

# Hodgson Academy

## Year 8 Options

### 2021

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You are about to embark on your Key Stage 4 studies at Hodgson Academy. Firstly, thank you for taking such an interest and preparing properly for the next three years by choosing to read this document. We have designed this booklet to provide as much detail on the option subjects available to you, and the choices you need to make. Every course is described in a section of its own on the following pages. These courses will start in September 2021, at the start of Year 9, and end in June 2024 in Year 11.

It is crucial that you pick the right option subjects for you, as these combined with the core subjects, will form the qualifications with which you will leave Hodgson. These qualifications will take you on to the next stage of your life. You might already have a career or further education subjects in mind, so can pick options that will hopefully help towards this goal. In 2020, even with the impact of the global pandemic, all Hodgson Academy's leavers went on to further education, employment or training programmes.

This book is vital reading, and we will work together to ensure you find the best way forward for you as an individual. We wish to personalise your learning. We need to find the best path for YOU.

The booklet is divided into three parts.

- Section One – information about **qualifications** and the **curriculum structure** at Hodgson Academy.
- Section Two – this is made up of subjects that you can **choose**: the Option Subjects.
- Section Three – this is made up of subjects you **must take**: the Core Subjects.

### Your Curriculum Choices at Hodgson Academy

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Of course, this booklet is only one small part of a larger programme of activities that are designed to help you with your curriculum choices. The whole team at Hodgson Academy are engaged in a positive, open process with students and parents/carers and will endeavour for students to have as much information as possible for the upcoming educational step. Our programme includes:

- Careers information, advice and guidance as well as a dedicated PSHEe lesson to the options process
- A virtual options assembly and corresponding sessions in form time
- Year 8 Experience Lessons inside and outside the school day
- Information and guidance from subject teachers and form tutors
- Hodgson Academy Options Webpage
- Support from the Pastoral and Learning Support Teams
- Virtual Options Evening

### Remember – this is the start of a pathway to your future

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We believe our options process allows students a broad and balanced curriculum choice that provides the **best possible opportunities for Hodgson Academy students in modern Britain.**

Your options should represent the subjects that you are interested in, that you enjoy and that will hopefully lead to further education and employment opportunities that interest you in your future. We aim to educate our students as much as possible regarding their broad opportunities beyond Hodgson, including work with Blackpool Sixth Form and Blackpool and Fylde College, as well as work with local employers and universities.

As you will now be aware, our Key Stage 4 Curriculum is made up of both **Core** and **Option Subjects**. In other words, this means your time will include the study of:

- Subjects that **all** students study towards a qualification.
- Subjects that you can **choose** to study, in pursuit of your own interests, towards a qualification.
- Subjects that **all** students study as part of a broader education (without a qualification).

This is outlined below:

All Students at Hodgson will study:	
ENGLISH	Students will study English for four hours a week in Year 9, and five hours a week in Years 10 and 11. This will lead to <b>two</b> qualifications.  GCSE English Language and GCSE English Literature
MATHEMATICS	Students will study Maths for four hours a week throughout Key Stage 4. This will lead to <b>one</b> qualification.  GCSE Mathematics
SCIENCE	Students will study Science for five hours a week throughout Key Stage 4. This will lead to <b>two</b> qualifications.  GCSE Dual Award Science <i>(students can <b>opt</b> to choose to do separate Sciences and achieve <b>three</b> qualifications, but this will count as one open option choice)</i>
MFL	Students will study one Modern Foreign Language and receive two hours a week throughout Key Stage 4. This will lead to <b>one</b> qualification.  As the whole of Year 8 has studied KS3 German, this will be the GCSE language of 2021. Those students who <b>also</b> wish to study French will have the opportunity to do so.
HUMANITIES	Students will study at least one humanities subject and receive two hours a week throughout Key Stage 4. This will lead to <b>one</b> qualification.  GCSE History <b>or</b> GCSE Geography
OPEN OPTION 1	Students will study two other qualifications of their choice, each for two hours a week. This will lead to <b>two</b> more qualifications. These qualifications may be some of our GCSE subjects or our vocational qualifications.
OPEN OPTION 2	
PHYSICAL EDUCATION	Students will complete two hours a week of PE in Year 9 and one hour a week of PE in Year 10 and 11.
PSHE	Students will complete one hour a week throughout Key Stage 4 of PSHE.
RELIGIOUS EDUCATION	Students will complete one hour a week throughout Key Stage 4 of Religious Education.

The Government believes that schools should offer students a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration.

The EBacc is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects in getting good passes in certain GCSEs. The English Baccalaureate covers achievement in English, Mathematics, Science, a Language and a Humanities subject. Our curriculum structure allows all students the opportunity to study these subjects and no student will be denied the opportunity to study all of the EBacc subjects should they wish to. However, to ensure students can continue a broad range of subjects, students have a free choice between our two Humanity subjects and two other options, which we call the Open Options.

### Open Options

In the table below, we have provided an overview of the open option qualifications that you have as free choices at Hodgson. You will study these subjects for **2 hours a week** throughout Key Stage 4. Also note that both Humanities subjects are included and there is nothing to stop you from studying both History and Geography. Equally, you can choose to study as a dual linguist and opting for both German and French if your KS3 curriculum allows. We do, however, have some forbidden choices due to subjects that are too similar, which you can see identified below.

Subject	Qualification Type	Option Information
<b>Art, Craft and Design</b>	GCSE	Cannot take with Art Textiles
<b>Business</b>	GCSE	Open to all
<b>Computer Science</b>	GCSE	Cannot take with Digital I.T
<b>Construction</b>	VOCATIONAL	Cannot take with Product Design
<b>Digital Information Technologies</b>	VOCATIONAL	Cannot take w/Computer Science
<b>Food Preparation &amp; Nutrition</b>	GCSE	Open to all
<b>French</b>	GCSE	Only if studied at KS3
<b>Geography</b>	GCSE	Open to all
<b>History</b>	GCSE	Open to all
<b>Health &amp; Social Care</b>	VOCATIONAL	Open to all
<b>Music</b>	GCSE	Open to all
<b>Performing Arts</b>	VOCATIONAL	Open to all
<b>Physical Education</b>	GCSE	Cannot take with Sport
<b>Product Design</b>	GCSE	Cannot take with Construction
<b>Religious Studies</b>	GCSE	Open to all
<b>Sport</b>	VOCATIONAL	Cannot take with PE
<b>Art Textiles</b>	GCSE	Cannot take with Art and Design
<b>Triple Separate Science</b>	GCSE	Open to all

As you can see in the options table, we offer both GCSE and Vocational qualifications at Hodgson Academy, which provide students with different learning experiences.

**GCSE Qualifications**      The traditional path of study, students are graded on a nine point scale. 9 is the highest grade possible and 1 is the lowest.

Hodgson offers a range of GCSE qualifications and fully prepare students in each independent subject area. In comparison to previous years, most GCSEs are now assessed through examinations at the end of Year 11, with no coursework. There are some exceptions to this as can be seen in the later pages in this booklet.

**Vocational Qualifications**      An alternative pathway towards a qualification, with less “examination” assessments. Students can receive a Pass, Merit, Distinction or Distinction\* grade.

Hodgson offers a range of vocational qualifications, where students receive a vocational qualification which **is the equivalent to one GCSE qualification**. The key difference in a vocational qualification is **how it is assessed**. As an example, the BTEC courses will involve only one external assessment, which will account for 25% of the final qualification, with 75% of the course based on assignments completed during the course.

