

Bosworth Academy

Year 9 Course Choices 2024/25



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Welcome

To all future Year 9 students

Welcome to this important resource. Our Curriculum Leaders and teaching staff at Bosworth Academy have produced this booklet to help inform you as you make some crucial decisions with your son/daughter about their future courses and qualifications for Key Stage 4. Recently Ofsted made reference to our outstanding provision, stating; that "Bosworth Academy challenges pupils to achieve more than they ever believed they could. This challenge applies to their academic learning and their personal development."

We know from talking with students who have gone through this process before, that it can be very difficult to make the right decision. It is often the first time they have really had to make a choice between a number of different subject areas.

It is important to now spend time making sure you have all the information available so that an informed choice can be made. Please read this booklet carefully and talk through your choices with others. Use the contact staff listed later in this booklet should you wish to discuss any issues.

We are looking forward to working with you and your child during the next stage of their education. It is our aim to support you to achieve the best possible future for them.

Best wishes,

Simon Brown, Headteacher



Simon Brown
Headteacher

“ Bosworth Academy challenges pupils to achieve more than they ever believed they could. ”

Vision, values & ethos

Vision

Bosworth Academy is consistently outstanding in both Ofsted terms, but more importantly, in its delivery of outcomes for young people in, and for, our community. Bosworth Academy is an unstoppable force for affecting social mobility.

Values

'No student will underachieve' means: Outstanding outcomes for every child of every ability from every background no matter what.

'Be better than you thought you could be' means: We understand that our role is not to ensure students reach their potential; it is to help define that potential.

Ethos

We do this in an environment which is inclusive, exciting, varied and highly aspirational. The individual is recognised and celebrated. We strive for excellence and challenge in all that we do and seek out feedback and positive criticism. We believe in the capacity for continual improvement and appreciate the role of leadership. We never give up and never accept that our work is done. We enjoy, achieve and embrace our responsibility as a force for good. We can and will make a difference through the empowerment of learning.

Bosworth Academy welcomes students of all abilities and backgrounds, and aims to prepare them to take their place in society. We value the education of each student equally, and believe that all members of the school should feel important and should achieve beyond what they thought was possible.

The staff aim to provide a high quality of teaching and tutoring so that each student's experience at school is a positive and happy one.



What is the KS4 curriculum?

Core & option choices

Our curriculum

Our curriculum has been designed to be broad and balanced and to meet your future needs in education and employment. We also believe that as you move into Year 9, you should be making informed choices about your educational pathway and this is reflected in the balance between our core provision and the amount of choice that you have.

Our curriculum consists of:

- English Language
- English Literature
- Maths
- Triple Science
- French * and/or Spanish *
- A choice of History or Geography
- Core PE
- Religion, Philosophy and Ethics
- A creative or practical subject choice
- A free choice subject
- Tutor programme

* Some students who require specific educational support may be invited to take an additional option or our Global Media and Communications pathway instead of taking languages.

“Pupils study a broad curriculum and most learn a language in key stage 4

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Subject choices

You must choose a creative or practical subject from:

- Art +
- Computer Science
- Construction ~
- IT
- Dance
- Drama
- Hospitality and Catering
- Design Technology
- Engineering ~
- Media Studies
- Music
- Physical Education
- Textiles +

You also have a free choice subject where you can choose another creative or practical subject from the list above or one from the list below:

- Business Studies
- Geography
- History

+ You are not allowed to take both Art and Textiles together.
~ You are not allowed to take Engineering and Construction together.

Choosing options

What do I need for my future career?

This should not be a major concern because our core subjects provide you with a broad education which meets the needs of most jobs.

Will my choices influence what I can study at Post 16?

Almost all subjects at Post 16 can be studied whether you have taken them at KS4 or not. The only exceptions to this are A Level Art, Photography, Textiles and Design, Computer Science and language courses.

Can I swap subjects mid-year?

It might be possible to swap subjects up until Christmas in Year 9, but it isn't always possible.

What is in the core curriculum?

English

Why is English a core subject?

- Effective communication makes a difference in every area of your life
- Functional reading and writing skills are required in almost all jobs
- Studying Literature is an enjoyable way to understand the world, past and present
- Creative writing helps us to develop as thoughtful, imaginative individuals
- Strong literacy skills will help you to achieve well in all your GCSE subjects

What will the lessons be like?

- Reading literary prose, plays, poetry, magazine articles and websites
- Studying how writers use words to get us interested and to express ideas and emotions
- Watching performances of your set texts
- Using your creative thinking and writing skills
- Getting involved in whole class/small group discussions and role play
- Conducting individual research and presentations
- Using ICT and digital learning technologies

What skills will I learn?

Writing Skills

- Imaginative writing
- Writing in the real world
- Spelling, punctuation, grammar and proof reading

Reading Skills

- Analysis of non-fiction and media texts
- Studying Literature
- Wider reading and research skills

Speaking and Listening Skills

- Group discussion
- Role play
- Individual presentation

What might this help me to do in the future?

- A grade 5 equivalent in GCSE English Language and English Literature is required for entry to all Post 16 courses and is also a basic requirement for many jobs.
- Careers for English graduates include: journalism; publishing; broadcasting; teaching; library services; advertising; events/arts management; marketing; public relations; administration; local government; police/armed forces; civil service; law; social work; youth work... and many more!

How will I be assessed?

All students will be entered for both GCSE English Language and GCSE English Literature (two separate GCSEs). In both cases, assessment is by final exam at the end of the two year course.

GCSE English Language	GCSE English Literature
Unit 1 Exam 40% Prose reading task + creative writing	Unit 1 Exam 40% Shakespeare set text + one poetry anthology
Unit 2 Exam 60% Non-fiction reading + persuasive writing	Unit 2 Exam 60% Two set texts + unseen poetry
Unit 3 Controlled Assessment Separate endorsement (not part of the final GCSE grade) Spoken Language – A formal presentation	The set text will be: A Shakespeare Play; Nineteenth Century Novel; A Modern Novel or Drama; A Poetry Anthology



Maths

Why is Maths a Core subject?

A solid foundation in Maths is essential to succeed in almost all areas of life.

