



KS4
GUIDED CHOICES
PROGRAMME
2017

Guided Choices Programme 2017 - 20

Introduction for Students and Parents/Carers

Welcome to Guided Choices 2017

It is now time to decide on your path into the future and today you begin that journey by attending tonight's Guided Choices Briefing.

The process you are embarking on during this Module is about deciding on the subjects that you would prefer to study as you move into Key Stage 4.

At The Leigh Academy our Key Stage 4 commences in Year 9 in order to give our students the greatest chance of success in their examinations.

You will have your own ideas, likes and dislikes. Your personal qualities and skills will lead you to some subjects rather than others and you may find that it will not be possible to study every subject that you like.

Your parents/carers, who know you very well indeed, are in a strong position to advise you and help you to avoid mistakes.

Your teachers and Tutor have followed your education for the past 2 years and know your strengths and weaknesses when it comes to your studies. They will be able to advise which subjects you could benefit from and those that you should not be following over the next 2 years.

You do not have to be alone when you make these important decisions, parents/carers, teachers and your Tutor will help. There are many, including the older students in your Tutor Group, who will be only too pleased to offer you advice. Your task will be to sort out the advice and discuss it with the people mentioned above.

You will have already been given some information in lessons but the main section of this booklet consists of a "Directory of Subjects" which will give details of the subjects available next year and is divided into the following sections:

| The Guided Choices Programme 2017 | |
|---|---|
| A brief description of the three Guided Choices Pathways we have on offer | |
| Core Subjects | The subjects you will have to study |
| Group A Subjects | The GCSE subjects we have on offer |
| Group B Subjects | The Vocational/BTEC subjects we have on offer |

You will also find included in your folder a form for the Guided Choices Pathways, which you will need to complete and return by the deadline, which is outlined in the following Guided Choices Programme.

We hope you enjoy finding out about all of the exciting and successful courses on offer to you.

2017 Guided Choices Programme

Wednesday 18th January 5.45 - 8.00 p.m.

Guided Choices Parent/Carer Evening

Brunel/Da Vinci Presentation - 6.00 p.m.

Chaucer/Darwin Presentation - 7.15 p.m.

Thursday 19th – Thursday 26th January

Guided Choices Sessions during Tutor Time with older students and Tutors

Thursday 26th January 4.00 - 6.00 p.m.

Personalised Guided Choices Tutor Review Meetings with parents/carers and students.

KS4 Guided Choices Form completed

Friday 27th January

Guided Choices Form Deadline

OUR KEY STAGE 4 CURRICULUM

At The Leigh, all students in Key Stage 4 study these Core subjects:

| |
|--|
| • English |
| • Mathematics |
| • Science |
| • Information Communication Technology |
| • Physical Education |
| • Healthy Minds (Year 9 & 10) |

There are also a wide range of subjects from which you choose a further 4 subjects:

| Group A GCSE Subjects | Group B BTEC Subjects |
|--|--|
| Art and Design: Fine Art | Dance |
| Art and Design: Graphic Communication | Design and Technology: Engineering |
| Art and Design: Photography | Health and Social Care |
| Business Studies | Information and Creative Technology |
| Computer Science | Music Technology |
| Design and Technology | Performing Arts (Acting) |
| Design and Technology: Fashion and Textiles | Travel and Tourism |
| Design and Technology: Food Preparation and Nutrition | |
| Ethics | |
| French | |
| Geography | |
| History | |
| Media Studies | |
| Music | |
| Physical Education | |
| Spanish | |

Personal, Social, Health, Citizenship and Religious Education is integrated, and delivered, across the curriculum, and on discrete focus days, although not formally assessed. We plan this programme to give students a balanced view of society and the self-confidence and self-esteem to operate within society, in a mature and sensible way.

Healthy Minds

The Leigh Academy is part of a national research project called Healthy Minds that aims to evidence the link between emotionally stable, resilient students and improved behaviour and academic attainment in school. In Year 9 students build on their learning and apply their new skills to developing positive relationships and the risks associated with unhealthy relationships. During year 10 students will learn to understand their own emotions and how to manage them.

Guided Choices Pathways

In addition to the Core Curriculum you will be required to choose 4 additional subjects to study for the next three years, the choices you make will place you in one of the following three pathways:

The Design and ITBacc Pathway

The Design & IT Baccalaureate pathway draws on the fantastic facilities and expertise we have at The Leigh Academy to enable us to personalise the curriculum to meet the needs and aspirations of our students. Design & Technology, ICT and Art are a real strength at The Leigh and we want to recognise that.