**What is important is that both qualifications are considered equal in weighting towards the next steps of your education, as you can see below. Have a read and make an INFORMED decision!**

*The Blackpool Sixth Form College strongly values both GCSE and vocational qualifications. We see them as ideal preparation for study at our college. GCSE courses provide an excellent foundation for our A-Level courses. BTEC and other vocational courses present a particularly appropriate pathway into our applied course areas, e.g. art and design, business, criminology, engineering, fashion, finance, health and social care, IT, film and TV production, music, performing arts, uniformed protective services, applied science, sport and travel and tourism. Courses like these, when taken at school or college, give students an excellent all-round learning experience, which combines subject knowledge and important practical work-related skills. We find that Level 3 BTEC and other vocational courses are very well regarded by universities, employers and higher apprenticeship providers.*

**Helen Thornley - Deputy Head of Admissions at Blackpool Sixth Form College**

*Upon entry to B&FC, be assured our expert tutors will consider all your qualifications and achievements from school, such as GCSEs and vocational qualifications, as well as a passion for your chosen subject. Judged Grade 1 Outstanding by Ofsted, B&FC is in the top 2% of colleges in England for school leaver success, and we offer diplomas, combined diplomas and the new T Level qualifications (all equivalent to studying 3 A-Levels), as well as work-based apprenticeships.*

**Sofia Merraoui - College and School Liaison Officer at Blackpool and Fylde College**

# Option Subjects

# Art, Craft and Design GCSE

**Staff Contact:** Mrs Bristow or Mrs Duggan

**Exam Board:** AQA

The GCSE Art, Craft and Design course is designed for students who have a keen interest and a flair for art. Each year the art department experiences great success at Key Stage 4 and this is due to the students being enthusiastic and enjoying the whole classroom buzz of the department.

Students opting for GCSE Art, Craft and Design should:

- Have a keen interest in Art and practical skills
- Be prepared to work hard and undertake independent research tasks
- Understand the importance of planning, developing, reflecting and evaluating their work
- Have resilience and be keen to explore ideas and experiment with new ways of working
- Have a creative flair

## What will I study?

- Students will produce artwork using their own observations and ideas
- Students will study the work of various artists and use this information to develop their own work
- Students will express their own ideas in art
- The development of skills in 2D and 3D media
- Students will learn how to improve and develop their work
- Students will improve their knowledge of line, tone, colour and composition
- The expression of ideas about their own and other people's work

## Assessment

Currently the course consists of: -

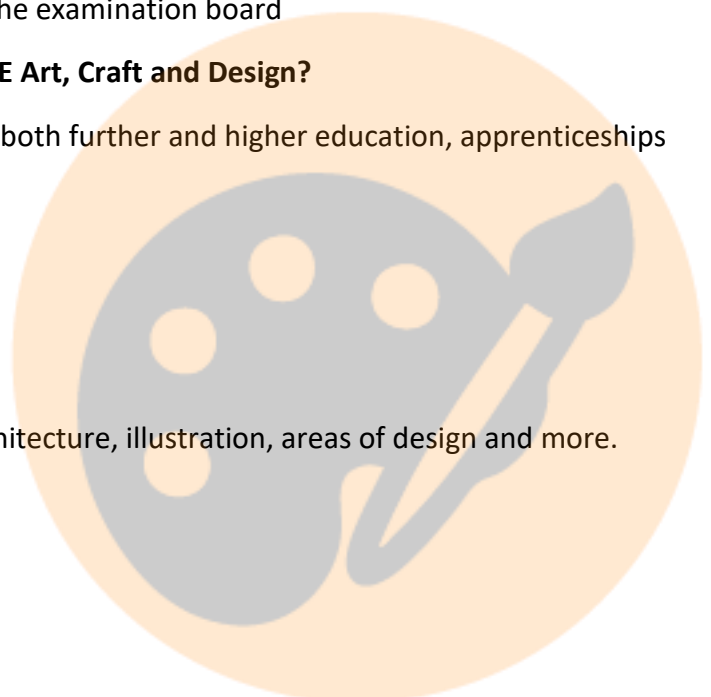
- 60% Coursework - completed in lessons and at home
- 40% AQA Examination - a project chosen by the examination board

## Progression Routes - What could I do next with GCSE Art, Craft and Design?

Studying GCSE Art, Craft and Design is a pathway for both further and higher education, apprenticeships and employment.

Courses include: -

- A-Level Art, Craft and Design
- Art and Design Diploma Level 2
- Art and Design Foundation Diploma
- Students could go on to study animation, architecture, illustration, areas of design and more.



# Business GCSE

**Staff Contact:** Mrs Khan or Mr Malone

**Exam Board:** OCR

The Business GCSE is a modern, engaging approach to the subject. It will develop the candidates' knowledge and awareness of key Business principles and consists of two papers: Paper one covers business activity, marketing and people. Paper two covers operations, finance and influences on business.

## What will I study?

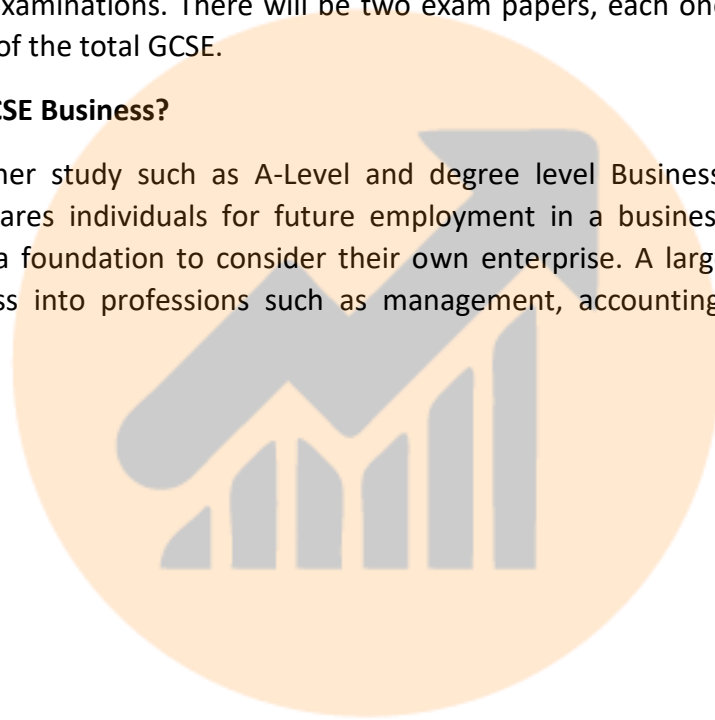
<b>Business Activity, Marketing and People</b>	<b>Operations, Finance and Influences</b>
Enterprise and entrepreneurship Business planning & ownership Aims and objectives Stakeholders & growth	Production processes Quality of goods and services Customer services & consumer law Business location and suppliers
Role of marketing & market research Market segmentation Marketing mix	The finance function Sources of finance Revenue, costs, profit and loss Break even, cash and cash flow
Human resources Organisational structures Communication, recruitment and selection Motivation, retention & training Employment law	Business ethics and the environment Economic climate Globalisation

## Assessment

GCSE Business will be assessed through external examinations. There will be two exam papers, each one hour and thirty minutes long, and each worth 50% of the total GCSE.

## Progression Routes - What could I do next with GCSE Business?

The Business GCSE is good preparation for further study such as A-Level and degree level Business, Economics and Accounting subjects. It also prepares individuals for future employment in a business environment, as well as providing students with a foundation to consider their own enterprise. A large number of students who study Business progress into professions such as management, accounting, marketing and recruitment.



# Computer Science GCSE

**Staff Contact:** Mr Huntbatch or Mr Smith

**Exam Board:** OCR

Computer Science explores the principles of digital technology and ‘computational thinking’, with coding as a core of the course. Learners should be able to think logically, solve puzzles and be resilient when the going gets tough; however it is also creative and you’ll get a real buzz out of getting something to work, especially when programming.

## What will I study?

<b>J277/01: Computer systems</b>	<b>J277/02: Computational thinking, algorithms and Programming</b>
1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments
<b>Practical Programming</b> All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.	

## Assessment

<b>J277/01: Computer systems</b>	<b>J277/02: Computational thinking, algorithms and Programming</b>
Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks
<b>Practical Programming</b> Not assessed	

## Progression Routes - What could I do next with GCSE Computer Science?

Computer Science GCSE is an excellent preparation in fundamentals for the study of the subject at A-Level or a number of vocational courses and apprenticeships. Computer Science and the problem solving and ICT skills it develops can be useful in many different careers such as information technology and information management, engineering and manufacturing, software and games design, construction, broadcast media and performing arts, management, journalism and publishing, and medical technology.

# Construction and the Built Environment Vocational

**Staff Contact:** Mr Kenwright or Mr Smith

**Exam Board:** Pearson Edexcel BTEC

The **Level 2 First Certificate in Construction and the Built Environment** is a new and exciting opportunity for our students to engage in a new course. Specific aims of the BTEC Certificate **Level 2** in Construction and the Built Environment are to add breadth to learners' knowledge and understanding of the Construction and the Built Environment sector as part of their career progression and development plans.

