



**THE
ST LEONARDS
ACADEMY**



Year 8 Options 2019



PRIDE THROUGH SUCCESS

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Dear student

You are at a very important stage in your education. You must decide on the four non-core exam courses you wish to study over Years 9, 10 and 11. These will lay the foundation for study in a sixth form college or for your future career.

This guide has been designed to help you make your decisions as well as giving you some advice on what to select. There are a number of people to help you:-

- Parents
- Form tutor
- Head of Year
- Subject teachers
- Senior staff

When considering courses, there are a number of questions you should be asking yourself:-

Will I follow pathway S or L?

The letter you have received with this Options Booklet will tell you whether you will be following pathway S or L when you begin Year 9. We will have made the decision of which pathway is right for you based upon your progress both at primary school and in Years 7 and 8. Most subjects are offered to both pathways. If you wish to study a course that is not offered to your pathway, you can discuss this at your options appointment.

Should I select a subject just because I like it?

You are more likely to do well if you enjoy a subject, but there will be courses on offer that you have not previously studied and there may be particular subjects which are important for the career you have in mind. You can read about the various subjects on offer in this booklet.

Things to do!

- Read the booklet carefully
- Talk it over with your parents/carers
- Ask your form tutor for advice
- Speak to your teachers, our Careers, Education, Information and Guidance advisor and your Head of Year
- Complete the option form and hand it in to Student Reception by **Friday 8th March 2019**.

Useful links

Examination boards:	Edexcel: AQA: www.aqa.org.uk OCR: www.ocr.org.uk WJEC: www.wjec.co.uk
Colleges:	Bexhill College: www.bexhillcollege.ac.uk East Sussex College Hastings: www.sussexcoast.ac.uk Plumpton College: www.plumpton.ac.uk
University guidance:	UCAS: www.ucas.com Unistats: www.unistats.direct.gov.uk
Careers advice & support:	Courses/careers: www.courses-careers.com Careers portal: www.careers-portal.co.uk Futurewise: www.myfuturewise.org.uk Future Morph: www.futuremorph.org NHS: www.stepintothens.nhs.uk STEM: www.wherestemcantakeyou.co.uk

And finally ...

Subjects are placed into blocks for timetabling; consequently not all combinations will be possible.

All students must therefore make reserve choices as directed on the option form.

Whilst we do our best to ensure you get the choices you have made, there are times when this proves impossible. There are a number of reasons for this. For example, some courses may not run if there is insufficient demand. Some may clash on the timetable. Others may become oversubscribed due to their popularity, which is why it is important to get your option form returned as soon as possible. Where we are unable to provide your chosen option(s), we will always consult you. However, it is important that you put as much thought into your reserve choice as you do your other choices.

Once students start a course, they are expected to finish it so please choose carefully. In all but the most exceptional of circumstances, there will be no transfers to other courses.

The completed sheet should be handed in to Student Reception no later than Friday 8th March 2019. If you hand in your form late, we cannot guarantee the choices you want.

Please rest assured your future is of the utmost importance to us and we will do our best to accommodate your choices, ensuring they are the best ones to support your future, whatever that may be.

Yours faithfully

Ms L. Sparasci
Assistant Principal

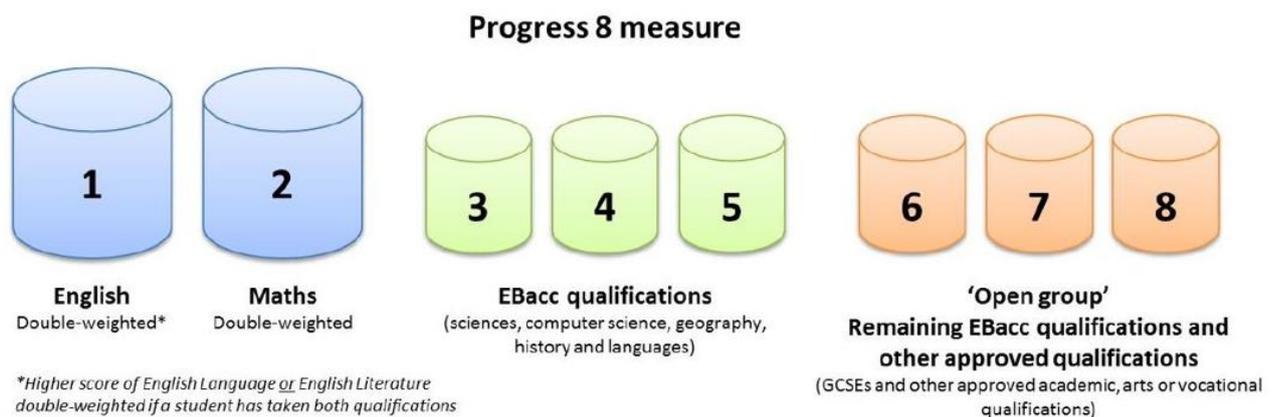
Performance Measures

How student performance will be measured and reported

The Government has announced a major change in the way student performance will be measured. This means although students will get grades for the individual subjects, schools will no longer be talking about students getting 5A*-C or 5 A*-C including English and Maths. Instead they will be measured against the performance of other students in a range of 8 subjects which the Government has laid out.

Students will be measured on their progress across these 8 subjects and also the average grade they get in these 8 subjects. This doesn't mean that students can or should study **only** 8 subjects at GCSE level, but it does place certain limits on the subjects the Government expects them to study. Please note that this curriculum is not appropriate for all students.

The subjects that the Government expects students to follow in order to meet the Best 8 measure is set out below:



Source: DfE, Progress 8 Factsheet, 2014

N.B. For students to achieve the 'English Baccalaureate', they must study at least one language and one other EBacc subject.

Changes to GCSE Gradings

All qualifications offered in this options booklet are new style GCSE examinations offered by the government. These GCSEs have increased content and focus on the assessment of different skills than the old style GCSEs. In addition to this the grading system for these subjects has changed.

The new grades explained:

- Grade 9** Awarded to the top 2000 performing students nationally in each subject.

- Grade 8** Equivalent to an A* grade pass.

- Grade 7** Equivalent to an A grade pass.

- Grade 6** Covering those from two thirds above current grade C to top of existing B grade.

- Grade 5** This is set against an international benchmark, showing performance equal to that of students gaining top grades in high performing countries. Pitched at half or two thirds of a grade above the current C pass.

- Grade 4** Equivalent to a C grade pass.

- Grade 3** Equivalent to a D grade pass.

- Grade 2** Equivalent to an E grade pass.