Students following this Pathway are encouraged to choose up to two of the subjects highlighted in bold to ensure that they are following a pathway rich in design and creativity.

Success in this pathway is measured and recognised in the achievement and progress students make in the D&ITBacc subjects and will be awarded the D&ITBacc Certificate in August 2020.

The EBacc Pathway

The English Baccalaureate groups together a range of qualifications identified by the Government as a measure of a student's performance. In addition to the Core Curriculum of English, Mathematics and Science students choosing to study in this pathway are required to study a Foreign Language and either Geography or History, Computer Science can also be studied as an EBacc subject.

This is often considered to be a more traditional academic route due to the number of GCSE subjects that have to be studied, however students at The Leigh Academy can still access a wide range of vocational courses alongside the EBacc subjects.

Success in this pathway is measured and recognised by students securing a C grade or above in the specific EBacc subjects and will be awarded the EBacc Certificate in August 2020.

The LeighBacc Pathway

The Leigh Baccalaureate enables students to study a combination of traditional GCSE subjects alongside vocational subjects, it is unique to The Leigh Academy and is tailored for those students who would enjoy some of the EBacc subjects but not want to study them all. For example a LeighBacc Pathway student may choose to study a Foreign Language but not wish to study either Geography or History.

Students following the LeighBacc Pathway are required to select any **4** subjects from either Group A or B, which must include at least one of the following: **Computer Science, French, Geography, History, or Spanish**, although it is recommended that only 1 subject from Group B is selected.

Success in this pathway is measured and recognised in the achievement and progress students make in the LeighBacc subjects and will be awarded the LeighBacc Certificate in August 2020.

Subject Directory

| Group | Subject | Level | Pathway | | | No. |
|-------|--|-------|---------|-----------|----------|-----|
| | | | EBACC | LeighBACC | D&ITBACC | |
| A | Art and Design: Fine Art | GCSE | √ | √ | √ | 1 |
| A | Art and Design: Graphic Communication | GCSE | √ | √ | √ | 2 |
| A | Art and Design: Photography | GCSE | √ | √ | √ | 3 |
| A | Business Studies | GCSE | √ | √ | √ | 4 |
| A | Computer Science | GCSE | √ | √ | √ | 5 |
| B | Dance | BTEC | √ | √ | √ | 6 |
| A | Design and Technology | GCSE | √ | √ | √ | 7 |
| B | Design and Technology: Engineering | BTEC | √ | √ | √ | 8 |
| A | Design and Technology: Fashion and Textiles | GCSE | √ | √ | √ | 9 |
| A | Design and Technology: Food Preparation and Nutrition | GCSE | √ | √ | √ | 10 |
| Core | English Language | GCSE | √ | √ | √ | 11 |
| Core | English Literature | GCSE | √ | √ | √ | 11 |
| A | Ethics | GCSE | √ | √ | √ | 12 |
| A | French | GCSE | √ | √ | √ | 13 |
| A | Geography | GCSE | √ | √ | √ | 14 |
| B | Health and Social Care | BTEC | √ | √ | √ | 15 |
| A | History | GCSE | √ | √ | √ | 16 |
| B | Information and Creative Technology | BTEC | √ | √ | √ | 17 |
| Core | ICT Digital Applications (CiDA) | GCSE | √ | √ | √ | 18 |
| Core | Mathematics | GCSE | √ | √ | √ | 19 |
| A | Media Studies | GCSE | √ | √ | √ | 20 |
| A | Music | GCSE | √ | √ | √ | 21 |
| B | Music Technology | BTEC | √ | √ | √ | 22 |
| B | Performing Arts (Acting) | BTEC | √ | √ | √ | 23 |
| Core | Physical Education | N/A | √ | √ | √ | 24 |
| A | Physical Education | GCSE | √ | √ | √ | 25 |
| Core | Science Combined | GCSE | √ | √ | √ | 26 |
| Core | Science Triple | GCSE | √ | √ | √ | 27 |
| A | Spanish | GCSE | √ | √ | √ | 28 |
| B | Travel and Tourism | BTEC | √ | √ | √ | 29 |