## What will I study and how will I be assessed?

The course is divided into two sections. There are four mandatory units and four optional units.

Unit No	Mandatory Units	Assessment method
1	Construction Technology	External
2	Construction and Design	Internal
3	Scientific and Mathematical Applications for Construction	Internal
11	Sustainability in Construction	External
Unit No	Optional units	Assessment method
4	Construction Processes and Operations	Internal
5	Construction Drawing Techniques	Internal
6	Exploring Carpentry and Joinery Principles & Techniques	Internal
10	Exploring Electrical Principles and Techniques	Internal

## Students opting for BTEC Construction and the Built Environment will:

- Have an interest in the construction industry and an open mindset to learning new skills.
- Have a resilient attitude - a lot of the skills will come with practice and determination.
- Be an effective independent learner - The more time, effort and dedication put in, the better the results will be.
- An ability to work to deadlines, handing work in – on time.
- Allow learners to specialise or to deepen their understanding through the provision of a broad range of optional specialist units.

## Progression Routes - What could I do next with Construction?

Give learners the potential opportunity to progress to employment in a wide range of job roles across the Construction and the Built Environment sector, for example junior technician posts or in the various construction trades.

Developing employability skills, including: self-management, team working, business and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

# Digital Information Technology Vocational

**Staff Contact:** Mr Huntbatch or Mr Smith

**Exam Board:** Pearson Edexcel BTEC

BTEC Tech Awards focus on building skills which will give you the confidence to progress in whatever path you choose. The BTEC Tech Award is a practical introduction to life and work in the Digital Information Technology sector, so you can develop an understanding of the sector and see whether it's an industry you would like to be in.

## What will I study?

The course is made up of three components: two pieces of coursework that are internally assessed in school and one exam that's externally assessed. The three-block structure, explore, develop and apply, have been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

## Assessment

<b>Component one:</b> <i>Exploring User Interface Design Principles and Project Planning Techniques</i>	<b>Component two:</b> <i>Collecting, Presenting and Interpreting Data</i>	<b>Component three:</b> <i>Effective Digital Working Practices</i>
<b>Aim:</b> <ol style="list-style-type: none"> <li>How to project plan the design and development of a user interface</li> <li>Explore user interface design and development principles</li> <li>Investigate how to use project planning techniques to manage a digital project</li> <li>Discover how to develop and review a digital user interface.</li> </ol>	<b>Aim:</b> <ol style="list-style-type: none"> <li>Process and interpret data and draw conclusions</li> <li>Explore how data impacts on individuals and organisations</li> <li>Draw conclusions and make recommendations on data intelligence</li> <li>Develop a dashboard using manipulation tools.</li> </ol>	<b>Aim:</b> <ol style="list-style-type: none"> <li>Explore how organisations use digital systems and the wider implications associated with their use</li> <li>Explore how modern information technology is evolving</li> <li>Consider legal and ethical issues in data and information sharing</li> <li>Understand what cyber security is and how to safeguard against it.</li> </ol>
<b>Assessment:</b> internally assessed assignment(s) (Coursework)	<b>Assessment:</b> internally assessed assignment(s) (Coursework)	<b>Assessment:</b> externally assessed written exam
<b>Weighting:</b> 30% of total course	<b>Weighting:</b> 30% of total course	<b>Weighting:</b> 40% of total course

## Progression Routes - What could I do next with Digital Information Technology?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A-Levels as preparation for entry to higher education in a range of subjects. They may instead consider study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

# Food Preparation & Nutrition GCSE

**Staff Contact:** Miss Smith or Mr Smith

**Exam Board:** Eduqas

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on a thorough understanding of nutrition, food provenance and the working characteristics of ingredients, through theoretical knowledge and practical cooking skills. At its heart, this qualification focuses on nurturing students' knowledge of food to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from

By the end of the course, you will have completed two areas:

Component 1: (50% of qualification)

Written examination: 1 hour 45 minutes

Component 2: (50% of qualification)

Non-examination assessment: internally assessed, externally moderated

## Component 1: Principles of Food Preparation and Nutrition

This component will consist of two assessments containing compulsory questions.

- **Section A:** questions based on stimulus material
- **Section B:** short and extended questions to assess content of food preparation and nutrition.

## Component 2: Food Preparation and Nutrition in Action

### Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

### Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

*These assessments will be based on a choice of tasks released by Eduqas annually.*

### Progression Routes - What could I do next with GCSE Food Preparation & Nutrition?

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries:

- NVQ qualifications (a range of different courses are available at Levels 1,2 and 3)
- Professional chef qualifications
- Apprenticeships (a range of different apprenticeships are available)
- Degree level qualifications in catering and hospitality management

# Geography GCSE

**Staff Contact:** Miss Connal and Mrs Reece

**Exam Board:** AQA

The Geography GCSE is a modern, engaging approach to the subject. It will develop the candidates' sense of awareness of the total environment and will focus on contemporary concerns such as climate change, hazard management, economic progress and management of world resources.

## Assessment

Students follow the AQA GCSE Geography course. Students take three papers at the end of Year 11, Unit 1 – Living with the physical environment, Unit 2 – challenges in the human environment and Unit 3 – fieldwork and skills based.

## Content structure:

- Living with the physical environment
- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

## Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

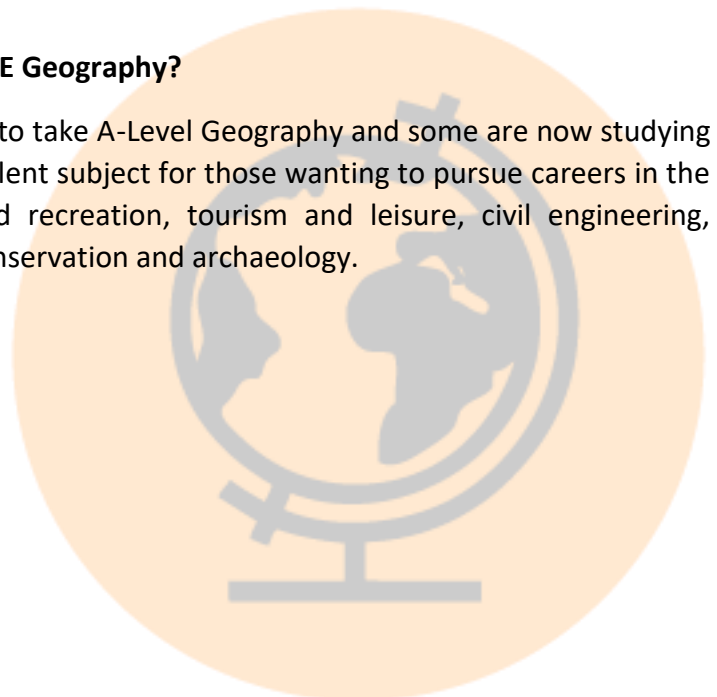
## Geographical applications

- Issue evaluation
- Fieldwork

## Geographical skills

### Progression Routes - What could I do next with GCSE Geography?

Many students that study Geography at GCSE go on to take A-Level Geography and some are now studying the subject at university. Geography is also an excellent subject for those wanting to pursue careers in the police, army, surveying, town planning, sport and recreation, tourism and leisure, civil engineering, agriculture, architecture, geology, mining, nature conservation and archaeology.



# History GCSE

**Staff Contact:** Mr Griddale and Mrs Reece

**Exam Board:** AQA

The History GCSE examines four key areas in British and World History. The course is structured and designed to be an exciting and modern way of studying History through narrative, debate and contemporary viewpoints. Moreover, students will have the opportunity to build on a variety of skills already used during their Key Stage 3 studies.

## **Assessment:**

All assessment will now be exam based at the end of Year 11, with students taking two exams each with a 50% weighting and a duration of two hours.

The exam specifications include:

### **A period study and non-British depth study.**

- A study of Germany from 1890-1935. This includes Kaiser Wilhelm's, Weimar and Nazi Germany.
- A study of the interwar years of 1918-39. This comprises of an examination of the Treaty of Versailles, League of Nations and the road to World War II.