- Grade 1** Equivalent to Grades F and G passes.

What can I choose?

Before you begin to make your choices, you need to understand which pathway you will be following in KS4. Please refer to your Options letter which came with this booklet, or ask your tutor if you are not sure.

I am following S/L pathway (delete as appropriate)

The Core Curriculum

All students will work for GCSEs in English Language, English Literature, Maths and Science. Students who are likely to achieve top grades in Sciences may be able to take Triple Science (Biology, Chemistry and Physics) and these students will be approached by the Science Department.

For students following 'S' pathway, go to section 1.
For students following 'L' pathway, go to section 2.

1. 'S' Pathway

Students selected to follow pathway 'S' will follow a curriculum focused entirely on GCSE courses, giving them the qualifications to enable them to aspire to university.

The English Baccalaureate

The English Baccalaureate, or EBacc, is a group of academic qualifications which are preferred by universities. If you have been selected to follow the 'S' pathway, it is because we have identified that you have the potential to achieve good grades in this impressive suite of qualifications. This does not mean that you have to go to university, but it enables you to keep all of your options open.

Languages

All students following 'S' pathway must choose **at least one** language, from:

- French
- Spanish
- Latin

EBacc Subjects

You must choose **at least one** from the list of EBacc subjects below. Restrictions apply to some subjects:

- History
- Geography
- Computer Science
- Triple Science

Optional Subjects

You may choose **two more** subjects. These can be 'optional subjects' from the list below, or they can be additional EBacc or language subjects. Restrictions apply to some subjects:

- Drama
- Art
- ICT
- Sociology
- Music
- Photography
- Religion, Philosophy & Ethics
- Dance
- PE

2. 'L' Pathway

Students selected to follow pathway 'L' will follow a curriculum that encompasses a wider range of courses including GCSEs and BTECs, giving them a broader range of qualifications to prepare them for further study or the world of work.

Ebacc Subjects

You must choose **at least one** from the list of EBacc Subjects below. Restrictions apply to some subjects:

- History
- Geography

Optional Subjects

You may choose **three more** subjects. These can be 'optional subjects' from the list below, or they can be additional EBacc subjects. Restrictions apply to some subjects:

- Drama
- Art
- PE
- Resistant Materials
- Music
- Photography
- Business BTEC
- Food Technology



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The Core Curriculum

English Language

English Literature

Mathematics

Combined Science

Physical Education

Lifelong Learning

GCSE English Language

Exam board and specification number – AQA 8700 English Language

Who is this course suitable for and why choose it?

- This course is compulsory for all students
- Allows for students to write in a variety of forms, from newspaper to diary entry
- It is both creative and analytical

Whilst English Language is compulsory for all students, the course allows students to have autonomy and flexibility over their own work.

Brief introduction:

Main aims of the course and skills developed throughout the course

For GCSE English Language students should:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively

Areas of study – what will I learn?

Students will be able to provide extended response to unseen texts, in addition to demonstrating their ability to draw together different areas of knowledge and skills.

Course assessment – how will I be assessed?

- 100% examination

Unit 1: Explorations in Creative Reading and Writing (50% of GCSE)

Section A: Reading (one literature fiction text)

Section B: Writing (descriptive or narrative writing)

Unit 2: Writers' Viewpoints and Perspectives (50% of GCSE)

Section A: Reading (one non-fiction text and one literary non-fiction text)

Section B: Writing (to present a viewpoint)

Where might the course take you?

GCSE English Language is an essential foundation for all careers paths, allowing students to develop their reading and writing skills in a range of areas. It can lead to AS and A level in English Literature, English Language, Media, History and Law. Regardless of your A level/Level 3 choices, passing English at Level 2 (GCSE 4 or above) shows you are an able communicator, which is a pre-requisite for many careers. Students considering the field of journalism, teaching, law, writing, politics, marketing and advertising will also find the course useful.

Subject contact: Head of English – Miss H Fry: h.fry@hasla.org.uk

GCSE English Literature

S & L

Exam board and specification number – AQA 8702 English Literature

Who is this course suitable for and why choose it?

- This course is compulsory for all students
- Allows students to study a wide variety of texts, from 19th century novel through poetry to Shakespearean plays

English Literature is compulsory for all students at The St Leonards Academy as it is taught alongside the language qualification; the course allows students to analyse a wide variety of texts and the inferences they make enable them to think creatively, which compliments the language course.

Brief introduction:

Main aims of the course and skills developed throughout the course

Reading

- Comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings
- Critical reading: distinguishing between themes; supporting a point of view by referring to evidence in the text; using understanding of writers' social, historical and cultural contexts to inform evaluation
- Evaluation of a writer's choice of vocabulary, grammatical and structural features: understanding how these features contribute to quality and impact

Writing

- Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate
- Using accurate standard English: accurate spelling, punctuation and grammar

Areas of study – what will I learn?

Students will be able to read a wide range of classic literature fluently and with good understanding, and make connections across their reading. Furthermore, they will be able to read in depth, critically and evaluatively, in addition to developing the habit of reading widely and often.

Course assessment – how will I be assessed?

- 100% examination

Unit 1: Shakespeare and the 19th century novel (40% of GCSE)

Section A: Shakespeare

Section B: The 19th century novel

Unit 2: Modern texts and poetry (60% of GCSE)

Section A: Modern texts

Section B: Poetry

Section C: Unseen poetry

Where might the course take you?

GCSE English Literature is an essential foundation for all careers paths, allowing students to develop their writing skills in a range of areas. It can lead to AS and A level in English Literature, English Language, Media, History and Law. Students considering careers in journalism, teaching, law, writing, politics, marketing and advertising will find the course useful.

Subject contact: Head of English – Miss H Fry: h.fry@hasla.org.uk

Who is this course suitable for and why choose it?

This is a core subject that all students take. It is essential in life to have good numeracy skills and to be able to solve problems. Many career pathways, apprenticeships and college and university courses require a certain level of mathematics in order for students to be accepted on to them.

Brief introduction:

Main aims of the course and skills developed throughout the course

To develop fluent knowledge, skills and understanding of mathematical methods and concept; to acquire, select and apply mathematical techniques to solve problems; to be able to reason mathematically, make deductions and draw conclusions and to understand and interpret mathematical information in a variety of ways.

Areas of study – what will I learn?

Mathematics falls into 6 key areas and aims to develop these skills and develop an aptitude for problem solving using these skills. The 6 key areas are:

- Number
- Algebra
- Ratio, Proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Course assessment – how will I be assessed?