| Title of Course | | Level | | Exam Board | | Group A | | No. 1 |
|---|---|-------|--------|------------|-----------|-----------------------------|--|-------|
| Art and Design: Fine Art | | GCSE | | EDEXCEL | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | E Bacc | √ | LeighBacc | √ | | |
| What the subject is about? | <p><i>Fine Art is all about exploring ideas, experimenting creatively and developing a range of skills using different materials to the best of your ability.</i></p> <p><i>Students will always be asked to create a personal response. They are asked to be innovative and to take risks. The most successful students are the ones who really practice to develop their practical skills and develop their ideas in the most interesting and creative way. Students will be making their own work in response to a theme.</i></p> <p><i>The GCSE Fine Art course is exciting and will help develop problem solving skills. Students will think and work like an artist.</i></p> | | | | | | | |
| What the students will learn? | <ul style="list-style-type: none"> • Students will learn to develop a range of practical skills using paint, print and drawing. Students will record using photography and create work that is both 2 dimensional (painting and drawing) and 3 dimensional (sculpture). • Students will write about their own work, ideas and influences. • To help students extend their ideas they will look at the work of other artists to explore and investigate the techniques and processes they have used and also develop an understanding of the motivation of the artist. • Students will have the opportunity to develop PHOTOSHOP and ILLUSTRATOR skills in a creative way. • Students will use a sketchbook to record, research and develop ideas and practical skills. | | | | | | | |
| How the students will learn? | <p>Students will be making a personal response to a theme, set every year.</p> <p>Students will create a range of pieces in different ways and using different materials.</p> <p>Students will develop practical skills by working from observation. They will experiment with a range of different techniques sometimes inspired by the way other artists work in order that students can show how they have been influenced.</p> <p>Students will consider composition, scale, colour and technique in their planning.</p> <p>Students will have the opportunity to work with good quality materials: acrylic paints /watercolours/clay/card and are expected to be as creative and experimental.</p> <p>Students will reflect on what they have done, reviewing their work and make improvements.</p> <p>All art and design work develops as students develop their skills and understanding.</p> <p>Students will make in-depth analysis of other artists' work.</p> <p>To be successful students need to be resourceful, imaginative, experimental and creative.</p> | | | | | | | |
| Independent Learning | <p>Students will be encouraged at all times to make a PERSONAL RESPONSE. They will therefore need to think creatively and they decide their work should be made in a particular way.</p> <p>Students will need to learn specific skills to make their work successful. Students need to be resourceful and make independent research.</p> | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>60% - UNIT 1, Coursework (This will be a "Portfolio of work" with a range of responses supported by work in sketchbooks).</p> <p>40% - UNIT 2, Timed test (10 hours unaided work + 8 weeks preparation time).</p> <p>There are 4 assessment areas and to do well students have to work consistently across all 4 areas.</p> | | | | | | | |
| Career and other important information | <p>This course will help to develop life-long skills. Students will build self-confidence and be able to express ideas. Students will become resourceful, independent and develop a creative approach to solving problems.</p> <p>They could develop their knowledge further by studying Fine Art or other Art based course at A Level or BTEC level and then working towards a degree in the arts before working in Design, Fashion, Photography or as a painter, printmaker, or sculptor.</p> | | | | | | | |
| Staff Contact | <p>Ms C Britton Coordinator of Learning - Art christine.britton@leighacademy.org.uk 01322 620431</p> | | | | | | | |