It is not just the ability to work confidently and accurately with numbers that is important: logical reasoning, problem solving and the ability to think in abstract ways are all important skills. Ability in maths is required in many professional careers.

You will be required to continue studying Maths beyond GCSE until you achieve a grade 4 or better.

What will the lessons be like?

You will have the opportunity to:

- Solve problems
- Consolidate and practise basic skills
- Do practical work
- Carry out mathematical investigations
- Discuss approaches to solving problems
- Use ICT

You will be challenged and you will be expected to have a go when you are not sure what to do.

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Pupils feel safe and comfortable being themselves.

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What skills will I learn?

- Problem solving skills
- Logical reasoning skills
- Ability to apply maths in real life contexts
- Ability to apply maths in unfamiliar contexts

What topics will I cover?

The topics you cover will continue to develop your understanding in the areas of:

- Number
- Algebra
- Geometry (shape, space and measures)
- Handling data (statistics and probability)

What might this help me do in the future?

- Sciences
- Computing
- Engineering and Technology
- Business, Finance and Economics
- Management

How will I be assessed?

Assessment will be through three end of course written exams in Year 11, one non-calculator and two with a calculator.



Triple Science

This is the name given to the three-year course that leads to three separate GCSEs in Biology, Chemistry and Physics.

Why is Triple Science a core subject?

- Scientific developments underpin all advances in technology that affect our everyday lives
- An understanding of Science helps us to make informed decisions and judgements about really important aspects of our lives eg: health, the environment, technology, industry, purchases etc
- It helps us to develop an enquiring mind and systematic methods through a study of "How Science Works"

What will the lessons be like?

- Exploring of scientific ideas
- Working in groups and individually
- Making you think and develop your opinions of Science in today's world

What skills will I learn?

- Practical organisation
- Problem solving and data analysis
- Application of ideas in real-life situations
- Numeracy and Literacy applied to real-life

What might this help me to do in the future?

- Science has an impact upon all of our lives, and this is reflected in the large number of careers that involve Science, including all aspects of Medicine, Health Care, Pharmaceuticals, Agriculture, Petrochemicals, Cosmetics and Engineering. The list goes on and on.
- In addition to this, many employers, such as in accounting and economics, seek analytical skills that can be developed through the study of Science.

How will I be assessed?

Assessment is by two examinations in each of the three subjects at the end of the course. You will also need to carry out a number of required practical experiments in each subject.



French & Spanish

All students will continue to study their current language. However, some students who require specific educational support may be invited to take an additional option or our Global Media and Communications pathway instead of taking languages.



TO LEARN TO ACHIEVE

Why are languages a core subject?

- Studies have shown that learning a foreign language can improve your understanding of English
- Learning how to speak a foreign language is a wonderful life skill and gives you a real sense of pride and achievement
- It will help you develop a great variety of skills
- It will give you an insight into a different culture and you will get more out of your travels abroad
- It is a highly sought skill in the world of work and will be an asset on your CV
- Proficiency in another language gives you a head start when finding a career
- It gives you an edge in the world of education and work
- It is a subject recognised for the EBacc
- It is great fun and our students' feedback is extremely positive

What will the lessons be like?

You will have the opportunity to:

- Take part in a variety of active learning tasks and games to help you learn whilst having fun
- Work in a variety of settings, e.g. individual, pair and group work
- Use a variety of resources including software such as vocab express.com to develop your vocabulary
- Develop ways to express your opinions and justify your points of view in a range of topics
- Watch films in your chosen language and work on them to develop your listening skills
- Preparation for exams

What topics will I cover?

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals
- Life in school and in work

What skills will I learn?

- Confidence in public speaking
- Develop your vocabulary, literacy and reading skills
- Develop listening skills
- Independent work
- Team work and learning from each other
- Improve your spelling and the ability to write at length in your chosen language

How will I be assessed?

You may be entered at either higher or foundation level, or a combination of both, suiting your ability:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%



PSHE

Why is it a core subject?

Our world is increasingly more difficult to navigate for our young people. PSHE aims to give them a space to reflect on issues that could affect them and help them formulate solutions and make better informed decisions in matters such as relationships and Careers. PSHE helps to give young people the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives. As such, the teaching of PSHE is fundamentally important. We aim to make our curriculum as inclusive as possible.

What will the lessons be like?

Our PSHE curriculum builds on the programme delivered at KS3 and is centred on three different strands:

- Healthy living
- Relationships and sex education
- World related learning Careers and Enterprise

Lessons will use a variety of approaches depending on the topic and context. For example, staff will use deep questioning, working independently, in pairs or small groups, continuum lines, quizzes, role plays, discussion based on stimulus material such as scenarios, videos or press articles.

PSHE makes a strong contribution to Bosworth Academy's 6Cs values and develops vital skills for the future.

What topics will be covered?

A variety of topics will be explored within our main three strands. We also recognise that, within our ever-changing world our curriculum needs to be reactive and consequently we will explore some topics in more depth in response to national or local needs.

Below are examples of topics covered in KS4 but the list is not exhaustive.

- Careers
- Labour market information, CV, Personal statements, applying for jobs, job interviews, options at the end of KS4 and 5 including T levels and apprenticeships
- Healthy living
- Alcohol and peer pressure, how to eat healthy, stress and mental health, keeping myself safe
- Relationships and sex education
- Healthy relationships, consent, body image, family relationships, when relationship break down, bereavement, peer pressure, bullying

Careers education provision

Our Careers provision programme is delivered through PSHE but also across whole school events including employer events and in subject areas. The quality of our Careers provision is externally assessed every two years by a government recognised process called Career Mark. Consequently, the school proudly retains the national Quality in Careers Standard which has met all eight Gatsby benchmarks, as expected by the DfE.

This is a non examined part of our core curriculum.

Enterprise education provision

Financial capability is becoming more important as people are faced by increasingly complex financial decisions. The flexible labour market, lifelong learning, short term contracts, and greater longevity all have serious implications for how we undertake financial planning.

The main aims of finance education are to develop financial capability for students at all ages, to enable students to make informed judgements and to take effective decisions regarding the use and management of money in their present and adult lives. These attitudes and skills will enable young people to move into adulthood with confidence in their ability to deal effectively and efficiently with the range of financial decisions.