### **A thematic study.**

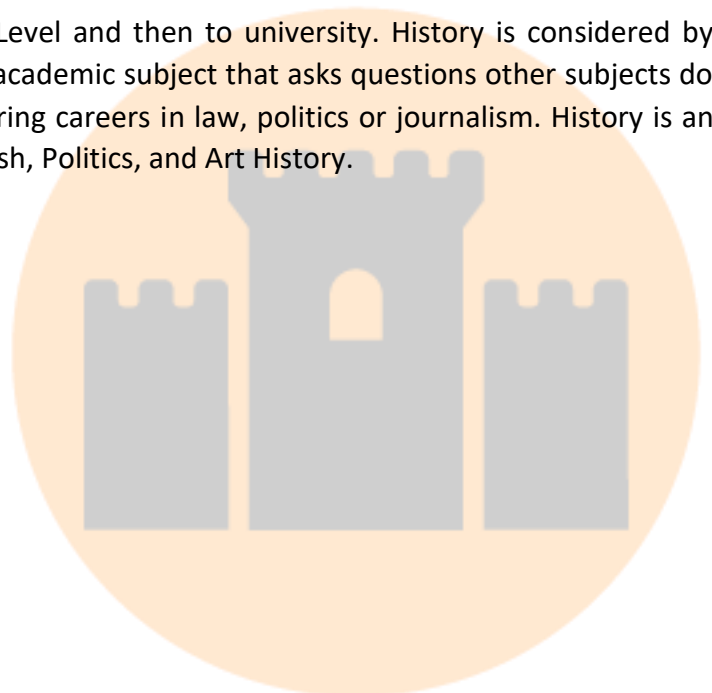
- Health and the People looks at the influence a 1000 years of medical discovery and innovation has had on the development of health in Britain.

### **A British depth study and a study of the historic environment.**

- The depth study examines reign of Elizabeth I. A scrutiny of the challenges, compromises, achievements and executions of one of England's best known monarchs.

### **Progression Routes - What could I do next with GCSE History?**

A large number of students carry History on at A-Level and then to university. History is considered by educational institutions as a challenging and highly academic subject that asks questions other subjects do not. Therefore, History is perfect if you are considering careers in law, politics or journalism. History is an ideal accompaniment to other subjects such as English, Politics, and Art History.



# Health and Social Care Vocational

**Staff Contact:** Mr McCann

**Exam Board:** OCR Cambridge National

Very similar to a BTEC in its style of study, learning and delivery, the Cambridge National in Health and Social Care gives students a hands on and 'real life' experience of studying health and early years related content. This alternative course provides students with opportunities to gain a vocational qualification that will be useful if considering a career related to health care, social care and early years education or to provide a platform from which to progress to the advanced level 3 qualification in further education.

## Course Structure

The course requires students to undertake 3 units; an external examination and 2 internally assessed totally 120 guided learning hours. In order to meet the assessment criteria fully, learners will be required to complete independent assignment tasks related to the learning aims of the unit being studied. Subject content will include a combination of theoretical and applied practical lessons over the 3 year period. Below are a sample of the expected course topics to be included once qualifications are re-accredited in the summer term:

<b>Unit 1: Externally Assessed Examination 40% (1 re-sit)</b> <b>Principles of HSC and Early Years</b>	<b>Unit 2: Internally Assessed Assignment Tasks 40%</b> <b>Life Events</b>	<b>Unit 3: Internally Assessed Assignment Tasks 20%</b> <b>Emergency Health Care</b>
<ul style="list-style-type: none"><li>• The rights of individuals in care settings</li><li>• Person-centred values of care</li><li>• Effective communication in health, social care and early years settings</li><li>• Protecting individuals in health, social care and early years settings</li></ul>	<ul style="list-style-type: none"><li>• Life stages</li><li>• Impacts of life events</li><li>• Sources of support</li></ul>	<ul style="list-style-type: none"><li>• Assessing an accident or Emergency</li><li>• First Aid procedures</li><li>• Evaluating first aid practical performances</li></ul>

## Assessment

The majority of units studied are initially internally assessed before being verified within the department. These units consist of a series of either written, verbal or practical assignments that are graded individually and internally verified. Each mark achieved will be cross referenced to the unit marking criteria that will determine the unit grade. Typical assignment tasks will include the design and delivery of presentations, reports, coaching, planning and performing. The external examination will equate to 40% of the learner's final grading classification. The remaining modules will then contribute to the overall award classification. Each of the grade boundaries are fixed and verified by **the exam board being studied.**

## Progression Routes - What could I do next with BTEC Health and Social Care?

This qualification provides opportunities for learners to progress to either academic or more specialised vocational pathways. This course provides students with knowledge that prepares them for progression on to A-Level, or BTEC level 3 courses and employment. This can be within a range of job roles which include physiotherapists, social workers, health care practitioners and nurses.

## Modern Foreign Language GCSE (German and French)

**Staff Contact:** Mrs Bates or Miss Thwaites

**Exam Board:** AQA

Every student at Hodgson Academy will be asked to study German, and some may choose to study both German and French. The French GCSE is accessible to students who began studying French at the beginning of Year 8.

The German GCSE is an engaging and varied course. It will enable students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Hodgson's three-year MFL course covers three topic areas.

<b>Identity and Culture</b>	<b>Local, national and international areas of interest</b>	<b>Current and Future Study and Employment</b>
<ul style="list-style-type: none"><li>• Me, my family and friends</li><li>• Technology in everyday life</li><li>• Free-time activities</li></ul>	<ul style="list-style-type: none"><li>• Home town, area and region</li><li>• Social issues</li><li>• Global issues</li><li>• Travel and tourism</li></ul>	<ul style="list-style-type: none"><li>• My studies</li><li>• Life at school and college</li><li>• Education post-16</li><li>• Jobs, career choices and ambitions</li></ul>

### Assessment

Students will follow the AQA GCSE syllabus. They will use the AQA course book, with linked ICT and VLE resources. Skills are weighted as follows; 25% each for Reading, Listening, Speaking and Writing. All units will be assessed in May or June of Year 11 and with the exception of Speaking, will be a written exam. Speaking will be assessed by a final conversation by the class teacher and externally marked.

### Progression Routes - What could I do next with a MFL GCSE?

A variety of languages can be opted for in Further and Higher Education. Opportunities for working with languages are not limited to jobs such as teachers or interpreters. Language skills are vital in a wide range of sectors, like business, law, media, publishing, engineering and tourism. A basic ability in languages is much in demand as employers seek those capable of communicating with foreign customers or breaking the ice with a few phrases at meetings or visits.

A GCSE in French or German can be a valuable asset for university study. Although only University College London currently has a formal requirement for a Modern Foreign Language at Grade 5 or above for all of its programmes, Modern Foreign Language qualifications are valued by admissions tutors across the Russell Group.

# Music GCSE

**Staff Contact:** Mr Mitchell

**Exam Board:** Eduqas

This is a wide-ranging course covering many different styles of music. It gives scope for students to pursue individual strengths and musical interests. This course develops knowledge and understanding of music through four **interrelated** areas of study: Students will perform, Compose and listen to a range of styles and genres.

**Area of study 1: Musical Forms and Devices**

**Area of study 2: Music for Ensemble**

**Area of study 3: Film Music**

**Area of study 4: Popular Music**

**Component 1: Performing (30%) Coursework: Internally assessed**

- Solo Performance ( The piece chosen by the student)
- Ensemble performance (Group piece performed by two or more performers.)

**Component 2: Composing (30%) Coursework: Internally assessed**

Students learn how to develop their musical ideas through employing a range of compositional techniques and strategies that are learnt through analysis and musical experience including music technology.

- Free composition choice
- Response to a set brief.

**Component 3: Listening and Appraising (40%): Externally assessed**

- Written examination based on the four areas of study.
- Eight questions – two on each area of study including the prepared set works.

**Students opting for GCSE Music should:**

Already show a commitment to playing an instrument on a regular basis and be at a reasonable standard (and/or have a good singing voice) e.g. keyboard players need to be able to play with two hands independently and guitarists should be able to play a range of chords. An ability to read music is an advantage, but not essential.