| Title of Course | Level | | Examination Board | | Group A | No. 2 |
|--|--|---|-------------------|---|-----------------------------|-------|
| Art & Design: Graphic Communication | GCSE | | Edexcel | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about? | <p><i>Graphic design is all about Communication.</i> <i>As a Graphic Designer you will aim to communicate through IMAGES and TEXT.</i> <i>You see Graphic Design all around you, on TV, on packaging, in books and magazines, on posters and almost every time a product or an idea or message needs to be clear.</i> <i>Graphic Design can be used for selling (advertising) or to illustrate (stories).</i> <i>You need to think creatively as you will have the opportunity to develop a range of ART and DESIGN skills.</i></p> | | | | | |
| What the students will learn? | <ul style="list-style-type: none"> • Students will learn to develop their Art and Design skills through drawing, painting and printing. They will also learn other recording skills such as photography and will learn how to develop their work to make it as accessible as possible. • Students will be using their creativity to design “letter-forms” and mix them with the images they create. This is an aspect of TYPOGRAPHY (text to communicate). They will experiment with different layouts and colour-ways. • Students need to look at what other designers have done and analyse their work. This will help extend their design ideas. • Students will have the opportunity to develop PHOTOSHOP and ILLUSTRATOR skills to create professional looking final pieces. • Students will learn how to develop their design ideas and make their work as effective as they can! | | | | | |
| How the students will learn? | <p>Students will be responding to a design brief, a “client” will commission them to develop a range of ideas. For example, they may be asked to develop designs for a CD cover, illustrate a poem or design a magazine front cover.</p> <p>Students will need to develop their ideas having looked at other graphic designers work. Students would then experiment with different ways that they could communicate their ideas using different skills, like drawing, painting, printing, photography and typography.</p> <p>To be successful students need to be resourceful, experimental and creative.</p> | | | | | |
| Independent Learning | <p>It will always be the students aim to produce a PERSONAL RESPONSE. That means students need to be able to work independently on their ideas, experiments and research.</p> <p>Students will sometimes be asked to work as part of a team having specific tasks/roles to make their team designs effective and meet the brief.</p> | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>60% - UNIT 1, Coursework (This will be a “Portfolio of work” with a range of design projects + sketchbooks/design journals).</p> <p>40% - UNIT 2, Timed test (10 hours unaided work + 8 weeks preparation time).</p> | | | | | |
| Career and other important information | <p>The course will help to develop lifelong skills. Students will learn how to solve problems creatively. They will become resourceful and be able to communicate your ideas effectively. They could develop their knowledge of Graphic Design by studying at A Level or BTEC level and then a degree in Graphic Design before becoming a Graphic Designer and perhaps working in a design studio of an advertising agency, or in publishing, film animation, illustration and packaging design.</p> | | | | | |
| Staff Contact | <p>Ms C Britton Coordinator of Learning - Art christine.britton@leighacademy.org.uk 01322 620431</p> | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | | No. 3 | |
|--|--|-------|-------|-------------------|-----------|-----------------------------|--|-------|--|
| Art & Design: Photography | | GCSE | | Edexcel | | No. of GCSE's or equivalent | | 1 | |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | | |
| What the subject is about? | <p><i>This Photography course will introduce students to new processes and techniques but above all it will ask them to take and make photographs for a purpose.</i></p> <p><i>Students will be able to make photographs that illustrate (that have a narrative or story).</i></p> <p><i>Students will be able to make photographs that show EFFECTS.</i></p> <p><i>Students will be able to make photographs that document EVENTS.</i></p> <p><i>Students will be able to make photographs that are EXPRESSIVE.</i></p> <p><i>Students will be able to make photographs that are MORE than just a record of what students can see in front of them.</i></p> <p><i>Students need to think creatively as they will have the opportunity to develop a range of photographic skills.</i></p> | | | | | | | | |
| What the students will learn? | <ul style="list-style-type: none"> • Students will learn to develop their photographic skills by understanding the technology of the camera. They will experiment with colour and black and white photography. • Students will be using their creativity to plan and develop ideas and express their feelings through photography. • Students need to look at what other photographers have done and analyse their work. This will help them extend their own practical work. • Students will have the opportunity to develop their PHOTOSHOP skills to manipulate and enhance images. • Students will learn how to develop their photographic responses through editing, considering lighting, composition and balance as well considering the idea, mood or feeling they want to convey. • Students will use a sketchbook/photography journal to record and develop their work and research. | | | | | | | | |
| How the students will learn? | <p>Students will be responding to a range of photographic briefs.</p> <p>Students will be responding to a theme, idea, emotion, style or technique.</p> <p>Students will need to develop their ideas, through drawing and painting as well as photographically - to be successful they need to be resourceful, experimental and creative.</p> <p>To have their own camera would be an advantage.</p> | | | | | | | | |
| Independent Learning | <p>It will always be the students aim to produce a PERSONAL RESPONSE. That means students need to be able to work independently on their ideas, experiments and research.</p> <p>Students will therefore need to think creatively and decide if their work should be made in a particular way. They will need to learn specific skills to make their work successful. Students need to be resourceful and make independent research.</p> | | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>60% - UNIT 1, Coursework (This will be a "Portfolio of work" with a range of photographic projects + sketchbooks/photography journals).</p> <p>40% - UNIT 2, Timed test (10 hours unaided work + 8 weeks preparation time).</p> <p>Students have 4 assessment areas. To do well they have to work consistently across all 4 areas.</p> | | | | | | | | |
| Career and other important information | <p>The course will help to develop life long skills. Students will learn how to solve problems creatively. They will become resourceful and be able to communicate their ideas effectively.</p> <p>Students could develop their knowledge of photography by studying at A Level or BTEC level and then a degree in photography before becoming a photographer perhaps working in the fashion industry, in documentary journalism, as a sports photographer or as a portrait photographer.</p> | | | | | | | | |
| Staff Contact | <p>Ms C Britton Coordinator of Learning - Art christine.britton@leighacademy.org.uk 01322 620431</p> | | | | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | | No. 4 | |
|---|--|--|---|-------------------|---|-----------------------------|---|-------|--|
| Business Studies | | GCSE | | AQA | | No. of GCSE's or equivalent | | 1 | |
| Pathway | | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | | Business Studies involves the study of businesses, to gain an understanding of how they work. The course provides an introduction to accounting, marketing, finance and operations management. | | | | | | | |
| What the students will learn | | In Unit 1 students study the main introductory concepts of business by learning about how a business is set up, operated and organised. Unit 2 then develops these ideas by examining how businesses expand. We study both units in an integrated manner. | | | | | | | |
| How the students will learn | | Throughout the course, students develop a wide range of transferable skills, such as planning, presentation and teamwork. | | | | | | | |
| Independent Learning | | The course requires students to conduct a significant amount of independent research when they prepare for the controlled assessment (see below). Home learning will also be required in order to fully understand the concepts of the course. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | | The GCSE Business Studies course consists of three units. Unit 1 Setting up a Business , assessed at the end of the course by a 1 hour written examination (60 marks, 40%). Unit 2 Growing a Business also assessed at the end of the course by a 1 hour examination (60 marks, 35%). Unit 3 Investigating Businesses assessed during Year 11 by a controlled assessment (40 marks, 25%). | | | | | | | |
| Career and other important information | | The subject provides good preparation for Post 16 business-related courses, specifically IBCP Business Management and BTEC Diploma in Business Studies and the Certificate in Financial Studies (CeFS). | | | | | | | |
| Staff Contact | | Mr B Keys Co-ordinator of Learning – Business and Enterprise bradley.keys@leighacademy.org.uk 01322 620479 | | | | | | | |