Young people who are financially capable will be aware that financial decisions and actions are closely linked with value judgements of various kinds (social, moral, aesthetic, cultural, and environmental as well as economic) and therefore have social and ethical dimensions.

Financial education is taught across each key stage through our PSHE and tutor intervention programme. Alongside this we run one off events such as Enterprise days, career events and guest speakers.



Religion, Ethics and Philosophy

What is Religion, Ethics and Philosophy?

An important part of our core curriculum is the study of different cultures, including their religions. Religion is an inescapable part of our world. It is central to the way our values and social systems have developed over time. Culture, art, laws, and even wars are all shaped by religious perspectives. You cannot understand people, or the world, without understanding religion and world views.

What will I learn on this course?

Religion, Ethics and Philosophy will offer you excellent opportunities to develop your critical thinking skills. It offers an unique mix of textual study, social analysis, and philosophical discussion and debate. Students will learn about different cultures and perspectives about life and how we should celebrate our differences.

How will I be assessed?

This course offers students the opportunity to achieve a Short Course GCSE in Religious Studies. 50% of the course is dedicated to the study of Islam, and a further 50% the study of Christianity. The key topics are:

- Christianity beliefs and teaching
- Muslim beliefs and teaching
- The ethics of marriage and family life
- The ethics of peace and conflict

The course is 100% examination with one exam.

What is expected of me?

Religion, Ethics and Philosophy requires all students to work collaboratively, develop dialogue and look for practical and fair ways of resolving conflicts. We expect students to be open minded and tolerant of different cultures and views and appreciate the diversity of the world in which they live.

How will this help me?

Religion, Ethics and Philosophy is highly regarded by universities and employers because instead of teaching you what to think it teaches you how to think. It is particularly suitable for anybody hoping to study a humanities or literature based A-levels, or for those interested in a career in law, education, politics, health care, social work or the media. Have a look at this link to explore career options after gaining a qualification in Religion, Ethics and Philosophy:

www.reonline.org.uk/leadership/case-studies/



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Leaders have designed a highly ambitious and inclusive curriculum

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Physical Education

Why is Physical Education a core subject?

Physical Education is a crucial part of your timetable at Bosworth Academy; this is why students get two hours of active PE every week. As well as developing skills, tactics and fitness in a variety of activities, students will also develop each of the values of the 6Cs.

What will the lessons be like?

All lessons take place in a variety of practical areas, such as the multi-purpose sports hall, the heated indoor swimming pool, the 3G football pitch and the indoor all weather sports dome. Some activities may be new to you, others you will have experienced before. What is important is that you work at improving your personal best which underpins the 'Sport for All' ethos that we have at Bosworth Academy.

What topics will I cover?

You will learn skills and tactics in lots of sports including net games, invasion games, trampolining, water activities, kayaking and health and fitness.

What skills will I learn?

You will practice skills that transfer into other lessons such as leadership, independence, problem solving and resilience.

What might this help me to do in the future?

Physical Education is obviously important if you want to pursue a career in sport and physical activity, but it is vital to our health and well-being. PE helps us to be physically literate, develop fundamental movement skills and be confident in a variety of skills and activities. Many of the skills that are developed, such as resilience, teamwork and leadership are transferable in other subjects as well as in life beyond Bosworth Academy.

How do I develop?

You will be assessed each lesson and given ways to improve as you go along. You will also receive more formal feedback from your teacher throughout the year which will give you time to reflect on your progress. Students will also be assessed in relation to the 6Cs, enabling them to understand the importance of personal development. Involvement outside of PE lessons such as clubs, teams and the leadership academy will also be recognised.



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pupils learn to
work well in a team

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Geography

Why choose Geography?

Geography is a facilitating subject valued by top universities, and provides fieldwork opportunities to enable out of classroom learning.

You live in the world - learn more about it! The world will change faster in our lifetimes than it has ever done before, and Geography is a subject that offers the means for young people to make sense of the changes that will affect them and their surroundings.

What will lessons be like?

You will have the opportunity to:

- Discuss and debate on key changes to our world
- Work independently to do research from written and ICT based sources
- Focus on the key skills geographers need for GCSE
- Use reading and writing skills to enhance your understanding

What skills will I learn?

- Interpretation and hypothesis testing
- The ability to explain your answers and listen to others in a focussed way
- The power of written evidence to persuade others and prove points
- Independent learning skills and personalised research tasks
- Numeracy and literacy are both core skills and are needed to perform well in the subject at GCSE



What topics will I cover?

Global Geographical Issues: Here you will study topics about the problems that affect our planet: why the earth is a risky place to live, and why there are inequalities in development levels. You will study theories and issues of hazards such as volcanoes, earthquakes and flooding. You will also investigate in detail the threats from climate change. In addition you will investigate why some places are rich and others are poor. Finally, you will look at why urban areas in different parts of the world are difficult and challenging places to live in the 21st century.

UK Geographical Issues: Here you will study the landscape and people of the UK, and how they can influence each other. You will investigate the issues and recent changes linked to coasts, rivers, and UK villages (rural areas) and cities (urban areas). You will also investigate the proposed solutions for these issues so we can learn about how problems are tackled. This paper will involve fieldwork in a river/coast environment and fieldwork in a rural/urban location too. Your fieldwork will be tested in the exam, there is no coursework or controlled assessment.

Making Geographical Decisions: This teaches us about the way humans are exploiting the planet, and the issues that are caused as a result. Each year the exam board will release a booklet of evidence that ties into an issue such as damage to ecosystems, threats to our forests and natural resource supplies running out. The exam will test your ability to use these resources to reach decisions about how the problems can be solved in the real world. This exam is very much linked to the real life decisions that geographers take in the world of work.

How will I be assessed?

Three x 1½ hour written exams. Each is worth 33.3% of the final grade.

History

Why choose History?

History is a facilitating subject which not only allows you to understand the world today, but also enables you to develop important enquiry skills.

What will lessons be like?

History lessons offer variety. You will learn through a range of activities in lessons such as research, collaborative learning, games, mini projects and analysis of sources.

Literacy forms a significant part of History so in many lessons you will need to read, study and analyse texts.