There are 2 tiers of entry, either foundation (grades 1 to 5) or higher (grades 4 to 9). Both tiers are assessed using three exams in the summer of year 11. Calculators are permitted for the final two exams only. Each exam is 90 minutes long and worth 80 marks. Any topic covered in the course could appear in any of the exams.

Where might the course take you?

A high level of mathematics is sought by all employers and the types of course available to you at college and beyond are usually defined by your grade in mathematics.

Mathematics is used in all careers but is a vital skill for careers in accountancy, business, banking, science and technology based careers. Students that achieve good qualifications in mathematics are in high demand in this country and worldwide and are very well paid as a result!

Subject contact: Subject Leader - Mrs K Heitzman k.heiztman@hasla.org.uk

GCSE Combined Science

S & L

Exam board and specification number – Pearson/Edexcel
Combined Science 1SCO

Who is this course suitable for and why choose it?

Combined Science is a compulsory qualification focusing on aspects of Biology, Chemistry and Physics.

Brief introduction:

Main aims of the course and skills developed throughout the course

The course will cover Combined Science through specialising in Biology, Chemistry and Physics over three years. Students studying this qualification will develop an understanding of the application and theory of scientific principles. You will focus on practical work in all three areas and learn how science in the 21st century is advancing and impacting on the world around us.

Areas of study – what will I learn?

In Biology you will learn about some of the central ideas which underpin life, including ideas about cells, microscopy, enzymes, nutrition, diffusion, osmosis and active transport. You will discover Chemistry and its role in our world. The focus will be around materials and fuels, bonding and reactions. In Physics you will discover universal physics principles such as motion, energy, forces, waves and electricity.

Course assessment – how will I be assessed?

Combined Science gives you two GCSE qualifications. You will sit 6 exams in total, 2 Biology, 2 Chemistry and 2 Physics. Each exam will be 1hr 10mins long. There are 2 tiers of entry for these exams. Higher papers allow you to achieve grade 4-9 and standard papers allow you to achieve grades 1-5.

Where might the course take you?

Success in Combined Science will show future employers that you have a logical and enquiring mind and that you will be an asset to any work place. It will ensure that you have the necessary problem solving, logical thinking, team work, and reasoning skills to work in any field of employment. It is anticipated that you will need to achieve a grade 6 or above to go on to study A level Applied Science and A levels in Biology, Chemistry and Physics. Colleges also offer alternative science based qualifications.

Subject contact: Subject Leader - Miss A Hillen a.hillen@hasla.org.uk



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Languages

French

Spanish

Latin & Roman Civilisation

Who is this course suitable for and why choose it?

This course would be suitable for anyone who has had an experience of learning this or any other language or living in the country.

Brief introduction:

Main aims of the course and skills developed throughout the course

This is a course that is rich in variety. It covers the four skills of reading, writing, speaking and listening as well as looking at the functions of grammar, vocabulary and lexis to provide confident understanding of how language works and offer students the best possibility to understand and produce language in a variety of contexts

Areas of study – what will I learn?

Theme: Identity and culture

- Who am I?
- Daily life
- Cultural life

Theme: Local area, holiday and travel

- Holidays
- Travel and tourist transactions
- Town, region and country

Theme: School

- What school is like
- School activities

Theme: Future aspirations study and work

- Using languages beyond the classroom
- Ambitions
- Work

Theme: International and global dimension

- Bringing the world together
- Environmental issues

Course assessment – how will I be assessed?

The details below are subject to change

25% Listening exam – End of course exam

25% Reading exam – End of course exam

25% Writing exam – End of course

25% Speaking exam – Towards end of course – internally executed and externally assessed

Where might the course take you?

Any experience in a country where the language is spoken will be of considerable benefit to anyone studying a language. The department runs trips abroad to provide this opportunity, subject to sufficient interest. You will ideally have a GCSE in French if you want to continue studying at AS and A level. A language will be of benefit to a wide range of careers and counts as one of the key subjects in the awarding of an English Baccalaureate and the new key Progress 8 measure. These measures recognise where students have secured a C grade or better across a core of academic subjects and are often requested by employers and universities.

Subject contact: Subject Leader – Ms T Mantioni: t.mantioni@hasla.org.uk

Who is this course suitable for and why choose it?

This course would be suitable for anyone who has had experience of learning this or any other language or has had an experience of living in the country.

Brief introduction:

Main aims of the course and skills developed throughout the course

This is a course that is rich in variety. It covers the four skills of reading, writing, speaking and listening as well as looking at the functions of grammar, vocabulary and lexis to provide confident understanding of how language works and offer students the best possibility to understand and produce language in a variety of contexts

Areas of study – what will I learn?

Theme: Identity and culture

- Who am I?
- Daily life
- Cultural life

Theme: Local area, holiday and travel

- Holidays
- Travel and tourist transactions
- Town, region and country

Theme: School

- What school is like
- School activities

Theme: Future aspirations, study and work

- Using languages beyond the classroom
- Ambitions
- Work

Theme: International and global dimension

- Bringing the world together
- Environmental issues

Course assessment – how will I be assessed?

These details below are subject to change

25% Listening exam – End of course exam

25% Reading exam – End of course exam

25% Writing exam – End of course

25% Speaking exam – Towards end of course – internally executed and externally assessed

Where might the course take you?

Any experience in a country where the language is spoken will be of considerable benefit to anyone studying a language. The department runs trips abroad to provide this opportunity, subject to sufficient interest. You will ideally have a GCSE in Spanish if you want to continue studying at AS and A level. A language will be of benefit to a wide range of careers and counts as one of the key subjects in the awarding of an English Baccalaureate and the new key Progress 8 measure. These measures recognise where students have secured a C grade or better across a core of academic subjects and are often requested by employers and universities.

Subject contact: Subject Leader – Ms T Mantioni: t.mantioni@hasla.org.uk

GCSE Latin and Roman Civilisation ^S

Examination board and specification number - WJEC/Eduqas Spec

Who is this course suitable for and why choose it?

This course would be suitable for students who are torn between studying language and history. GCSE Latin and Roman Civilisation counts as a Language qualification, however you will be studying so much more than just grammar and conversational speaking. We will focus on learning about Roman Civilisation such as gladiators, chariot racing, the Roman army and events such as the explosion of Vesuvius whilst developing our language skills on the way. Latin is not offered in many schools across the UK and is considered by many colleges, universities and employers as both difficult and very impressive and would make you stand out amongst other candidates.