| Title of Course | Level | | Examination Board | | Group A | No. 5 |
|---|--|---|-------------------|---|-----------------------------|-------|
| Computer Science | GCSE | | AQA | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | This subject gives students an understanding of key computing concepts and the fundamentals of programming. It focuses on students creating applications, such as mobile and web apps and computer games. Students build skills over the course that lead to their ability to create computer programs, but also appreciate the changing landscape of computer technology around them. Students will also keep up to date with emerging technologies that will likely become commonplace in the years to come. | | | | | |
| What the students will learn | <p>Students will learn:</p> <ul style="list-style-type: none"> • Independent learning skills for working and living in an increasingly digital world. • Creativity, logical thinking and self-evaluation. • Designing of apps and software technologies they use – mobile phones, games consoles and the Internet. • Computing, which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world. • Elements of Microsoft Technology Associate certifications to give industry recognised skills. • A thorough grounding in computing, creating opportunities for students to move on to A-levels, vocational courses, industry recognised IT qualifications and employment. Progression in other areas such as technology, science, engineering and the creative industries. | | | | | |
| How the students will learn | Students will cover the core principals and fundamentals in the early stages of the course and build upon these over time to harness them to start creating and evaluating computer programs for desktop and mobile environments. Assessments will be every module in an exam or controlled assessment style, depending on the particular content of that module. | | | | | |
| Independent Learning | The course fully promotes and encourages independent learning throughout. Students are also heavily encouraged to foster their learning in their own time and even complete personal projects relating to and extending the learning done in lessons. | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>Component 1 - Computational thinking and problem solving Written exam set in practical based scenario 1 hour 30 minutes Exam (paper-based) 40% of the GCSE Qualification</p> <p>Component 2 - Written Assessment 1 hour 30 minutes Exam (paper-based) 40% of the GCSE Qualification</p> <p>Component 3 - Practical Programming Problem The development of a computer program along with the computer programming code itself which has been designed, written and tested by the student to solve a problem. Students will need to produce an original report outlining this development. 20% of the GCSE Qualification</p> | | | | | |
| Career and other important information | Employers in the computer industry are desperate for more students to have this kind of qualification and having this on your CV will set you apart from everyone else. The logical thinking and creative element will also lend itself to careers outside the computer industry too, such as Business Management and working generally within the Corporate Enterprise. | | | | | |
| Staff Contact | Mr R Hayre Director of Learning - ICT rav.hayre@leighacademy.org.uk 01322 620508 | | | | | |