**Progression Routes - What could I do next with GCSE Music?**

Music plays an important part in the economy of the UK. Many students that study Music at GCSE go on to take A-Level Music/ A level Music technology and some are now studying the subject at university including Oxford & the Royal College of Music. GCSE music can lead to a career in teaching, recording producer, music publishing, retail, music administration, Sound technician, the armed services, performing, music therapy, marketing, concert management, TV and radio.

# Performing Arts Vocational

**Staff Contact:** Miss Wade, Miss Eccles and Mr Mitchell

**Exam Board:** Pearson Edexcel BTEC

Would you like to take a hands-on, practical course alongside your GCSEs that gives you a taste of what the Performing Arts sector is like? As well as giving you the skills and confidence to succeed in your next steps? With the new BTEC Tech Award in Performing Arts, you not only get the chance to perform, but also develop valuable skills and techniques in different disciplines and explore potential careers in the industry.

## How will you be assessed?

The course has two internally assessed components and one that's externally assessed. These components build on each other to motivate you by helping you to put what you have learnt into practice and grow in confidence.

- Component 1: Exploring Performing Arts – Internally Assessed (30%)
- Component 2: Developing skills and techniques – Internally Assessed (30%)
- Component 3: Performing to a Brief – Externally Assessed (40%)

**Exploring the Performing Arts:** The aim of this component is to give you a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles. During this component you will observe and reproduce existing repertoire, as well as explore:

- Performance styles, creative intentions and purpose
- Performance techniques, approaches and processes
- Performance roles, responsibilities and skills
- How practitioners create and influence what's performed

**Developing Skills and Techniques:** The aim of this component is to develop skills and techniques in the chosen discipline of acting, dance and musical theatre. During this component you will:

- Gain physical, interpretive, vocal and rehearsal skills during workshops and classes
- Apply your technical, stylistic and interpretive skills in performances
- Reflect on your progress and use of skills in performance, as well as you could improve

**Performing to a Brief:** The aim of this component is to consider how practitioners adapt their skills for different contexts and put this into practice in a performance. During this component you will:

- Use the brief and what you've learned to come up with ideas for the performance
- Choose the skills and techniques you'll need
- Build on your skills in classes, workshops and rehearsals
- Review the development process within an ideas and skills log
- Perform a piece lasting 10-15 minutes to your chosen target audience
- Reflect on the performance in an evaluation report

## Progression Routes - What could I do next with Performing Arts?

This is an excellent route into further education in either A-Level or BTEC Level 3 courses in Performing Arts, Drama and Theatre Studies, Musical Theatre and Dance. What's more, the transferable skills you master during your studies, such as self-reflection, communication, teamwork and problem solving, will also support your progress in the present and future.

# Physical Education GCSE

**Staff Contact:** Mr McCann

**Exam Board:** AQA

GCSE PE is aimed at students who are strong sporting performers i.e. **at least school team performers**. It is also aimed at those students who have an interest in: the physiological effects of exercise on the body; how the body biomechanically produces movements, and; the impact sport has on society as a whole both nationally and internationally.

**Theory Assessment (70%):** Your knowledge and understanding of the theory component of the course is assessed by two written exams and a written coursework task.

**Paper 1: The human body and movement in physical activity and sport.**

This includes; applied anatomy and physiology, movement analysis, physical training and the use of data.

**Paper 2: Socio-cultural influences and well-being in physical activity and sport.**

This includes; sports psychology socio-cultural influences, health, fitness and well-being.

**Practical Assessment (30%)**

These are internal assessments completed under the scrutiny of your teacher. You will be required to be assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity; one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

Team Activities		Individual Activities	
Football	Badminton (Doubles)	Athletics	Badminton (Singles)
Basketball	Cricket	Dance	Golf
Handball	Hockey	Gymnastics	Equestrian
Netball	Rugby League	Rock Climbing	Skiing/Snowboarding
Rugby Union	Tennis (Doubles)	Swimming	Table Tennis (Singles)
Table Tennis (Doubles)	Volleyball	Tennis (Singles)	Trampolining

**Who is best suited to this course?**

Highly motivated students inside and outside the classroom. It is essential that students are at a competent level as a practical performer and have involvement in school teams or sports outside school. It also helps candidates if they are committed to our extra-curricular programme in school or they are involved in sport at a good level outside school on a regular basis.

**Progression Routes – What could I do next with Physical Education?**

This course would be of value to the school leaver who is interested in pursuing a career in the sport and leisure industry and also as an appropriate foundation course for those hoping to take an A-Level Physical Education or vocational BTEC National Diploma in Sport and possibly leading to sports based degree courses in higher education, such as sports management, fitness instructor, leisure management, physiotherapy and coaching.

# Product Design & Technology GCSE

**Staff Contact:** Mr Smith

**Exam Board:** AQA

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. The course is designed for students who are creative and have an interest in designing and developing new products. You will develop a wide range of skills to help you design and make products that are imaginative and innovative, using a variety of practical techniques such as sketching, using traditional hand tools and machinery and utilising industrial CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) methods, such as 3D printing and laser cutting.

## What will I study and how will I be assessed?

The three year course is made up of a series of projects that cover aspects of the theory and help build your designing and making skills. The final assessment is divided into two units worth 50% towards the final grade.

**Unit 1** is the written paper and will cover all the theory set out in the AQA Specification, with an examination at the end of Year 11. The topics areas are:

Section 1 – Core Technical Principles	Section 2 – Specialist Principles	Section 3 – Design & Making
New and emerging technologies	Common specialist principles	Designing principles
Energy, materials, systems & devices	Papers and board	Making principles
Materials & their working properties	Timber based materials	

**Unit 2** consists of a single design and make activity, or NEA (non-exam assessment) which will also take place in Year 11. It encompasses and builds upon the designing and making skills you have used in graphics and product design at KS3 as well as the projects in Years 9 and 10. You will have to complete a design proposal, conduct research into the work of existing designers and profile different clientele. You will design a range of creative, innovative ideas and develop them further using a range of different techniques (sketching, modelling, CAD) before manufacturing a prototype of your final solution. You will then test and evaluate the effectiveness of your final solution. This will consist of an electronic design portfolio of evidence and your practical outcome.

## Students opting for GCSE Product Design and Technology should:

- Have an interest in Design and how products are developed from conception to realization.
- Have an open mindset to learning new skills.
- Have a resilient attitude - a lot of the skills will come with practice and determination.
- Be creative - students will be encouraged to try and push creative boundaries. There are less marks being given for making skills and more being given for developing creative ideas than in past specifications.
- Be an effective independent learner and dedicated to your further development in the field of design.

## Progression Routes - What could I do next with Product Design and Technology?

The course is an excellent gateway subject into many creative and engineering careers. If you are interested in any area of design; such as product design, graphics, architecture and interior design, or vocational careers in the many fields of engineering and manufacturing; then Design and Technology would be suited to you.

# Religious Studies GCSE

**Staff Contact:** Mrs Shaw

**Exam Board:** AQA

## Course Outline

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

## What will I study?

Students have the amazing opportunity to study the beliefs, teachings and practises of two of the major world faiths. During this study we learn about beliefs about God, the roles of communities of faith, key moral principles and their meaning, sources of authority and the purpose of human life. Students also get to develop their knowledge of faith, festivals, worship and the role and impact of faith in our modern world. These areas will form the basis of one examination.

For our second examination students will study the religious ideas about the nature of the family, including sex, marriage, cohabitation and divorce. Students will closely examine religion and life issues which includes attitudes to the environment and animal rights, the role and purpose of human existence, abortion and euthanasia. Our third theme sees students investigate religion, peace and conflict; this includes pacifism, concepts about the nature and purpose of war, the use of violence, terrorism and weapons of mass destruction, the role of peace keeping agencies and the United Nations. Our final course of study is to focus on the religious ideas about crime and punishment which includes the causes and effects of crime, purpose and types of punishment, prison and rehabilitation of offenders, justice and restitution and attitudes to the death penalty.

**As you can see this course offers our students a unique opportunity to understand and reflect on vital issues that will influence our world now and in the future.**

## How will I be assessed?

Religious Studies offers a full course GCSE. The course is assessed purely by examination. This means NO coursework is needed to gain the qualification. There are two examinations at the end of Year 11. Religious Studies GCSE will follow the new grading scale of 9-1.