This course would be perfect for anyone wishing to aid their abilities in English, Science, MFL or History and would be well suited to be studied in conjunction with these subjects or in isolation. Latin and Roman Civilisation could lead to future careers in law, medicine, archaeology, science and nature (inc. veterinary), politics, linguistics, ancient history and theatre.

Brief introduction:

Main aims of the course and skills developed throughout the course

As over 60% of the English language comes from Latin and Greek, this course will not only allow you to develop skills in a new language but will also enhance your reading, writing, thinking and vocabulary in English. Many of the words derived from Latin occur in the sciences which is why so many future doctors and nurses study Latin to improve their terminology. This course will provide you with analytical, evaluative, and interpretational skills. It will show your ability to acquire knowledge, comprehend, and synthesize in given tasks.

Areas of study – what will I learn?

Students will study the following areas:

- Roman entertainment and leisure
- Life, volcanoes and death in Pompeii
- Roman Britain
- The Roman army
- How to translate passages from Roman myths and history

Course assessment – how will I be assessed?

- Latin Language: 1 hour and 30 minute exam (50% of GCSE)
- Latin Literature and Sources (themes): 1 hour & 15 minute exam (30% of GCSE)
- Roman Civilisation: 1 hour exam (20% of GCSE)

Where might the course take you?

This course would be good preparation for A level courses in Classics, Politics, History, Science, English and Sociology. Guidance / examples of the types of careers this qualification could lead to are education, archaeology, medicine, sciences, services, politics, linguistics, government, journalism, media, writing, museum work, the theatre, librarian or researcher.

Subject contact: - Mrs B Ewen-Firman: b.ewen@hasla.org.uk



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EBacc Subjects

Geography

History

Separate Sciences (Triple)

Computer Science

GCSE Geography

S & L

Exam board and specification number – AQA (8035)

Who is this course suitable for and why choose it?

This course would be suitable for students who are curious about the world around them. Students need to have an enquiring mind and want to find out about both physical and human environments.

Brief introduction:

Main aims of the course and skills developed throughout the course

Studying GCSE Geography will help students to develop their knowledge and understanding current events from a local scale to the global scale.

Students need to be able to make links between different topics and analyse the causes, effects and consequences of decisions that influence the physical and human worlds.

AQA allows students to develop their communication skills, graphical and cartographical skills, ICT skills, problem solving skills as well as the awareness of how Geography can help them in the future.

Areas of study – what will I learn?

In the Physical Geography units, you will be adding to your knowledge of volcanoes, earthquakes and tsunamis. You will also need to use your knowledge of 'The Restless Earth' to understand the physical processes along the course of a river and along the coastline. In the Human Geography units, you will need to analyse how the world's population has changed, how the world is developing and how companies across the world connect on a global scale.

Physical Geography:

- Natural Hazards (Tectonic and Weather hazards)
- Ecosystems (Tropical Rainforests and Hot Deserts)
- UK Landscapes (Coastal and River landscapes)

Human Geography:

- Urban Issues (Rio de Janeiro and London)
- The Changing Economic World (Nigeria and the UK)
- The Challenge of Resource Management (Energy Management)

Geographical Application and Skills:

- Fieldwork investigation (Human and Physical Geography techniques in the Lake District)
- Geographical skills (maps, graphs, statistics)

Course assessment – how will I be assessed?

Unit 1: Physical Geography – Written Paper – 1 hour 30 minutes – 88 marks – 35%

Unit 2: Human Geography – Written Paper – 1 hour 30 minutes – 88 marks – 35%

Unit 3: Geographical Application and Skills – Written Paper – 1 hour 15 minutes – 76 marks – 30%

Where might the course take you?

Geography could take you into some exciting career choices: urban planner, cartographer, GIS specialists, volcanologists, teaching, to name but a few.

Geography is a very versatile subject, involving aspects of Maths, History, Science and English and a good grade in this subject shows colleges and further education that you are good at a range of subjects.

Subject contact: Subject Leader – Mr T Johnson t.johnson@hasla.org.uk

Who is this course suitable for and why choose it?

This course would be suitable for students who wish to study most A levels and who would want to apply to university. History as a GCSE is accepted in most professions. Employers in media, journalism, education, law, industry, government and the services (police, fire service, etc) would view History GCSE favourably.

Brief introduction:

Main aims of the course and skills developed throughout the course

This is a course which will test and improve your reading, writing, thinking, speaking and listening. It will provide you with analytical, evaluative, and interpretational skills. It will show your ability to acquire knowledge, comprehend, evaluate and synthesize in given tasks. It provides opportunity to debate key ideas and consider the development of the world as we know it.

Areas of study – what will I learn?

Students will study four main elements:

- Britain: Health and the people, c1000AD to the present day (Medicine through time)
- Norman England: c1066-1100
- Conflict and Tension: 1894-1918 (WWI)
- Germany 1890-1945: Democracy and Dictatorship (Weimar Germany and the rise of Hitler)

Course assessment – how will I be assessed?

- Exam 1: Germany/Conflict and Tension – 50%
- Exam 2: Medicine/Norman England – 50%

Where might the course take you?

This course would be good preparation for A level courses in Politics, History and Sociology. Guidance/examples of the types of careers this qualification could lead to are education, civil services, politics, government, police/fire services, journalism, media, writing, museum work, librarian or researcher.

Subject contact: Subject Leader – Mr O Ashforth-Smith: o.ashforth-smith@hasla.org.uk

GCSE Separate Sciences (Triple)

S

Exam board and specification number – Pearson/Edexcel
Biology, Chemistry and Physics

Who is this course suitable for and why choose it?

Triple Science is suitable for anyone who has a keen interest in science and is prepared to work hard to achieve their best. When choosing triple science you will have the opportunity to earn three separate science qualifications (Biology, Chemistry and Physics). Students who are thinking of taking further qualifications in science should consider this option as it provides a strong foundation for careers and qualifications in science. Science provides opportunities to work at the fore-front of human understanding in a variety of diverse industries from aeronautics to medicines to the beauty industry.

To gain a place on this course you must demonstrate your commitment to science by showing a good attitude to learning in class and regularly complete homework to a good standard. You must also pass a Triple Science entry test which covers content from the KS3 mastery curriculum.

Brief introduction:

Main aims of the course and skills developed throughout the course

Similarly to Combined Science students will study Biology, Chemistry and Physics over three years. Students studying this qualification will develop an understanding of the application and theory of scientific principles. You will focus on practical work in all three areas and learn how science in the 21st century is advancing and impacting on the world around us.