You will also be assessed on your ability to write relevant answers under timed conditions.

What skills will I learn?

You will develop the ability to be more independent in your learning, to synthesise varying ideas and select the most useful evidence. You will also develop an ability to question and critically analyse and evaluate the past and the present.

What will I study?

You will study topics from three eras:

- Medieval (500-1500),
- Early Modern (1450-1750)
- Modern (1700-present day)

On three timescales:

- short (depth study),
- medium (period study)
- long (thematic study)

In three geographical contexts:

- A locality (the historic environment),
- British and European and/or
- Wider world settings.

British history forms a minimum of 40% of the assessed content over the full course.

Topics I will study:

- The Norman Conquest
- The People's Health 1250 - Present
- The Making of America 1789 - 1900
- Living Under Nazi Rule 1933 - 1945

What might this help me to do in the future?

Many of our GCSE students choose to study History at A Level and some go on to study the subject at University. History provides you with the opportunity to develop important skills such as analysis and investigation of evidence, as well as the ability to explain things clearly. These skills are transferable and can be used in many other subjects and professions.

There are endless possibilities after studying History. Previous students have gone on to work in publishing, archives, politics, teaching, lecturing and the heritage industry.

How will I be assessed?

75% Examination (45% Paper 1 and 30% Paper 2)

25% Controlled Assessment



How should I choose my options?

What do different courses involve?

GCSE

- GCSE courses are assessed by one or more exams usually in the summer term for Year 11
- Some GCSEs include controlled assessments
- All GCSEs will have a variety of classroom activities
- GCSE option courses are graded 9 – 1

BTEC, Cambridge National Courses & Vocational Awards

- These are vocational qualifications that are targeted to a specific employment area
- Lessons are based on work related or scenario situations and are activity based
- You will gain a GCSE equivalent qualification graded Pass (GCSE grade 4), Merit (GCSE grade 5), Distinction (GCSE grade 6) or Distinction* (GCSE grade 7/8)
- These qualifications are recognised by employers and universities. Once you have finished your course you can easily progress into employment or Higher Education

Tutor programme

You will have a 20 minute tutor period each day (which will include an assembly once a week) and a one hour tutor lesson once a fortnight. During this time you will work in a variety of ways covering topics such as:

- Work Related Learning
- Careers Education and Guidance
- Enterprise
- Charity events throughout the year, including a Christmas Charity Fundraising activity
- Personal Health
- Managing your own learning
- A Tutor Challenge involving a range of activities, which lead to tutor group rewards

Your tutor will also work with you in setting targets and discussing how well you are doing in your subjects. They will also provide support and guidance when you need it and will be the first contact with your parents.



Art

Why Choose Art?

Studying Art at GCSE will help you to develop your creative side as well as enhancing your independent learning skills. You will learn presentation techniques and skills that are transferable to a range of subjects. There will be an expectation for you to show commitment to learning through independent study outside of timetabled lessons.

What will lessons be like?

You will:

- Build skills in a range of mediums
- Experiment with new materials/techniques
- Draw from real life objects
- Work independently inside and outside of lessons

What skills will I learn?

- Drawing from real life (direct observation)
- Colour theory
- The ability to evaluate and modify your work as it progresses
- Research skills and contextual inquiry
- Time management
- Develop ideas
- How to draw using a range of styles and mediums
- Experiment with a range of materials
- Planning and preparation
- Portfolio presentation
- Basic photography skills

What topics will I cover?

- A range of themes in a minimum of two projects
- A final exam project of a 10 hour timed practical examination in Year 11.

What might this help me to do in the future?

You can access creative career paths. This qualification could enable you to go on and study A Level / Level 3 Art and Design courses, and then Foundation Art and Design courses, and Degree courses in the Arts. You will also be able to reflect on your progress and develop presentation skills.

How will I be assessed?

- Coursework portfolio 60%
- 10 hour practical controlled assessment in Year 11 40%



If you study Art, you will not be able to study Textiles as the courses are too similar.

Business Studies

What will I learn on this course?

You will study how businesses start and prosper, through considering the four principal areas of business - Finance, Human Resource Management, Operations and Marketing.

In Years 9 and 10, the course concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location, and national contexts relate to businesses operating in more than one location, or across the UK.

In Year 11, the course examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Year 11 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.



By the end of the course students are expected to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as 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.
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

How will I be assessed?

Assessment is through two examinations at the end of the final year.

Why choose Business Studies?

The course provides the basis for study into A level for any business related subject - Business Studies, Economics, Enterprise, Travel and Tourism, Accounts, etc. It is also a good foundation if you are thinking of going into any apprenticeship after leaving school.

Computer Science

What is Computer Science?

This subject is all about how computers work and how we can use them to help us solve complex problems.

What will I learn on this course?

You will develop an understanding of:

- The fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Relational databases and structured query language
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- How to become an independent and discerning user of IT

What is expected of me?

You will develop your skills both inside and outside of the classroom. We expect students who take this course to have a keen interest in Maths and Science and are willing to spend at least 2-3 hours per week outside of lessons developing their programming skills.

On this course you will have the opportunity to:

- Voice your opinions about current and emerging technologies
- Access course materials via our cloud based VLE (learn in class and at home, through differentiated interactive learning materials)
- Make use of learning technologies that make learning accessible and fun
- Work independently, in pairs and in groups
- Access personalised forums where students can help each other learn
- Keep track of all feedback from teachers and peers through the cloud service
- Improve all your work by making use of personalised feedback

How will I be assessed?

There are two written exams and one non-exam assessment.

Exam 1: Computer Science Theory (50%)

Exam 2: Programming Theory (50%)

Why Choose Computer Science?

We are living in a world where computers and the internet are playing an increasingly important part in our everyday lives. All of us will be users of technology at work or at home. Some will be designers and programmers of the technology used by others or, specifically, in their own areas of work. We all interact with the technology in many different ways!

Studying Computing at GCSE level is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. It is specifically designed for students who enjoy studying mathematics and science and are interested in learning how things work!



Construction

Why Choose WJEC Construction?

- Construction is a major employment sector
- It offers a diverse range of employment opportunities
- A lifetime of job satisfaction and variety

What will lessons be like?

