUTURE**

Excellent communication and writing skills, construct an argument, research skills, problem solving skills, analytical and interpretation skills.

**EDUCATION**

Psychologist - Clinical Counselling. Educative and Forensic, Sports HR Officer.

**CAREERS**

For more information, please contact: [Marya.Osman@corbybusinessacademy.org](mailto:Marya.Osman@corbybusinessacademy.org)



OPTIONAL SUBJECTS - VOCATIONAL



# DESIGN TECHNOLOGY - Tech Award in Food & Cookery - NCFE

## COURSE DASHBOARD

This course focuses on basic cooking skills and hygiene requirements to prepare students with a sound basic knowledge of Catering.

### COURSEWORK PORTFOLIO

60%

### EXAM

40%

EXAM BOARD : NCFE

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.



## Assessment

Coursework portfolio – 60% of technical award [No. of marks 96]

The completion time for the assessment is 16 hours 30 minutes

This cooking assessment exam will test the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

## Exam

Exam – 40% of technical award [No. of marks 80]

Exam duration - 1 hour and 30 minutes

The written examined assessment is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target assessment objectives A01, A02 & A03.

How can this course support my future destinations?

FUTURE

A range of Vocational qualifications: Foundation, Level 1 to 3 Apprenticeships and Higher Education.

EDUCATION

Management, Chefs, Front of House, Food Handlers, EHO, Training, Teaching, own business opportunities and more.

CAREERS

For more information, please contact: [Simon.Porter@corbybusinessacademy.org](mailto:Simon.Porter@corbybusinessacademy.org)

# HEALTH & SOCIAL CARE - BTEC Level 1/2 Tech Award

## COURSE DASHBOARD

The BTEC Tech Award is a practical introduction to life and work in Health and Social Care.

### COMPONENT 1

30%

### COMPONENT 2

30%

### COMPONENT 3

40%

EXAM BOARD : EDEXCEL

The course focuses on building skills giving students the confidence to progress in whatever path they choose.

They are designed to be taken alongside GCSEs, allowing students the opportunity to apply academic knowledge to everyday and work contexts. Providing a strong foundation for academic or vocational study post-16, as well as future employment.



## Course Content

### Component 1:

Human Lifespan Development (non-exam internal assessment) 30%

*During Component 1, you will:*

- explore how individuals develop physically, emotionally, socially and intellectually
- investigate how various factors, events and choices impact growth and development
- discover how people adapt to life events

### Component 2: Health & Social

Care, Services and Values (non-exam internal assessment) 30%

*During Component 2, you will:*

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values of the sector

### Component 3: Health and Wellbeing (External assessment) 40%

*During Component 3 you will:*

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health
- create a health and wellbeing improvement plan
- reflect on the potential challenges the person may face

How can this course support my future destinations?

FUTURE

This subject can lead to further Level 2 study at college or Level 3 vocational qualifications e.g. BTEC National in Health and Social Care preparing students for entry into Higher Education, employment or apprenticeships.

EDUCATION

Approximately 3 million people work in the Health and Social Care Sector in a diverse range of roles including Nurses, Midwives, Physiotherapists, Speech Therapists, Healthcare assistants, Care Supervisor, Early Years Teachers, Youth Workers, Social Services Officer, Community Support Worker.

CAREERS

For more information, please contact: [Lucy.Crane@corbybusinessacademy.org](mailto:Lucy.Crane@corbybusinessacademy.org)

# PERFORMING ARTS (DANCE) - BTEC Level 1/2 Tech Award

## COURSE DASHBOARD

The qualification develops the key skills of performance, choreography and dance appreciation.

Alongside this it works on personal management, communication, physical and interpretative skills and team work.

INTERNAL ASSESSMENT 1

30%

INTERNAL ASSESSMENT 2

30%

EXTERNAL TASK

Respond to a brief

40%

EXAM BOARD : EDEXCEL

This course consists of three units, two internally assessed and one externally assessed.

**External task:** Respond to a brief

The exam board will set a theme for the students in January of Year 11.

Students then have a set amount of time to work in small groups to develop a 7-15 minutes piece of choreography based on this theme.



### Unit 1

**Unit 1:** In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

### Unit 2

**Unit 2:** In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements.

How can this course support my future destinations?

FUTURE

BTEC Level 3 Courses in the Performing Arts or Production Arts.

BA in Dance.

EDUCATION

Theatre work, Performance Work, Movement Therapist, Choreography work.

CAREERS

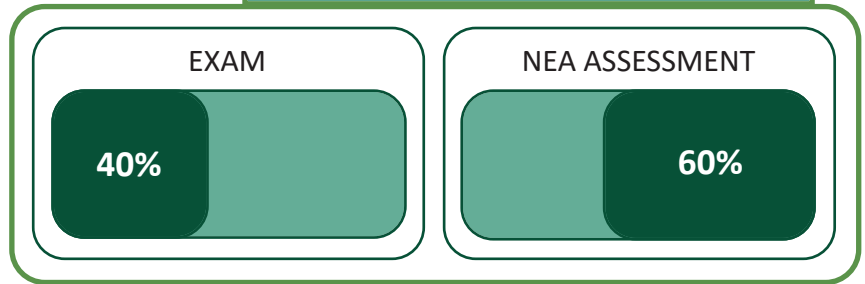
For more information, please contact: [Francia.Dickinson@corbybusinessacademy.org](mailto:Francia.Dickinson@corbybusinessacademy.org)



# SPORT - BTEC Level 1/2 Tech Award

## COURSE DASHBOARD

This course gives learners the opportunity to develop knowledge and understanding of the sport sector and specialist skills such as analysis, leadership, teaching and communication at level 2.



EXAM BOARD : EDEXCEL

### Component 1:

Preparing participants to take part in sport and physical activity (NEA)

### Component 2:

Taking part and improving other participants sporting performance (NEA)

### Component 3:

Developing fitness to improve other participants performance in sport and physical activity (external assessment)



## NEA - Assessment

Controlled Assessment 60%

## Exam

External Computer based Assessment 40%

How can this course support my future destinations?

FUTURE

BTEC Level 3, A-Level PE University-Sports Science, Sports Coaching, Physiotherapy, Physical Education, Sports and Leisure, Travel and Tourism.

EDUCATION

Teaching, Personal Trainer, Coach, Physiotherapist, Leisure Centre Manager.

CAREERS

For more information, please contact: [Patrick.Hallam@corbybusinessacademy.org](mailto:Patrick.Hallam@corbybusinessacademy.org)

# NOTES



Corby Business Academy  
COMMIT BELIEVE ACHIEVE



Corby Business Academy

Welcome CBA





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**E** [Ralph.Franklin@corbybusinessacademy.org](mailto:Ralph.Franklin@corbybusinessacademy.org)