Areas of study – what will I learn?

The core areas of study are similar to Combined Science. Through Triple Science, you are offered an opportunity to extend your understanding. In biology you will learn about some of the central ideas which underpin life, including ideas about cells, microscopy, enzymes, nutrition, diffusion, osmosis, active transport, the kidney and the brain. You will discover chemistry and its role in our world. The focus will be around materials, fuels, bonding, reactions, plastics and the chemistry of manufacturing. In Physics you will discover universal physics principles such as motion, energy, forces, waves, electricity and radioactivity.

Course assessment – how will I be assessed?

Triple Science gives you three GCSE qualifications. You will sit 6 exams in total, 2 Biology, 2 Chemistry and 2 Physics. Each exam will be 1hr 45mins long. There are 2 tiers of entry for these exams. Higher papers allow you to achieve grade 4-9 and standard papers allow you to achieve grades 1-5. Students receive separate marks for Biology, Chemistry and Physics.

Where might the course take you?

These are prestigious qualifications which are very valued highly by colleges, universities and employers. They open a wealth of opportunities to students who are prepared to work hard. You should consider this option if you are considering a career in a scientific field e.g. doctor, dentist, engineer or forensic scientist.

Subject contact: Miss A Hillen a.hillen@hasla.org.uk

GCSE Computer Science

S

Exam board and specification number – OCR J276

Who is this course suitable for and why choose it?

This course is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone. Computing contributes towards the English Baccalaureate (EBacc).

Brief introduction:

Main aims of the course and skills developed throughout the course

The course will give students a real in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology, however, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

The course will develop critical thinking, analysis and problem solving skills through the study of computer programming. For many students, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in everyday life.

Areas of study – what will I learn?

Topics covered include:

- Fundamentals of computer systems
- Hardware
- Software
- Representation of data in computer systems
- Databases
- Computer communications and networking
- Algorithms
- Coding structures and standard programming techniques
- Programming using Python, assembly code
- Testing and evaluation of computer systems

Course assessment – how will I be assessed?

Students are assessed through examination, controlled test and coursework.

- Computer Systems – 50% (1 hr 30 mins) External Examination
- Computational thinking, algorithms and programming – 50% (1 hr 30 mins) External Examination
- Programming Project – completed in class over 20 hours

Where might the course take you?

This course could lead to A-Level Computing or post-16 ICT courses. Career areas are constantly evolving due to the dynamic world of ICT and computer programming and include areas such as web design, gaming, computer programming and software design

Subject contact: Subject Leader Mr S Phillips: s.phillips@hasla.org.uk



**THE
ST LEONARDS
ACADEMY**

Optional Subjects

Art, Craft and Design

Business & Enterprise

Dance

Resistant Materials

Drama

Food Preparation & Nutrition

BTEC Digital Information Technology (ICT)

BTEC Music

Photographic Art

Physical Education

Religion, Philosophy & Ethics

Sociology

GCSE Art, Craft and Design

Exam board and specification number – Pearson/Edexcel 1AD0

Who is this course suitable for and why choose it?

GCSE Art, Craft and Design will suit you if you are creative, artistic, organised, motivated and able to work independently. You should be able to make decisions and be brave enough to experiment and make mistakes. You must have an interest in the subject and be able to draw from life. You will be required to produce a large quantity of work for the course which can only be fully achieved by working outside of lessons and independently throughout the course.

Brief introduction:

Main aims of the course and skills developed throughout the course

If you choose to study GCSE Art, Craft and Design, you should enjoy working independently using a wide range of materials and processes. You will develop your skills through practical demonstrations and workshops which will enable you to explore and investigate a variety of creative outcomes. You will learn about the ways in which artists from different cultures, both historical and contemporary, have approached creative practices. An essential part of the course will be keeping a high quality sketchbook for researching and developing ideas both in class and also at home.

All homework is designed to link with the unit themes and is a crucial part of the course contributing towards the 60% coursework grade. The expectation is that you will complete work independently at home or at after-school sessions each week to support your class work.

Areas of study – what will I learn?

Art themes will vary each year but will include:

- Drawing techniques in a variety of media – such as biro, ink, pencil, fine-liner, charcoal, oil pastel.
- Researching a variety of artists and writing your own opinion of their work.
- Working in the style of an artist and trying out their techniques.
- Presentation is important on each page of your coursework book and must be kept to a high standard
- Painting in a variety of media such as watercolour, acrylic paint and inks.
- Collage and low relief using cardboard, papers and fabrics.
- Printmaking - poly-board, lino, Perspex etching.
- Photography – taking photos and using them within your art work
- 3D sculpture using a variety of materials such as wire, Modroc, paper mache and plastics.

We offer at least one trip during the course that will give you the opportunity to visit museums and/or galleries.

Course assessment – how will I be assessed?

Throughout all lessons and independent work you will create coursework which comprises 60% of the final mark. You will undertake an externally set exam project at the end of the course which will run for approximately 12 weeks (Jan-April) and this will account for 40% of the final mark.

Where might the course take you?

Careers that GCSE Art and Design can lead to include graphic design, architecture, fashion design, photography and fine art related, teaching, web design, journalism, stylist, museum/gallery curator, art therapist.

Subject contact: Subject Leader – Mrs J Richardson: jo.richardson@hasla.org.uk

Business & Enterprise

L

Exam board and specification number – NCFE Certificate 601/0048/5

Who is this course suitable for and why choose it?

This qualification is designed for students who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire students about a career in business and enterprise. The qualification will appeal to students who wish to either set up their own business, move into employment, or progress onto further study.

Brief introduction:

Main aims of the course and skills developed throughout the course

This qualification aims to:

- develop a broad and comprehensive understanding of business and enterprise
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within business and enterprise and more broadly.

The objectives of this qualification are to help students to:

- add breadth to their knowledge and understanding of the sector as part of their career progression and development plans
- progress to a level 3 qualification, an apprenticeship or set up their own enterprise.

Areas of study – what will I learn?

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- Team working – the qualification requires students to work with others either on small tasks or during the final project task
- Communication skills
- Presentation skills – students will learn to present their work to those around them in a suitable way and will also learn the most appropriate way of communicating as an entrepreneur
- Use initiative – students will learn what initiative is and why it is important for an entrepreneur or business person
- Work independently – students will understand how to work independently on specific tasks.

Course assessment – how will I be assessed?

The qualification is 50% controlled coursework assessment which is started in Year 10 and completed in Year 11. 50% is externally assessed examination taken in Year 11.