## What could I do next with Religious Studies?

Students will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

# Sports Studies Vocational

**Staff Contact:** Mr McCann, Mr Egan and Miss Sanderson

**Exam Board:** OCR Cambridge National

Very similar to a BTEC in its style of study, learning and delivery, the Cambridge National in Sports Studies gives students a hands on and 'real life' experience of studying sport related content. This alternative course provides students with opportunities to gain a vocational qualification that will be useful if considering a career related to sport, or to provide a platform from which to progress to the advanced level 3 qualification in further education.

## Course Structure

The course requires students to undertake 3 units; an external examination and 2 internally assessed totally 120 guided learning hours. In order to meet the assessment criteria fully, learners will be required to complete independent assignment tasks related to the learning aims of the unit being studied. Subject content will include a combination of theoretical and practical lessons over the 3 year period. Below are a sample of the expected course topics to be included once qualifications are re-accredited in the summer term:

<b>Unit 1: Externally Assessed Examination 40% (1 re-sit)</b> <b>Contemporary Issue in Sport</b>	<b>Unit 2: Internally Assessed Assignment Tasks 40%</b> <b>Performance and Leadership</b>	<b>Unit 3: Internally Assessed Assignment Tasks 20%</b> <b>Outdoor Adventurous Activities</b>
<ul style="list-style-type: none"><li>• Participation levels in sport</li><li>• Promoting Values in Sport</li><li>• Major Sporting Events</li><li>• Technology in Sport</li></ul>	<ul style="list-style-type: none"><li>• Practical Sport performance</li><li>• Measuring performance levels</li><li>• Improving sports performance</li><li>• Leading Sports Performance</li></ul>	<ul style="list-style-type: none"><li>• OAA Provision</li><li>• OAA Skills and Benefits</li><li>• Planning OAA</li><li>• Safety in OAA</li></ul>

## Assessment

The majority of units studied are initially internally assessed before being verified within the department. These units consist of a series of either written, verbal or practical assignments that are graded individually and internally verified. Each mark achieved will be cross referenced to the unit marking criteria that will determine the unit grade. Typical assignment tasks will include the design and delivery of presentations, reports, coaching, planning and performing. The external examination will equate to 40% of the learner's final grading classification. The remaining modules will then contribute to the overall award classification. Each of the grade boundaries are fixed and verified by **the exam board being studied.**

## Progression Routes - What could I do next with Vocational Sport?

This course would be of value to the school leaver who is interested in pursuing a career in the sport and leisure industry and also as an appropriate foundation course for those hoping to take an A-Level Physical Education or vocational BTEC National Diploma in Sport and possibly leading to sports based degree courses in higher education, such as sports management, fitness instructor, leisure management, physiotherapy and coaching.

# Art & Design: Textiles GCSE

**Staff Contact:** Ms Holmes or Mr Smith

**Exam Board:** AQA

## Why do this course?

This course is for you if you are creative and have enjoyed your textiles lessons in Years 7 and 8. You may want to study this subject further on to A-level or degree level courses or you may just want to gain a wide variety of skills; the course involves lots of practical exploration of textiles techniques.

Interior Design, Fashion Design, Fabric Construction, Retail Design and many more are all a large part of the Textile Industry.

## What will I study?

You will be studying a range of textiles processes which could include soft sculptures, weaving, felting, hand embroidery, free motion machine embroidery, tie dye, batik, shibori, applique and a variety of printing methods. Your final outcomes will vary from 2D pieces, garments, accessories, hats or 3D sculptures. It will very much depend on where your interest and skill lies.

You will take part in workshops at Blackpool and the Fylde College and at Blackpool Sixth to expand on your skills but also to experience post 16 education in a textiles art field.

## Assessment

A selection of the work produced over Year 10 and 11 of the course will be entered for your final grade. This will account for **60%** of your GCSE.

You will also be required to complete a separate piece of work in a final exam. This will account for **40%** of your GCSE.

## Students opting for GCSE Textile design should:

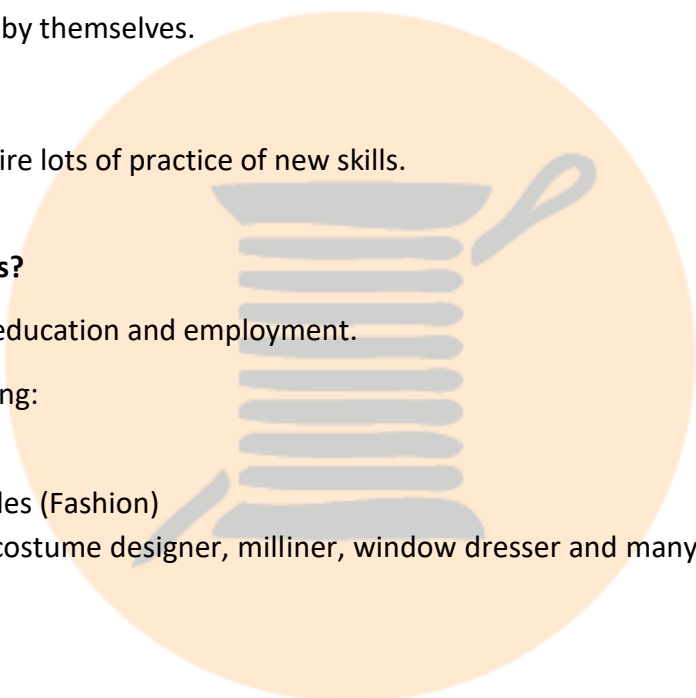
- Have a keen interest in textiles and practical skills.
- Be prepared to work hard and research topics by themselves.
- Take pride in their work.
- Be good independent learners.
- Be resilient—textile pieces take time and require lots of practice of new skills.
- Have a creative flair.

## Progression Routes - What can I do next with Textiles?

GCSE: Textiles is a pathway to both further or higher education and employment.

You can go on to study textiles college courses including:

- AS and A-level Textiles
- National Diploma in Textiles (Theatre) or Textiles (Fashion)
- Job roles could include fashion buyer, stylist, costume designer, milliner, window dresser and many more.



# Separate (Triple) Science GCSE

**Staff Contact:** Miss Morton or Miss Turner

**Exam Board:** AQA

The Science Department offers courses to cater for all abilities and interests. Students who enjoy studying this subject could choose to take three separate GCSEs in Biology, Chemistry and Physics as one of their option choices. Students must have a passion for science and relish further research into scientific concepts.

## What will I study?

The separate science course sees students covering a number of topics. These are similar to the combined science topics but each unit of work will be covered in more depth with some extra content:

- Biology — Cell Biology; Organisation; Bioenergetics; Infection and response; Homeostasis and response; Inheritance, variation and evolution; Ecology.
- Chemistry — Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.
- Physics — Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism; **Space (additional unit).**

## Assessment

The separate science courses are assessed in a similar manner to the combined science course. Here, students will sit six one hour forty five minute exams: two biology, two chemistry and two physics. The marks from the two biology papers are totalled for the biology grade and the same for chemistry and physics.

Combined science GCSE has two tiers of entry:

- Foundation tier will cover grades 1-5
- Higher tier will cover grades 4– 9

## Progression Routes - What could I do next with Separate Science GCSEs?

Students will be well-prepared for any post 16 courses in Biology, Chemistry, Physics and Applied science. Those gaining the higher grades will be able to access science A-Levels and go on to complete highly academic science qualifications.

Due to the nature of the subject students may also go on to do numerous different science-related courses such as Electronics, Engineering and Animal science, for example. Apprenticeships are also available at places such as BAE and Fleetwood Nautical College.

Students will also gain key employability skills such as independence, problem solving, working as part of a team, self-management and communication.

**All students study Science at Key Stage 4. If you choose to study the Separate Sciences then this will count as one of your three option choices.**



# Core Subjects

# English Language GCSE

**Staff Contact:** Miss Buckley or Mrs Atherton

**Exam Board:** AQA

Both English Language and English Literature are assessed through external examinations taken at the end of Year 11 and all students will achieve qualifications in both subjects.