| Title of Course | Level | | Examination Board | | Group B | No. 6 |
|---|---|---|-------------------|---|-----------------------------|-------|
| Dance | BTEC | | Edexcel | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | This course is based on the practical exploration of Dance, as well as the supporting theory behind it. Students will need to show a natural talent for the subject and be confident enough to perform to audiences, in groups and individually. Most units require a performance in order to complete the assessment so it is essential students are willing to participate in various productions and assemblies which may require additional rehearsal hours. They will be expected to engage in not only practical work, but also theory-based research and creating evidence of their learning for their portfolio. | | | | | |
| What the students will learn | <p>Students will learn choreography, performance and evaluation skills, looking at how to develop their own work, through practical and written evaluations. Students will be asked to create their own practical pieces, as well as learn material set by the teacher. They will need to be able to research and identify the theory behind movement and dance. Students must complete 240 Guided Learning Hours (GLH), comprising of 2 core units and 2 mandatory units, and 3 specialist units:</p> <p>CORE UNITS: Unit 1: Individual Showcase (Externally assessed) 30 GLH, Unit 2: Preparation, Performance and Production (Internally assessed) 30 GLH</p> <p>MANDATORY UNITS: Dance Skills (Internally assessed) 60 GLH, The Performing Arts Industry (Online externally assessed examination) 30 GLH</p> <p>SPECIALIST UNITS: Exploring Urban Dance Styles (Internally assessed) 30 GLH, Jazz Dance (Internally assessed) 30 GLH, Movement Skills (Internally assessed) 30 GLH</p> | | | | | |
| How the students will learn | Students will participate in a diverse range of dance styles during lessons and in practical workshops with working professionals, attend educational visits and trips, and work towards a summer showcase that encompasses course material. Although this is a predominantly practical course, students will be expected to keep logbooks of class work, as well as provide written evaluations of performance material. They will build up a folder of evidence which will be submitted as evidence of practical learning and support teachers and student observations. | | | | | |
| Independent Learning | Students will be asked to create and develop their own material in small groups, as well as work on their own, to improve their choreographic and performance techniques. They will learn to evaluate their own work, as well as the work of their peers, offering solutions for improvement and reasoning behind limitations. | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>As a physical and vocational course, students must create written evidence of their learning through worksheets, diary entries, rehearsal notes, research and evaluations. The practical assessments are done largely in groups, although the final unit is performed and assessed individually, so students must be confident to work solo or as part of a group.</p> <p>The Performing Arts Industry will be via an online examination and Unit 1; Individual Showcase, will be completely assessed by an external examiner.</p> | | | | | |
| Career and other important information | <p>This course will particularly suit students who already have experience in dance training outside of school, or at least a keen interest and confident and willing attitude.</p> <p>BTEC Dance offers students the foundation to study dance at a higher level. Careers may include: Dancer, Dance Teacher, Performer, Dance/Performance Coach and Choreographer.</p> | | | | | |
| Staff Contact | <p>Mrs H Cullings helen.cullings@leighacademy.org.uk 01322 620561 Mr M Stamato matteo.stamato@leighacademy.org.uk 01322 620561</p> | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | | No. 7 |
|---|--|-------|-------|-------------------|-----------|-----------------------------|--|-------|
| Design and Technology | | GCSE | | AQA | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | Students studying Design and Technology will be involved in activities that develop innovation, creativity and flair. The course has no material or technology bias; it anticipates that students will develop their skills through working with a wide range of appropriate materials, as well as the use of ICT, CAD/CAM and electronic systems. Students will be able to design, model, experiment, manufacture and become active risk takers within the boundaries of Design Technology challenging expectations and understanding the design process. | | | | | | | |
| What the students will learn | Successful Design and Technology involves learning from existing commercial products, the impact technology has had on product development, social and moral implications and consider the impact of past and present designers. Students will be encouraged to develop their critical analytical skills to fully explore and evaluate the design process through the design and manufacture of commercially viable products. Students will understand the needs of different target groups and the constraints of materials and processes, all of this learning will be applied to their own designs working to given and self generated briefs. Students will learn how to identify, comprehend, analyse, create, develop, evaluate and justify. These transferable skills will allow students to become real world participators. | | | | | | | |
| How the students will learn | In Year 9, students will complete a series of mini-projects that will build upon their theoretical and practical knowledge of manufactured products and production methods. This will be further consolidated in Year 10, when students embark on a pre-GCSE coursework project that is designed to enable them to learn a systematic approach to design and manufacture. This will allow students to develop their skills independently in preparation for the major coursework project, "controlled assessment", which begins in Year 11. Theory sessions will be run consistently alongside to compliment the coursework, embedding a deeper understanding and to prepare them for examinations. | | | | | | | |
| Independent Learning | Students will be required to showcase their independence in lessons through practical activities and complete a range of home learning activities to support theoretical content to prepare for their controlled assessment and their external examination in Year 11. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | The course consists of 2 Units, both examined in Year 11: Unit 1: 2 hour external examination Unit 2: Controlled Assessment of Major coursework project, consisting of an "efolio" and final manufactured product: Unit 1 = 50% of the total GCSE Unit 2 = 50% of the total GCSE | | | | | | | |
| Career and other important information | There are many careers available that require problem-solving and practical skills. Students who wish to develop careers in these areas would also benefit from this option choice. Industries linked to this course are; Product Design, Graphic Design, Marketing, Electronic Design, Consumer Tester and Buyer, Interior Design, CAD CAM Design Engineers, Publishing, Architecture, Teaching, Web Design Engineering, Concept modelling, Advertising, Finishes and Application, Styling, Colourist, and Consultant Design roles. This course prepares students for the A Level Product Design course, offered at P16. | | | | | | | |
| Staff Contact | Miss C Gibson Coordinator of Learning - Design and Technology charlotte.gibson@leighacademy.org.uk 01322 620427 | | | | | | | |