Where might the course take you?

This course would be good preparation for A Level course in Business, Economics or Politics. There are also level 3 BTEC courses in Business and Communication/Business and ICT. This qualification would apply to any students who wish to start their own business. It is also a good starting point for anyone interested in a wide range of careers including retail, accounting, financial services, charities, news journalism and politics.

Subject contact: Subject Leader ICT & Business – Mr R Seale: r.seale@hasla.org.uk

Examination Dance

Who is this course suitable for and why choose it?

This course seeks to provide knowledge, skill and understanding of dance and is an excellent introduction to the subject for those wishing to study dance at an advanced level.

Dance offers you the chance to develop skills in dance performance, choreography and analysis. You will learn a set study and take part in class performances both of which will help to develop your performance skills.

Brief introduction:

The main aim of this course is to teach students dance skills - from the point of view of a choreographer or performer. These skills will include: improvisation, dance technique, performance skill and an understanding of health and safety. Most importantly, this course will contribute to you becoming an analytical, confident, creative and empathetic individual.

Areas of study – what will I learn?

Choreography classes will give you the chance to explore your own ideas and provide you with one to one support which will enable you to create your own work. Dance analysis sessions will also help to broaden your understanding of the subject. Basics in safe practice and health and safety for dancers are also covered.

Course assessment – how will I be assessed?

Assessment is based on coursework and performances

- Practical Examination
You will be required to perform 2 solos which will last approximately 1½ minutes each.
You will perform in a large group piece
- Choreography
You will choreograph a dance, which may be a solo or group performance.
- Log Book
You will be required to keep a log of your progress in each area.

Where might the course take you?

- 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 career in television, theatre, cruise ships, Disneyland, entertainment companies abroad, teaching & coaching and community activities.

In addition, the skills acquired through the study of Dance such as teamwork, problem-solving, management and motivation of others, communication and expression are transferable to almost any career and further studies.

Subject contact: Subject Leader - Mrs K Webb: k.webb@hasla.org.uk

GCSE Resistant Materials



Exam board and specification number – AQA 8552

Who is this course suitable for and why choose it?

This course would be suitable for you if you have an interest in design, and enjoy developing skills in both the practical and theory elements of the subject. You will be willing to explore new ideas and concepts through designing, modelling and making. Attention to detail and presentation skills are seen to be highly important for this course and will be developed throughout each of the projects.

Brief introduction:

Main aims of the course and skills developed throughout the course

A design based course which has a major element of practical work included. You will design and make a range of products using mainly wood, metals and plastic to develop your practical skills base. You will gain experience in using a variety of tools, equipment and new technologies in developing and prototyping your design ideas. These will be learnt whilst completing a range of focused practical tasks which will explore the design process. It is important that students realise that the course is no more than 50% practical, the remainder being design and theory work, including gaining an understanding of the key areas of study.

Additional information specific to the course: As part of the course, students will have the opportunity to partake in educational trips and workshops to help build their skills and knowledge base.

Areas of study – what will I learn?

Students will gain a breadth of knowledge and technical understanding in the following areas:

- New and emerging technologies such as 3D printing
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical and electronic devices
- Materials and their working properties

Course assessment – how will I be assessed?

Students will first carry out a range of design and practical based projects, using GCSE assessment criteria and teacher feedback for guidance, before completing their final project.

The course will be assessed by:

- 50% non-exam assessment portfolio – a substantial design and make task set by the exam board
30 – 35 hours in length
- 50% examination – 2 hour paper – focusing on elements of both design and theory

Where might the course take you?

Resistant Materials always complements STEM subjects (Science, Technology, Engineering and Maths), and allow you to show future employers that you can understand and solve a problem on your own initiative. This course would be an ideal option for any students considering future career paths in; architecture, product design, carpentry/trades, engineering, interior design, car design, jewellery design, mechanics, electrical trades and many more.

Subject contact: Mr D Lloyd: d.lloyd@hasla.org.uk

Who is this course suitable for and why choose it?

These courses are suitable for anyone wishing to go onto further education and start working in the creative industries. Studying drama will provide you with many skills that will equip you with the right mind-set to go out into the world with confidence and the ability to develop your own career path. As well as studying play texts and visiting the theatre, you will also explore a range of themes, where you develop empathy, confidence, teamwork, creativity and the ability to present your work and ideas to an audience.

Drama is suitable for all students who are prepared to work hard, both in a group and independently. Written work should be of a good standard to succeed in this course.

Brief introduction:

Main aims of the course and skills developed throughout the course

The main aims of the courses are to teach students drama skills from the point of view of a performer, designer or technician. These skills will include script work, devising using a range of stimuli as well as opportunities for puppetry, lighting and sound design.

Areas of study – what will I learn?

GCSE	BTEC
Component 1: Understanding Drama There is a written exam at the end of the 2 year course which is 40% of the final grade.	Component 1: Exploring the Performing Arts Exploring different practitioners and pieces of work.
Component 2: Devising Drama Students research and perform a piece of drama based on a relevant stimulus. It comprises two parts: A Devised Log (60 marks) Devised performance (44 Marks)	Component 2: Developing Skills and Techniques in the Performing Arts Developing performance skills through the reproduction of existing work.
Component 3: Texts in Practice It comprises of two short performances from a set script.	Component 3 Responding to a Brief Responding to a given stimulus as either a designer or performer.

Course assessment – how will I be assessed?

- In Year 9 all students who choose drama will have a foundation year, learning the specialist terminology and developing their performance skills.
- Towards the end of Year 9 a decision will be made on the appropriate course for each individual student, based on practical ability, theoretical knowledge and understanding and preferred learning styles. This decision will be made by the staff, students and home.

Where might the course take you?

Lawyers, politicians, writers, psychologists, film directors, actors, theatre directors and youth workers, to name a few, have all studied drama in depth. Universities and employers look favourably upon students who have taken drama for further study.

Subject contacts: B Thompson b.thompson@HASLA.org.uk A Pepper a.pepper@HASLA.org.uk

GCSE Food Preparation and Nutrition

L

Exam board – WJEC

This new GCSE has been designed to cover a range of different areas which ensure students have a broad and deep understanding of all areas of food. Students will study:

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food choice

During the course you will be given the opportunity to practise a wide range of practical skills along with having a greater understanding of nutrition, the science behind food as a material and the wider environmental aspects associated with food. The course is taught in a very “hands on” practical way and so consequently the weekly purchase of ingredients is essential; therefore time to collect ingredients and the cost of them will need to be considered. But if you are worried about this then you can discuss this with your Design Technology teacher.