- There will be a practical element
- A wide range of learning styles will be catered for, you will do group, paired and independent work
- There will be a practical slant on most topics with a focus on project based learning.

What skills will I learn?

- Practical trade based skills, eg bricklaying and carpentry
- Problem solving and communication
- Organisational skills and how to work as a team.

What topics will I cover?

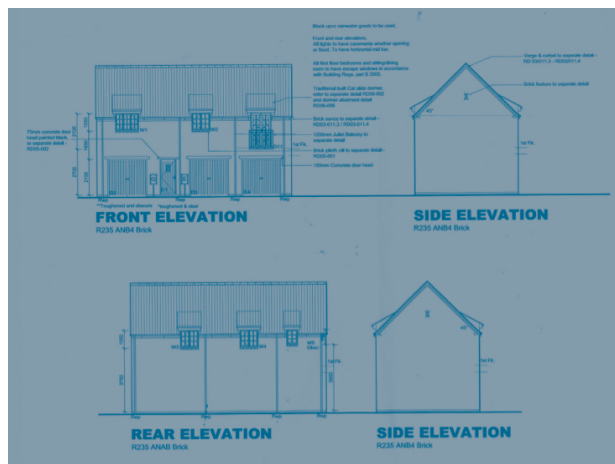
- Health & Safety
- Job planning and building technology
- Trade based skills including brick laying, plumbing and carpentry.

What might this help me do in the future?

This course is designed to give you experience of different areas of the construction industry while developing some real skills, allowing you to further your study in many areas of the construction industry.

How will I be assessed?

- Unit 1 online Health & Safety
- Unit 2 practical assessment
- Unit 3 online planning construction jobs.



Dance

Why choose Dance?

- You are interested in performing
- You want to learn more about how to choreograph
- You enjoy collaborating with others on a project
- You enjoy leading others
- You like to think and work creatively

What will lessons be like?

- Work individually, in pairs and small groups
- Take part in technique classes to improve your physical skills
- Perform to other members of the class and receive constructive criticism
- Perform for your teacher at the end of each term to be assessed
- Create choreography based on a range of stimuli (poem/picture/music/prop/theme)
- Learn set phrases given by the exam board in a contemporary style
- Focus upon and study six professional works
- Discuss and analyse your own work and that of professional choreographers

What skills will I learn?

- Develop your physical, mental and expressive skills
- Learn how to work effectively as part of a team
- Learn to choreograph, perform and appreciate dance as an art form
- Develop your creativity, imagination and problem solving skills
- Develop your confidence to perform in front of an audience

“

The school wants pupils to develop character and confidence.

”

Ofsted 2022

What topics will I cover?

- Solo performance
- Duet/trio performance
- Choreography from a stimulus
- Dance appreciation

What might this help me to do in the future?

- Further Level 2 or Level 3 courses in Dance and Performing Arts including A Level Dance
- Higher education in Dance, Performing Arts and PE
- Professional Dance training and performing
- Freelance community dance artist
- Dance education officer or teacher

How will I be assessed?

- 30% Performance
- 30% Choreography
- 40% Written exam

You will be assessed solo and in groups.



Design Technology

Why choose Design (Materials Technology)?

GCSE Design (Materials Technology) will help students engage confidently in an increasingly technological world by developing their knowledge and understanding of designing, making, manufacturing, and a wide range of design related issues through both classroom, and practical workshop based study.

What topics will I cover?

You will study a series of core designing and making principles that include:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Electronic systems
- Mechanical devices
- Materials and their properties

You will also develop specialist in-depth knowledge of at least one of the following material areas - paper and cardboard, woods, metals and plastics.

What will my lessons be like?

Design (Materials Technology) lessons will use a wide range resources and take place in both classrooms and workshops. Activities take place within a wide range of contexts. You will:

- Learn how the prototype products you design and make must satisfy the wants or needs of a target market and function properly.
- Conduct investigations and research using primary and secondary data to realise a need, write a design brief and specification.
- Look into environmental, social and economic challenges and how these affect design.
- Investigate, analyse and evaluate the work of designers and companies to inform your own designing eg. Braun, Dyson, Apple, Philippe Starck.
- Generate imaginative and creative design ideas using a range of different materials and drawing techniques including computer aided design (CAD) to develop your own ideas.
- Develop design ideas through modelling, working directly with materials and components, like card, modelling foam, circuit breadboard etc.
- Select appropriate materials and components to make a prototype and learn to work accurately using tolerances.
- Select and use specialist tools and equipment, including hand tools, machinery, digital design & manufacture, appropriate for the material and/or task to complete quality outcomes.

How will I be Assessed?

50% of GCSE - Written exam: 2 hours, you will be tested on;

- Core technical principles
- Specialist technical principles
- Designing and making principles

50% of GCSE - Non-exam assessment (NEA): 30–35 hours approx;

- Major design and make project
- Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- Students will produce a prototype product and a portfolio of evidence
- Work will be marked by teachers and moderated

What might this help me do in the future?

The ability to develop creative solutions out of design problems, analysing needs and evaluating ideas through being reflective are transferable skills to any future study or work.

Following the course students would be well equipped to continue their studies into A Levels or other level 3 courses in 3 Dimensional Design, Product Design and Design Technology. University courses, apprenticeships and careers in this field can include; Product Design, Manufacturing, Engineering, Construction and Architecture.





Drama

Why choose Drama?

The skills that you will learn in Drama are truly transferable to all areas of your life. Confidence, articulacy, poise and the ability to present oneself in a chosen manner, are things that many people struggle with throughout their working life. Mastering these skills will enable you to cope well with interviews and stand out for all the right reasons in the world of work. Drama is not just a subject for a creative minority but is useful for anybody wanting to broaden their interests and learn how to physically and vocally communicate effectively with the world at large. It is also an ideal medium to explore your creative side and you will be welcomed to bring your musical, dance and artistic skills into your Drama pieces to enhance your performances. To be successful in this subject you need to be enthusiastic about learning, a great team member, supportive of others and willing to have a go.

What will lessons be like?

For the most part lessons will be practical and active. You will be expected to use your independent learning skills every lesson as there will be a lot of group and paired work. You will be expected to perform in front of others as part of a group, and for the most part there will be an expectation that you will perform every lesson. You will also hone your analytical skills by providing constructive feedback to others.