**What will I study?**

**English Language:**

- **Writing for a purpose and audience:** a variety of different writing styles where the student makes their perspective clear.
- **Analysing non-fiction texts:** comparing different writers' perspectives on topics. Texts will be from the 19th century, the 20th century and the 21st century.
- **Creative writing:** Analysing the ways in which writers use language to influence an audience. This is a linguistic and grammatical study of the workings of the English Language.
- **Spoken Language:** selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches, responding to spoken language: listening to and responding appropriately to any questions and feedback, spoken Standard English: expressing ideas using Standard English.

**Assessment:**

**Paper 1: Explorations in Creative Reading and Writing.** 1 hour 45 minute exam.

Section A: Reading (25%). Four questions based on an unseen literature fiction text. (19th, 20th or 21st Century.)

Section B: Writing (25%) One extended description or narrative writing piece.

**Paper 2: Writers' Viewpoints and Perspectives.** 1 hour and 45 minute exam.

Section A: Reading (25%). Four questions based on two unseen non-fiction texts. (These will be either 19th, 20th or 21st Century.)

Section B: Writing (25%). One extended piece of writing presenting a view point.

**Progression Routes - What could I do next with GCSE English Language?**

GCSE English Language will develop your analytical skills and ability to respond critically to any text; no matter what subject you go on to study when you move on from Hodgson, this will help! This subject will also improve both your verbal and written communication skills, which are transferable to any and every course or career you might have in the future. In addition, this course will help to prepare you for essential real-life scenarios such as presenting a speech and writing formal letters.

# English Literature GCSE

**Staff Contact:** Miss Buckley or Mrs Atherton

**Exam Board:** AQA

Both English Language and English Literature are assessed through external examinations taken at the end of Year 11 and all students will achieve qualifications in both subjects.

**What will I study?**

**English Literature:**

- **A modern drama text:** *Blood Brothers* by Willy Russell.
- **A pre-twentieth century prose text:** *A Christmas Carol* by Charles Dickens
- **A Shakespeare play:** *Macbeth* or *Romeo and Juliet*
- **A range of poetry from the AQA anthology:** Cluster 2, *Power and Conflict*

**Assessment:**

**Paper 1: Shakespeare and the 19th Century Novel (40%).** 1 hour and 45 minute exam.

Section A: Shakespeare. One question based on the play *Macbeth* or *Romeo and Juliet*.

Section B: 19th Century Novel. One question based on *A Christmas Carol*.

**Paper 2: Modern Texts and Poetry (60%).** 2 hour and 15 minute exam.

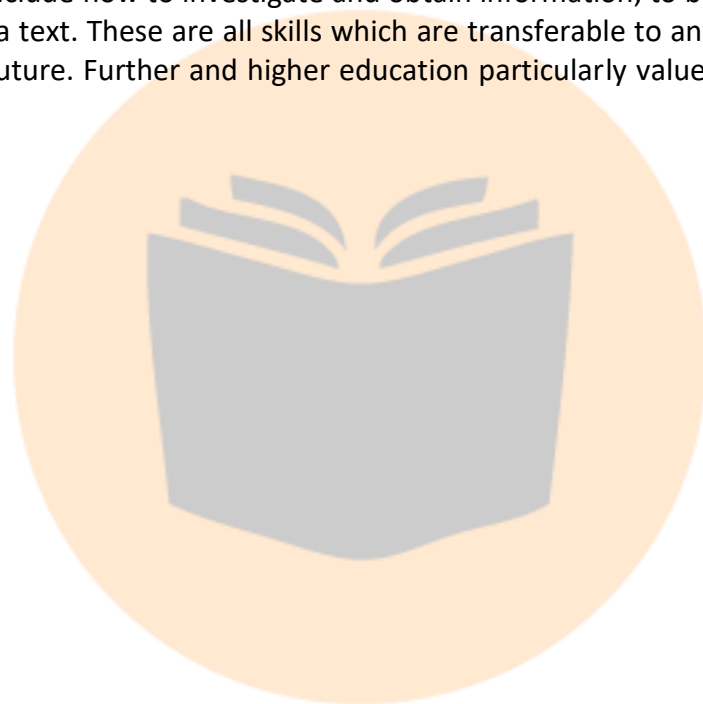
Section A: Modern Text. One question from a choice of two on *Blood Brothers*, *Lord of the Flies* or *An Inspector Calls*.

Section B: Poetry. Comparing two poems from the anthology '*Power and Conflict*'.

Section C: Unseen Poem. Students will answer one question on an unseen poem and one comparing two unseen poems.

**Progression Routes - What could I do next with GCSE English Literature?**

Skills acquired through studying English Literature include how to investigate and obtain information, to be a skilled communicator and to respond critically to a text. These are all skills which are transferable to any and every course or career you might have in the future. Further and higher education particularly values this GCSE.



# Mathematics GCSE

**Staff Contact:** Mr Stott or Miss Barton

**Exam Board:** Edexcel

## What will I study?

You will study Mathematics that is appropriate to your level of ability. The Mathematics course is designed to build on the skills and knowledge gained in the prior years during KS3. The topics are taught progressively in greater depth and all of the assessment is taken at the end of the course in Year 11.

This qualification encourages you to develop confidence in, and have a positive attitude towards mathematics and recognises the importance of mathematics in your own lives and to society. It will prepare you to become fluent in knowledge and skills and be able to reason mathematically in order to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

The course will be assessed using numbers from 1-9, with 9 being the highest grade awarded to the top 5% of students in the country.

## The Mathematics course is available at two tiers of entry:

- Foundation tier will cover grades 1-5
- Higher tier will cover grades 4– 9

## Assessment

Three exams each 1 hour and 30 minutes, two calculator and one non-calculator paper.

The examinations will assess students' ability to demonstrate their skills and knowledge in different aspects of Mathematics. The structure and the objectives of the Mathematics examination process are listed below:

Assessment Objectives	Higher	Foundation
Ability to recall and use knowledge and techniques; Interpret mathematical notation and carry out routine procedures (AO1 )	40%	50%
Ability to reason and communicate accurately using correct mathematical terms ; to construct a substantial chain of reasoning and present clear logical arguments (AO2)	30%	25%
Ability to apply and use mathematical knowledge and reasoning to formulate and solve non routine and real life problems ; Interpret the results and check them for reasonableness (AO3)	30%	25%

## Progression Routes - What could I do next with GCSE Maths?

GCSE mathematics is an essential qualification for all students. Having strong mathematical skills helps in all aspects of life in today's world. Maths encourages us to think critically and develop observational skills. It provides some foundational skills that enable us to problem solve, and identify and represent patterns – these are vital to achieve success at school and beyond.

**All students will need to provide a scientific calculator for this course.**

# Combined Science GCSE

**Staff Contact:** Miss Morton or Miss Turner

**Exam Board:** AQA

The Science Department offers courses to cater for all abilities and interests. For students whose career aspirations require traditional Science GCSE we offer a Combined Science (Double Award). All students will take this course unless they opt for separate science in their option choices (see earlier page on Separate Triple Science). Students study an equal amount of Biology, Chemistry and Physics.

## What will I study?

The combined science course sees students covering a number of topics:

- Biology — Cell Biology; Organisation; Bioenergetics; Infection and response; Homeostasis and response; Inheritance, variation and evolution; Ecology.
- Chemistry — Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.
- Physics — Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.

## Assessment

The combined science courses are assessed through external examinations taken at the end of Year 11. There is no coursework element to the course; practical science skills will be assessed within the external examinations and will make up at least 15% of the marks. Students will sit six one hour fifteen minute exams: two biology, two chemistry and two physics. The marks for each of these papers are then totalled to obtain the overall grade.

Combined science GCSE has two tiers of entry:

- Foundation tier will cover grades 1-5
- Higher tier will cover grades 4– 9

## Progression Routes - What could I do next with Combines Science GCSE?

Students will be well-prepared for any post 16 courses in Biology, Chemistry, Physics and Applied science. Those gaining the higher grades will still be able to access science A-Levels and go on to complete highly academic science qualifications.

Due to the nature of the subject students may also go on to do numerous different science-related courses such as Electronics, Engineering and Animal science, for example. Apprenticeships are also available at places such as BAE and Fleetwood Nautical College.

Students will also gain key employability skills such as independence, problem solving, working as part of a team, self-management and communication.