How will it help me in the future?

The food technology industry is one of the world’s fastest and biggest growing industries. In fact over 20% of the top 100 British companies are in food manufacturing. The food and drink industry is booming, with employment reaching the heights of 650,000 people and an annual turnover of £66 billion. The opportunities to work within the food industry really are endless. The food industry contains many multinational companies and opportunities for travel or work abroad exist for those who wish to spread their wings.

Examples of jobs within the food industry include:

Dietician, nutritionist, food buyer, product development, sensory analysis and product testing, chef, baker, caterer, food journalist, environmental health officer, store manager of a supermarket, packing technologist, teacher.

How the course is assessed?

In Year 11 students will complete 2 Non Examination Assessments (NEA):

- **Task 1: investigation** (approx.10 hours) 15% of GCSE.
- **Task 2: Food preparation** Assessment (approx.20 hours including a 3 hour practical assessment) 35% of GCSE.

Written examination: 1 hour 45 minute exam worth 50% of GCSE.

Suitable Candidates

This course would suit anyone with a passion for food and who is interested in learning more about the subject while enhancing their practical skills.

Post 16 progression routes

There are a range of options to study food further at college level including, but not limited to A level Food Technology, NVQ Catering, Health and Social Care, Sports and Nutrition, A Level Science.

Students can then pursue a degree in a range of different subjects including: Food and Nutrition, Dietetics, Food Science, Food Management.

Subject contact: Mrs A Deeprise: a.deeprise@hasla.org.uk

BTEC Digital Information Technology (ICT)

S

Exam board and specification number – Pearson/Edexcel QN: 603/2740/6

Who is this course suitable for and why choose it?

Around 1.46 million people work in digital companies and there are around 45,000 digital jobs advertised at any one time. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and Maths. Having both technical skills and business understanding is the key to success.

Brief introduction:

Main aims of the course and skills developed throughout the course & Areas of study – what will I learn?

In this qualification you will develop important technical skills in data interpretation, data presentation and data protection. You will cover aspects of user interface (UI) design and development, and learn how to develop a project plan for your own UI designs.

- Cybercrime is an increasing threat – understanding the different types of threats and how to mitigate against them is vital to any business that uses and retains sensitive data. You will develop an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.
- Organisations often implement technological improvements by rolling out change projects, so understanding how projects are structured is of vital importance. This qualification will enable you to use project-planning tools, models and techniques within a digital context.
- Digital projects today often involve working with diverse teams across different locations. You will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

Course assessment – how will I be assessed?

The qualification has three components:

In components 1 and 2 you will carry out tasks or purpose statement – Version 1 assignments that your teacher will mark. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification. Component 3 is externally assessed by Pearson and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

Where might the course take you?

Once successfully completed, you may wish to progress to further study with a BTEC National in IT or Computing at Level 3. You could also progress to a Computer Science AS or A level. These qualifications build upon some of the aspects covered within this qualification and are generally broad in the selection of units available. If you then wish to specialise your learning in a specific digital vocation, you could consider a BTEC Level 2 Technical Diploma in Digital Technology, which enables you to select from three pathways: Data Management, Digital Applications or Network & Cyber Security. Alternatively, you may want to progress to an apprenticeship, for example at Level 3 in Digital Marketer, Infrastructure Technician or Software Development Technician.

Subject contact: Subject Leader - Mr R Seale: r.seale@hasla.org.uk

BTEC Music Level 1/2

Exam board and specification number – Pearson/Edexcel (603/2973/7)

Who is this course suitable for and why choose it?

BTEC Music will suit students who are organized, motivated and able to work independently and in ensembles (groups). You should have an interest and the ability to play an instrument (including the voice). You will be required to produce a large quantity of work for the course. It is important to understand that students will be required to practise outside of lessons throughout the course. Students will be expected to rehearse regularly and attend performances and trips and visits when arranged.

Brief introduction:

Main aims of the course and skills developed throughout the course

BTEC Music aims to help you develop your instrumental skills as well as giving you the theoretical knowledge necessary to compose and produce your own music. You will study different eras of music through time and analyse the vast job roles that make up the music industry, overall giving you a comprehensive overview of how music is created.

Areas of study – what will I learn?

The 3 Components studied are:

- Component 1: Exploring Music Products and Styles
- Component 2: Music Skills Development
- Component 3: Responding to a Commercial Music Brief

These will be explored through four strands of learning:

- Focussed listening and music-making activities
- Practical application of music theory and music technology
- Theoretical knowledge of the music industry
- Performance in a group/solo

Course assessment – how will I be assessed?

- Portfolio of work produced throughout the course including video/audio recordings and commentaries
- One external assessment in Year 11 – Responding to a commercial brief

You would be expected to perform in real-life gig scenarios in order to demonstrate your development as a musician, which would usually take place at a live music venue in the Hastings area. The course is mostly performance based and we can arrange instrumental lessons via the Contemporary Music School in Hastings who come in to teach private lessons if you need extra support.

Where might the course take you?

BTEC Music can lead into A level Music / Music Technology; Bexhill College and East Sussex College Hastings both offer a range of courses that you could go onto study which, in turn can lead onto higher education studies at universities. There are many job opportunities within the music industry for people who have achieved this award and higher qualifications such as sound engineers, music media, radio, TV and session players to name a few.

Subject contact: Mr R Kuhler – ro.kuhler@hasla.org.uk

GCSE Photographic Art

Exam board and specification number – Pearson/Edexcel 1PY0

Who is this course suitable for and why choose it?

As a GCSE Photographic Art student, you will be using photographs and imagery to create photographic art work. You will need to be creative and have an interest in art and using different art materials. You will need patience, enthusiasm and must be prepared to work hard. In addition, you will need to be responsible and self-motivated, as you will be using valuable equipment and will often work independently. You will be required to undertake regular independent photo shoots away from lesson time and at home using your own camera or hiring a school camera. You will use these photos to create a large quantity of analytical and creative responses responding to a range of chosen artists & photographers and a range of art materials.

Brief introduction:

Main aims of the course and skills developed throughout the course

GCSE Photographic Art offers exciting and challenging opportunities to learn new skills and put them into practice. It will enable you to learn how photographs can be used in a creative and artistic way taking inspiration from key photographers and artists. You will work mainly with digital photos but will have a chance to experience a taster session in the darkroom and use some manual 'wet' techniques. You will be editing your photographs using image manipulation software such as Photoshop and it is recommended that you have some knowledge of how to use this programme and regularly practise the skills you will be taught. Practical responses will include a variety of art techniques such as cutting, collage, 3D work, painting and printing. You do not need your own camera but it would be an advantage.