What skills will I learn?

You will learn how to devise a performance from a given starting point and will create characters and write a script. You will learn acting skills and how to communicate characters physically and vocally. You will also learn how to respond to a script, as a director and designer, and utilise a full range of creative skills.

What topics will I cover?

- You will explore devising and staging a performance from a script
- Studying a set text in preparation for a written exam
- Life in the ghetto in 1940's Poland and life in Russian Work Camps
- The works of theatre practitioner Bertolt Brecht

What might this help me to do in the future?

It will help any student interested in pursuing further studies in the arts or performance based industries.

The course provides a thorough grounding in key performance skills and you will learn the essential ingredients for creating a good piece of theatre.

In more general terms the skills learnt in Drama will help you present yourself effectively and confidently in a range of situations from university interviews to the world of work.

How will I be assessed?

Component 1 - Devising Theatre

1st assessment worth 40%

- Devise a piece of theatre in groups from a set stimulus
- Create a portfolio of supporting evidence
- Evaluate this final performance

Component 2 - Performing from a text

Worth 20%

- Learn lines and perform from a set text

Component 3 – Written Exam

Interpreting theatre worth 40%

- Review a piece of theatre seen during the course

Engineering

What is Engineering?

Engineering is a major employment sector. It offers a diverse range of employment opportunities and a lifetime of job satisfaction and variety. The qualification introduces students to the various strands available within the engineering field, providing learners with the opportunity to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

What will I learn on this course?

The qualification has been devised around the concept of a 'plan, do, review' approach to learning where students are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides students with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training.

How will I be assessed?

Unit 1: Engineering Design (internally assessed)

Unit 2: Producing Engineering Products (internally assessed)

Unit 3: Solving Engineering Problems (externally assessed)

What is expected of me?

This qualification is for students who wish to develop knowledge and understanding and gain experience of a practical application of skills in Engineering. It is designed to mainly support students who want to learn about engineering from the design and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available. Students are expected to manage their time effectively, meet coursework deadlines and ask for support to further their understanding of the topics covered.

Why Choose Engineering?

This Vocational Award in Engineering has been designed to develop in learners the skills needed for progression from Key Stage 4 and GCSE learning to further education, employment and training.

The successful completion of this qualification could provide the learner with opportunities to access a range of Level 3 qualifications including GCE, apprenticeships and vocationally related qualifications. These include:

- A-Level in Engineering;
- A-Level Design & Technology;
- Principal Learning Level 3 in Engineering;
- Apprenticeships in Engineering.



Hospitality and Catering

Why Choose Hospitality and Catering?

This course is equal to a GCSE and is designed to develop students' knowledge and understanding of hospitality and catering; how they operate and what they have to take into account to be successful. They will have the opportunity to develop food preparation and cooking skills, as well as transferable skills of problem solving, organisation and time management, planning and communication. Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available.

What topics will I cover?

- Nutrition, including nutrients, nutritional needs of specific groups, how cooking methods impact on nutritional value.
- Food safety. Know how food can cause ill health.
- How hospitality and catering provisions operate.
- Be able to propose a hospitality and catering provision to meet specific requirements.
- Factors to consider when planning menus, including environmental issues, how to meet customer needs, planning production of dishes for a menu.
- Cook dishes. Using techniques in preparation, cooking, presentation of a variety of commodities.

What might this help me to do in the future?

- Progress onto the Post 16 Food Science course here at Bosworth Academy.
- Further training or apprenticeships in Catering and Hospitality, leading to working as a chef, front of house or hotel manager.
- You could continue your studies, after Post 16 by going to university to study subjects such as Food Engineering, Food Science, Nutrition, Culinary Arts, Events Management

How will I be assessed?

Unit 1 The Hospitality and Catering Industry

(40% Externally assessed through a 90 minute written exam at the end of Year 11)

The purpose of this unit is for learners to use their knowledge and understanding of the hospitality and catering industry.

Unit 2 Hospitality and Catering in Action

(60% Internally assessed, practical and written work done in lessons)

This unit is for learners to safely plan, prepare, cook and present nutritional dishes. It is based on a practical scenario, and is food preparation based.



Information Technology

What is the Cambridge National in IT?

The Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. The course will enhance students' digital and technical understanding and skill base and will enhance their learning in other subjects as well as prepare them with essential skills for the workplace.

What will I learn on this course?

The course aims to cover a broad range of areas that will enhance a student's understanding of information technology and its ever-changing landscape. The topic covered include learning about IT in the digital world, the Internet of Everything (IoE), how to manipulate data, design and implement a human-computer interface (HCI) as well as create an augmented reality (AR) model prototype.

How will I be assessed?

Externally assessed Exam:

IT in the digital world - 40%

NEA (Non-Exam Assessment)

Data manipulation using spreadsheets - 30%

Using augmented reality to present information - 30%

What is expected of me?

This course is ideally suited to students who prefer a practical approach to learning. You will be enhancing your skillset and making yourself stand out for employment or further study. You will not only be learning IT skills and knowledge but will be building a portfolio of transferable skills that complement and can be applied to multiple areas whichever you choose to go into. You'll be expected to stick to coursework deadlines and to practice your IT skills outside of lessons.

Why Choose this course?

This course provides transferrable skills and a pathway into A-levels (including Computer Science), T-levels, apprenticeships or further level 3 advanced qualifications. It is a perfect subject to help enhance your learning in other subjects too, giving you essential IT skills ready for the workplace.



Media Studies

What is Media Studies?

Media Studies asks students to question the media that surrounds them every day, from the television dramas, music videos and online content they watch to the blogs, newspapers and magazines they read. Students are asked to consider what messages these texts send audiences about the society we live in. Does the media perpetuate stereotypes? How much do celebrities influence our dress, behaviour and desires? How has the representation of men and women in the media changed since the 1950s?

Media Studies also allows learners to have a greater appreciation of the way texts are constructed to appeal to different audiences and the creative and technical decisions made by the producers of the text.

Students will also learn how to make their own media products from a choice of websites, print products or moving image.

What will I learn on this course?