| Title of Course | | Level | | Examination Board | | Group B | | No. 8 |
|---|--|-------|-------|-------------------|-----------|-----------------------------|--|-------|
| Design and Technology: Engineering | | BTEC | | Edexcel | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | <p>Engineering is offered as a vocational subject at Key Stage 4. The course focuses on learning through manufacture with multiple-production techniques. Students learn the main principles of Engineering including Health & Safety and Environmental Implications whilst designing and making accurate products incorporating CAD where needed and selecting materials and components for strength and fitness-for-purpose. The majority of projects are linked to “real-world” learning. Students are required to produce designs and working drawings to British Standards and incorporate CAD/CAM into their work, where appropriate. Students also complete product case studies, focussing on new technologies and materials. Students will gain an understanding of the vast sectors encompassed in the engineering sector and the progression of new and evolving concept technologies for the future generations.</p> | | | | | | | |
| What the students will learn | <p>Students will learn and develop knowledge in a number of different engineering areas. This includes manual manufacturing processes, engineering materials, CAD/CAM, Computer Numerical Control (CNC) and welding. Students will gain an appreciation for the accuracy required to produce precision components within Engineering. They will also develop their ability to work independently, as well as be an integral member of a team. Students will need to submerge themselves in real life contexts to be able to explain and synthesise new technological application within engineering, such as hydrogen fuel and biomedical engineering advances.</p> | | | | | | | |
| How the students will learn | <p>Students will learn through practical tasks and application of knowledge. Students will be required to demonstrate their understanding by carrying out practical tasks in the workshop. Learning will be supported by visits to local Engineering establishments where possible and industry experts in lessons. Students will learn how to identify, comprehend, analyse and evaluate through the written submissions required for each unit completed.</p> | | | | | | | |
| Independent Learning | <p>Students will need to be highly motivated to ensure that they keep up-to-date with coursework and meet unit deadlines throughout the duration of the course as the practical elements of the course are to enable deeper understandings and support the written requirements, though are not examined. Enthusiastic students will take the time to further research principles learnt in class in order to enhance their learning. Students will be treated with expectations of industry to encourage responsibility for their actions and prepare them for a career in their field.</p> | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>The course spans the duration of KS4 and consists of 4 units, each weighing 25%. 3 of the units are fully written with photographic evidence to support, the remaining unit is an online exam. Coursework can be submitted through a range of media, for example, video, verbal presentations, reports and demonstrations to the class. Staff constantly record students' progress and complete witness statements to record students understanding of a topic. Two of the units are externally assessed. All units include pass, merit and distinction tasks in order to ensure that students can reach their potential.</p> | | | | | | | |
| Career and other important information | <p>During this course a wide range of disciplines are learnt, enabling students to apply for places on specialist Engineering courses at Colleges or Post 16 at the Leigh. Many of our past students have successfully progressed to study Engineering at degree level and to work in the industry as apprentices. This course leads into the Level 3 Engineering Extended Certificate in Engineering course offered at P16.</p> | | | | | | | |
| Staff Contact | <p>Miss K Cliftlands keely.cliftlands@leighacademy.org.uk</p> <p>Miss R Coules Director of Learning - Design and Technology raina.coules@leighacademy.org.uk 01322 620427</p> | | | | | | | |