Areas of study – what will I learn?

Photographic Art topics vary each year but the skills you will develop include:

- Researching a variety of artists & photographers and writing your own opinion of their work.
- Taking photos in the style of an artist/photographer and trying out techniques reflective of their work.
- Using a variety of media when working with your own photos such as...
 - biro, ink, pencil, fine-liner, charcoal, oil pastel.
 - watercolour, acrylic paint and inks.
 - collage and low relief using cardboard, papers and fabrics.
 - Printmaking - poly-board, lino, Perspex etching.
- Presentation is important on each page of your coursework book and must be kept to a high standard
- The operation of digital cameras and uploading images to a mac computer
- Computer editing using Photoshop
- Basic darkroom skills – such as making Photograms

We offer at least one trip during the course that will give you the opportunity to take photographs outside of the classroom. Previous trips have run to Brighton and London.

Course assessment – how will I be assessed?

Throughout all lessons and independent work you will create coursework which comprises 60% of the final mark. You will undertake an externally set exam project at the end of the course which will run for approximately 12 weeks (Jan-April) and this will account for 40% of the final mark.

Where might the course take you?

Careers that Photographic Art GCSE can lead to include photography, journalism, graphic design, architecture, fashion design and fine art, teaching

Subject contact: Subject Leader - Mrs J Richardson: jo.richardson@hasla.org.uk

Examination Physical Education

Exam board and specification number – tbc

Who is this course suitable for and why choose it?

This course is suitable for any student with a real passion for PE who wishes to learn about a wide range of aspects relating to sport and physical activity. Choosing the course will mean an increase in practical PE as well as classwork so it is important students have a real desire to do extra physical activity in lessons.

Brief introduction:

Main aims of the course and skills developed throughout the course

There are several courses in PE and the correct course will be selected for those opting for it.

The GCSE & Sport Studies courses are designed to improve individuals in their ability to play selected sports and physical activities. They give students an understanding and appreciation of a wide range of topics relating to health, fitness, sport and physical activity.

The BTEC course is designed to get students to be able to use information in practical and theoretical based scenarios. It gives students an understanding and appreciation of several key topics relating to health, fitness, sport and physical activity, which are all done in depth.

Areas of study – what will I learn?

In Year 9 all students who choose PE will have a foundation year, learning the specialist terminology and key words.

Towards the end of Year 9 a decision will be made on the appropriate course for each individual student, based on practical ability, theoretical knowledge and understanding and preferred learning styles.

This decision will be made by the staff, students and home.

Course assessment – how will I be assessed?

GCSE – 30% practical. 10% written coursework. 60% final exam

BTEC – 25% exam. 75% coursework

Where might the course take you?

The course will support further study in sports science, sports physiology, physiotherapy as well as a career in coaching, personal training or sports centre management.

Subject contact: Subject Leader – Mr L Boniface: l.boniface@hasla.org.uk

GCSE Religion, Philosophy and Ethics

S

Exam board and specification number – AQA A (8062)

Who is this course suitable for and why choose it?

This course is suitable for students who want to learn about the approaches of religion and philosophy to some of the fundamental questions about human existence.

Brief introduction:

Main aims of the course and skills developed throughout the course

- You will develop knowledge and understanding of religions and non-religious beliefs, particularly Buddhism, Christianity, atheism and humanism.
- You will explore how these beliefs affect behaviour and how they have influenced the course of human history.
- You will develop the ability to construct well-argued, well-informed, balanced and structured written arguments.
- You will have the opportunity to engage with and reflect on 'ultimate questions' such as
 - Is it possible to live without suffering?
 - Is there life after death?
 - Is there such a thing as right and wrong or is it all a matter of opinion?
 - What is the purpose of life?
 - Does God exist?
 - Is war ever justified?

Areas of study – what will I learn?

In the two religion units you will be learning about important beliefs and practices from

- Buddhism
- Christianity

In the one philosophy and ethics unit you will look at the following issues and how a Christian would respond to them

- Relationships and families (sex, contraception, marriage, divorce)
- Equality and the roles of men and women
- The existence of God
- Violence, peace and conflict
- Challenges to religion

Course assessment – how will I be assessed?

You'll have two 1-hour exams (Buddhism and Christianity) worth 25% of your total mark and one two hour exam (Religion, philosophy and ethics in the modern world) worth 50% of your total mark.

Where might the course take you?

The course is an excellent basis for moving on to A Levels in philosophy, religious studies, psychology or sociology. It could also take you towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher, journalist, lawyer, doctor or philosopher, in organisations such as the Peace Corps or Amnesty International, or in any career that requires an understanding of people.

Subject contact: Mr C Dean: c.dean@hasla.org.uk

Who is this course suitable for and why choose it?

This course is suitable for students who want to learn more about people and the different aspects of British society today. If you are interested in considering different points of view on how different groups of people behave, and what affects their lives, then this course could be for you.

Brief introduction:

Main aims of the course and skills developed throughout the course

You'll consider a number of questions about British society today such as the following:

- Why are families so important?
- Why do girls usually do better at school than boys?
- Why are certain people more likely to commit crime?
- Why is there such a gap between the richest and poorest in British society?

You'll develop skills in interpreting and evaluating different pieces of information, communicating and applying your knowledge in both written work and class discussion.

Areas of study – what will I learn?

There are seven key themes of the course with important links between them:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and Deviance
6. Social Stratification
7. Sociological research methods

Course assessment – how will I be assessed?

There are two written examination papers to be sat at the end of Year 11 that are each 1 hour 45 minutes in length. Each paper is worth 50% of the final grade. Paper 1 focuses on the sociology of families and education along with relevant areas of social theory and methodology. Paper 2 focuses on the sociology of crime and deviance and social stratification along with relevant areas of social theory and methodology. Both papers have a mix of short and extended responses to questions. Students are expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of the topics being examined.

Where might the course take you?

This course is an excellent basis for moving on to A Level study in Sociology, Psychology, Politics and other Social Science/Humanities subjects at college. It could also take you towards a number of careers that are very people orientated such as teaching, social work, nursing and the police. It is also an excellent qualification that would be useful for a career as a lawyer or journalist. It should definitely encourage you to consider a number of different options in the future but more generally it will help you to have a more open mind about a range of important issues.

Subject contact: Mr L Hall: l.hall@hasla.org.uk