GCSE Media Studies explores in depth study of media products in relation to four areas:

- media language
- media representation
- media industries
- media audiences

You will study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing)

As part of your coursework, you will produce your own media product which could be anything from a music video to a TV advertisement.

What is expected of me?

This course requires you to have an interest in a variety of media forms, (TV, Online, Gaming, Magazines etc.) a passion for analysis and a curiosity about the world around you. You are expected to write lots of short assessments so an interest or enjoyment of English is useful. You are also required to be creative and have the ability to work independently.

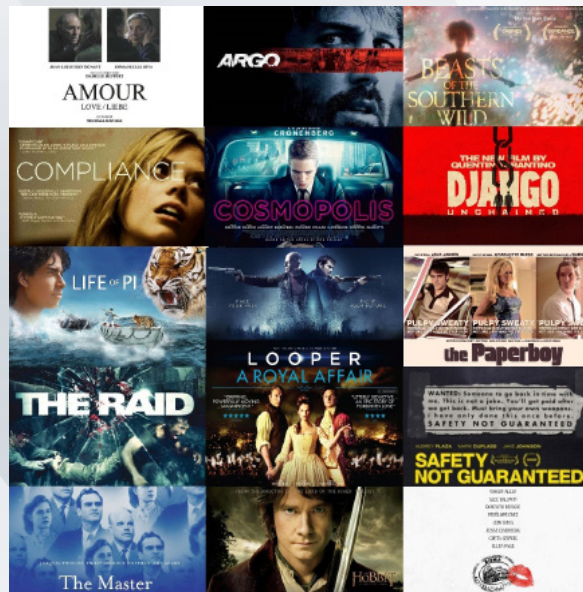
How will I be assessed?

2 exams which make up 70% of your grade

1 piece of coursework worth 30% of your grade

Why choose Media Studies?

No other course will give you a better understanding of the world you live in. Media studies allows you to become more inquisitive, more engaged and better equipped to understand the messages sent to you hundreds of times a day by the mass media. If you enjoy analysis and debate and want an opportunity to develop your creative and production skills, Media Studies is the course for you.



Music

Why choose GCSE Music?

If you are interested in music and playing music this is the course for you! Students have the opportunity to compose their own music, perform as a solo artist and in ensembles. Students enjoy learning about how music has developed.

What will lessons be like?

Lessons will focus on either coursework, (performance or composition) or developing your listening and appraising skills for the exam in Year 11.

You will also:

- Use your composition skills
- Use your creative skills
- Use your listening skills
- Express your views whilst being able to give reasons for them using musical vocabulary
- Work individually, in pairs and in groups
- Use ICT and other learning technologies

What skills will I learn?

- Composition, performance and listening skills
- The ability to explain and justify your own opinions about the music we listen to
- Creative and collaborative listening and analysis skills

What topics will I cover?

- Performance (solo and ensemble work)
- How to begin, develop and refine your composition
- Listening and Appraising

What might this help me to do in the future?

Studying music can lead to a career much as:

- Professional Musician
- Session Musician
- Music Teacher (classroom)
- Music Instrumental Teacher (one-to-one)
- Event Planner
- Music Journalist
- Music Technology
- Music Technician
- Film Composer
- TV Composer

How will I be assessed?

Exam board: Eduqas

This specification offers a broad and coherent course of study, which engages learners in the three main musical disciplines of performing, composing and appraising.

Component 1: Performing 30% of the total GCSE mark (coursework completed under controlled conditions)

Component 2: Composing 30% of the total GCSE mark (coursework completed under controlled conditions)

Component 3: Listening and Appraising 40% of the total GCSE mark (final exam)

In this unit, students develop their listening and appraising skills through the study of music across a variety of styles and genres.

Expectations

The music department is a very busy, exciting place to study and students will be expected to:

- Regularly practice, independently and within an ensemble, completing an entry in their rehearsal diary every week.
- Complete a composition log entry every week.
- Complete a piece of music theory homework every week.
- Listen to a wide range of music, not only music from the set works, and complete a listening log entry every week
- Take part in regular extra curricular school activities as directed by the music department.
- Show a high level of independence.
- Participate in arranged workshops, visits to concert halls, theatres and local music events.
- Use independent study time to practice and compose.



Physical Education

Why choose GCSE PE?

If you want to learn about the how the body and mind works in relation to Sport and Physical Activity. To successfully obtain a GCSE in Physical Education you have to work at the theory and practical elements of the course.

What will I learn?

Theory:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Practical:

You must be assessed as a performer in three different activities. One of which must be a team activity, one must be an individual activity and the third can be from either category.

Personal Exercise Programme (PEP):

Students will be required to assess and analyse their own personal fitness and **evaluate** the impact their fitness has on their performance in a chosen activity. Student must then plan and carry out a six-week training programme to improve a selected area of their fitness to improve their performance. Students are then assessed on their ability to evaluate the process that they have carried out.

What do we expect of you?

You don't have to be a sporting star to take GCSE Physical Education but you must be interested in both playing sport and learning about the theory behind it. Students are encouraged to play at least one sport competitively from the list of accepted activities outside of school. Please be aware that this option involves regular classroom lessons as well as practical.

Practical options

The list of permitted activities has been set by the Department for Education since 2016. Students must be assessed in three different activities, one activity from each category plus a third which can come from either category.

You cannot use the same activity more than once, i.e. you cannot use Badminton for both your team activity assessment and as an Individual activity.

The permitted list is:

Team Activities	Individual Activities	
Association Football	Amateur boxing	Netball
Badminton	Athletics	Rock Climbing
Basketball	Badminton	Rowing
Camogie	Canoeing	Sculling
Cricket	Cycling	Skiing
Dance	Dance	Snowboarding
Gaelic Football	Diving	Squash
Handball	Golf	Swimming
Hockey	Gymnastics	Table Tennis
Hurling	Equestrian	Tennis
Lacrosse	Kayaking	Trampolining
Rowing		
Rugby League / Rugby Union (cannot use both)		
Squash		
Table Tennis		
Tennis		
Volleyball		

Specialist activities such as Wheelchair Basketball and Boccia are available to students with a physical disability, and in line with entry criteria set out by that activity's National Governing Body. Please speak to a member of Physical Education staff if this is applicable.