**All students study Science at Key Stage 4. If you choose to study the Separate Sciences then this will count as one of your three option choices.**

# Religious Education, Philosophy & Ethics

**Staff Contact:** Mrs Shaw

## **What will I study?**

Studying RPE helps develop a knowledge and understanding of the beliefs and values which have shaped and continue to have an important influence on the world that we live in.

It provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. RPE aims to develop curiosity, investigative, and questioning skills and an enquiring mind. By exploring issues within and across faiths, students learn to understand different religions, beliefs, values and traditions, and their influence on individuals, communities and cultures.

Our aim is to encourage students to critically analyse ideas and think for themselves whilst making informed decisions about their own beliefs, values and ideals.

Over the three years we investigate:

- Philosophy
- Spirituality
- Moral issues including; war, abortion, drugs, climate change
- World faiths
- Life issues including; marriage, homosexuality, attitudes towards the elderly
- Icons
- Prejudice and Discrimination including the Holocaust

## **What could I do next with my knowledge of Religion, Philosophy and Ethics?**

Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture, providing an awareness of beliefs beyond their own and preparing them for life in modern Britain.



# Personal, Social, Health and Economic Education

**Staff Contact:** Mrs Foley and Mrs Burrell

## What will I study?

You will follow a course in Personal, Social, Health and Economic Education and Citizenship throughout Years 9, 10 and 11. PSHE will be taught for one lesson each week and will cover a wide range of important topics.

You will look at issues relevant to you, now and in the near future. These will include an insight into career options and planning for your future, including how to best use your time when studying for examinations. In addition, we will teach you how to look after yourself, be healthy and prepare you for the challenges ahead.

We will provide ideas and guidance that will help and direct you in your life not only when you leave Hodgson, but when you become an adult. This is a very important part of Personal, Social, Health and Economic Education. We will offer you careers education, information, advice and guidance (CEIAG), showing you where to find support and teaching you how to use it.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We will equip you with the information, skills and positive values to have safe, fulfilling relationships, to take responsibility for your sexual health and well-being.

Lessons will be taught by teachers, but specialists from outside the academy will be invited in to offer advice and help with some of the topics.

The subject builds on studies already completed in Years 7 and 8. The work links together ideas that will prepare you for your future in society. You will develop an understanding of the following themes:

- politics
- personal finance
- human rights
- families and people who care for me
- being safe
- drug education
- Global issues.



# Physical Education

**Staff Contact:** Mr McCann, Mr Egan and Miss Sanderson

All students will continue to engage in physical education lessons in addition to their option pathways selected in Year 8. Students in Year 9 will access 2 hours of core PE, with students in Years 10 and 11 having 1 compulsory PE lesson per week.

KS4 core PE has focuses on developing student's leadership, health and fitness, whilst promoting a lifelong involvement in maintenance of a health active lifestyle. Practical activities encompass both skill refinement and application of skill in full context in a range of practical activities. An emphasis is placed upon developing student's enjoyment, engagement, mental wellbeing, resilience and competition through sporting activities.

Year 9 and 10 students engage in a broad and balanced variety of sporting activities through mixed gender ability groups. Activities are non-gender specific and allow all students to access activities of their preference, in a safe, engaging and competitive environment. Our curriculum encourages students to adopt new roles within practical lessons, including an emphasis on officiating and self-regulation through exercise. Year 10 students have an opportunity to gain a nationally recognised qualification through the Sports Leaders UK Level 2 Award. This qualification develops leadership and life skills in our students at Hodgson, with workshops to develop confidence, student attainment and develop employability skills.

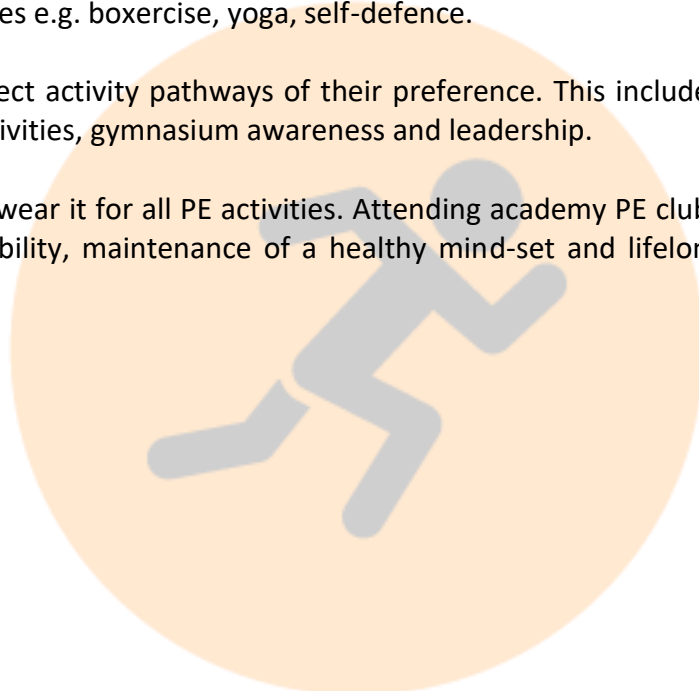
In Year 9/10, students have the opportunity to take part in:

- Athletics
- Games
- Dance/Aerobics
- Personal fitness


Outside agencies may also provide specialist activities e.g. boxercise, yoga, self-defence.

In Year 11, students have more opportunity to select activity pathways of their preference. This includes traditional games activities, fitness, mindfulness activities, gymnasium awareness and leadership.

Students need to provide correct academy kit and wear it for all PE activities. Attending academy PE clubs also provides opportunities to develop practical ability, maintenance of a healthy mind-set and lifelong participation beyond Hodgson Academy.



## Advice on completing your Options Form



**Hodgson Academy**  
Year 9 Curriculum Choices

<b>Name</b>	Joe Bloggs		
<b>Form</b>	8B		

At Hodgson Academy, our new curriculum process allows all new Year 9 students to choose three optional subjects to study over the next three school years. This will include every student studying **1 Humanities subject**. Using the tables below, please clearly mark your choices (✓).

Option 1 – GCSE Humanities Choice			
<b>History</b>	✓	<b>Geography</b>	

Your other two choices are open. In the boxes below, please indicate which two subjects you would like to study next academic year **in order of importance to you** (with a 1 and 2). Although we would like everybody to study their first choice, there are sometimes reasons that this cannot happen, and therefore we would also like you to indicate two **reserve choices** (with a 3 and 4).

Option 2 – Open Choices			
<b>Art, Craft and Design</b> GCSE		<b>History</b> GCSE	
<b>Business</b> GCSE		<b>Music</b> GCSE	
<b>Computer Science</b> GCSE		<b>Physical Education</b> GCSE	1
<b>Construction</b> VOCATIONAL		<b>Performing Arts</b> VOCATIONAL	
<b>Digital I.T.</b> VOCATIONAL		<b>Product Design</b> GCSE	
<b>French</b> GCSE		<b>Religious Studies</b> GCSE	4
<b>Food Prep. &amp; Nutrition</b> GCSE		<b>Sports Studies</b> VOCATIONAL	3
<b>Geography</b> GCSE	2	<b>Art Textiles</b> GCSE	
<b>Health &amp; Social Care</b> VOCATIONAL		<b>Separate (Triple) Science</b> GCSE	

<b>Signed by Parent/Guardian</b>	D. Bloggs	<b>Signed by Form Tutor</b>	Mr Malone
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- Use the months of April and May to research the options available to you, so you have some idea of what choices you will make.
- Decide which Humanity you will choose (History or Geography), and place a tick in the box of your choice.
- You now need to choose four subjects you wish to study from the open options, and rank them **1, 2, 3** and **4**. You will study two of these subjects, so please consider this carefully.
- Using the table on Page 4, you now need to check the choices you have made. This is to make sure you haven't made any forbidden choices.
- Ask your Parent/Guardian to talk through your choices with you. Are the subjects you are choosing suitable? Are they subjects you enjoy or think you will enjoy? You should show them this booklet when you discuss this. When they are clear on your choices, ask them to sign your form.
- You should now bring your form back into school and show your Form Tutor. When they are happy with your choices, ask them to sign it too.
- You can now leave your Choices Sheet with your Form Tutor!