How will I be assessed?

The theory content carries 60% of the overall grade and is assessed through two written exams taken at the end of the two year course.

The practical assessments are worth 30% of the final grade. You must be assessed as a performer in three different activities. One of which must be a team activity, one must be an individual activity and the third can be from either category.

The personal exercise programme (PEP) makes up the final 10%. Students will be required to evaluate their performance in a sport of their choice and to design, perform and evaluate a personal exercise programme in order to improve their performance.



Textiles

Why Choose Textiles?

Studying Textiles at GCSE will help you to develop your creative side as well as enhancing your independent learning skills. There will be an expectation for you to show commitment to learning through independent study outside of timetabled lessons

What will lessons be like?

- You will be encouraged to develop your own designing style
- You will spend time looking at artists/designers work to help you with your ideas
- You will work individually on producing a portfolio of work
- The lessons will be mainly practically based (drawing/designing/making)

What skills will I learn?

- You will research artists and designers and use their work to influence yours
- You will learn how to use the sewing machines
- You will demonstrate an understanding of textile techniques, such as fabric painting, garment making, knitting, felting, weaving and appliqué

What topics will I cover?

- You will produce at least two design folders and two practical outcomes

What might this help me to do in the future?

- This qualification will enable you to go on to study A Level Art and Design courses here at Bosworth Academy
- Foundation Art courses
- Degree courses in the Arts

How will I be assessed?

There are two units of work:

- Coursework
- Exam



If you study Textiles, you will not be able to study Art as the courses are too similar.



Pupils learn to work together, communicate well and be creative. The school celebrates pupils' successes and achievements.

”

Ofsted 2022

Making my choices

First of all make sure you can say yes to all these statements:

1. I have talked to my family about my choices.
2. I have found out as much as I can about each option that I am interested in.
3. I have decided whether to study Geography or History.
4. I have decided on which creative or practical subject I would like to study.
5. I have decided which subject I would prefer as my free choice subject

What happens next?

- Complete the online application using the login details provided in a separate letter. Alternatively, complete the form at the back of this prospectus and hand it in to the Laureates office.
- Depending on your personal circumstances and option choices, you may be asked to discuss your choices along with your parents/guardians.
- We will attempt to write a timetable that places everyone into their first choice preferences. This is not always possible so please consider your second and third choice preferences very carefully.

What do I do if I change my mind after my interview?

Tell us!

You can always contact us at our email address: **options@bosworthacademy.org.uk**
We are here to help and answer your questions.

People who can help you with your choices:

Here is a list of names of people who can help you. They can be contacted on: **01455 822841** or email: **options@bosworthacademy.org.uk**

Mr. Dolinski - Deputy Headteacher

Mr. Moore - Assistant Headteacher (Head of KS3)

Mr. Worn - Assistant Headteacher (Head of KS4)

Mrs. Croucher - SENCO

Mr. Brown - Headteacher

If you have an interview, you can also contact the person who interviewed you.



ALSO AVAILABLE...

KS3/4 Prospectus



KS5 Post 16 Sixth Form Prospectus



You can also access a wealth of useful information via our website where all the latest copies of our prospectuses are available, as well as information on Key Stage 3 (11-13), Key Stage 4 (14-16) and Post 16 Sixth Form (16-19). Please feel free to contact us if you would like a prospectus using the contact information overleaf.

Or visit: www.bosworthacademy.org.uk

Bosworth Academy Year 9 Course Form

Name

Tutor Group

Kyle Dean

8SBE

Please note this form can be completed online by visiting: subjectoptions.co.uk

Core Curriculum

You will automatically study the Core curriculum **English, Maths, Triple Science, Physical Education, French or Spanish, Philosophy and Ethics.**

Core Choice

You must choose one of these. If you wish to study both, please choose them in the free choice section below.

Geography	✓	History	
-----------	---	---------	--

Creative or Practical Subjects

You will study a subject from the list. Please indicate your **1st** and **2nd** preferences.

Art	2	Hospitality and Catering	1
Computer Science		Information Technology	
Construction		Media Studies	
Dance		Music	
Design Technology		Physical Education	
Drama		Textiles	
Engineering			

Free Choice Subject

You will study a subject from this list. Please indicate your 1st and 2nd preferences. **DO NOT** list the subject that you put as 1st preference above.

Art		Geography	
Business Studies		History	
Computer Science	1	Hospitality and Catering	
Construction		Information Technology	
Dance		Media Studies	
Design Technology		Music	
Drama		Physical Education	2
Engineering		Textiles	

If you would like to add any specific information please do so here...

SAMPLE FORM

Please turn over to fill in your form



Bosworth Academy Year 9 Course Form

Name

Tutor Group

Please note this form can be completed online by visiting: subjectoptions.co.uk

Core Curriculum
You will automatically study the Core curriculum **English, Maths, Triple Science, Physical Education, French or Spanish, Philosophy and Ethics.**

Core Choice
You must choose one of these. If you wish to study both, please choose them in the free choice section below.

Geography		History	
-----------	--	---------	--

Creative or Practical Subjects
You will study a subject from the list. Please indicate your **1st** and **2nd** preferences.

Art		Hospitality and Catering	
Computer Science		Information Technology	
Construction		Media Studies	
Dance		Music	
Design Technology		Physical Education	
Drama		Textiles	
Engineering			

Free Choice Subject
You will study a subject from this list. Please indicate your 1st and 2nd preferences. **DO NOT** list the subject that you put as 1st preference above.

Art		Geography	
Business Studies		History	
Computer Science		Hospitality and Catering	
Construction		Information Technology	
Dance		Media Studies	
Design Technology		Music	
Drama		Physical Education	
Engineering		Textiles	

If you would like to add any specific information please do so here...

Parent/Guardian Name

Date

Signature



TO LEARN TO ACHIEVE

Contact

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Headteacher:

Simon Brown



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INVESTORS
IN PEOPLE | Gold



Ofsted
Outstanding
Provider

Please note:

The details given in this booklet are correct at the time of printing. Whilst every effort is made to offer all of the courses mentioned, it cannot be guaranteed that no changes will occur. It is also the case that, at times, syllabuses are modified by the examining boards.