| Title of Course | Level | | Examination Board | | Group A | No. 9 |
|---|--|---|-------------------|---|--|----------|
| Design and Technology: Fashion and Textiles | GCSE | | AQA | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | Students studying Textiles will develop skills in surface decoration, design and manufacture. The course will develop their pattern-making skills, as well as their manufacturing techniques. The Technical Award in Fashion and Textiles allows learners to demonstrate their practical skills and experience in a similar way to those developing fashion and textile products in the fashion industry. | | | | | |
| What will the students learn | Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills, this will include the transferable skill of teamwork. Learners will produce a series of small made outcomes and record their work in a portfolio of no more than 15 pages. Learners will study the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry. | | | | | |
| How the students will learn | Students will complete a series of small GCSE-inspired design-and-make projects throughout Year 9 and will move onto their 12 core skills in Year 10. This is supported with revision, throughout the year, leading up to a hand-in-date in Year 11. Practical content will be taught alongside theoretical content allowing for students to apply their learning improving their independence. | | | | | |
| Independent Learning | Students will be required to complete a range of home learning activities and school visits to museums/fashion exhibitions, to support their Controlled Assessment and to prepare them for their external examination in Year 11. | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>The course consists of 3 Units:</p> <p>Unit 1: 12 mini projects based on their core skills Unit 2: independent extended GCSE project Unit 3: 1.5 hour external examination</p> <p>Unit 1 = 30% of the total GCSE Unit 2 = 30% of the total GCSE Unit 3 = 40% of the total GCSE</p> | | | | | |
| Career and other important information | Students have the opportunity to continue their studies, within the subject at A Level. This can lead to higher education courses, developing into careers in Textiles or Fashion Design, Interior Design, Soft Furnishing Design, Wallpaper/flooring/Surface Design, Trend Forecasting, Fashion Styling, Buying, Retail and Consultant Design roles, fashion designer, clothing and textiles manufacturer, pattern designer and grader, textile artist, interior designer, fashion buyer, visual merchandiser, costume designer, fashion journalist, fashion illustrator or photographer, fashion stylist, fashion blogger. | | | | | |
| Staff Contact | Mrs H Chidgey hazel.chidgey@leighacademy.org.uk 01322 620427 | | | | | |

| Title of Course | Level | | Examination Board | | Group A | No. 10 |
|---|---|---|-------------------|---|-----------------------------|--------|
| Design and Technology: Food Preparation and Nutrition | GCSE | | WEJC | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | Students will plan, cook and present food, discovering food origins and various methods of food preparation, they will need to source and purchase ingredients for practical elements evaluating their finished dishes and applying their knowledge of flavours and techniques to improve. The subject content sets out the knowledge, understanding and skills common to all specifications in Cooking and Nutrition to ensure progression from Key Stage 3 national curriculum requirements to enable the possibility of development on to further study. | | | | | |
| What the students will learn | Students will learn how to demonstrate effective and safe cooking skills, preparing and cooking using a variety of food commodities, cooking techniques and equipment. They will develop knowledge and understanding of functional properties and chemical processes as well as the nutritional content of food and drinks. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health, understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices. Students will also demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. They will understand and explore a range of ingredients and processes from different culinary traditions (traditional British and International), to inspire new ideas or modify existing recipes | | | | | |
| How the students will learn | Students will carry out a range of tasks in both theory and practical lessons. They will have to provide evidence in the form of practical demonstrations, presentations, leaflets, posters and written assignments. Evidence can also be recorded on video and through teacher observations, during practical work. Students will develop their analytical, questioning and evaluating skills for written work. They will be encouraged to work both independently, and within groups, using a range of media to present their ideas to appeal to a range of learning styles. | | | | | |
| Independent Learning | Via weekly practical lessons where they will be expected to produce dishes to develop competent practical skills and ensure a sound knowledge of dishes for all occasions e.g. wedding buffets, three course evening meals and dishes which meet specific clients needs e.g. coeliac, vegetarians. Via simulated work experience/role-plays/watching case study videos, visits to different outlets etc. | | | | | |
| Controlled Assessments, Coursework and Examination Information | <ol style="list-style-type: none"> 1. Assessment 1: The Food Investigation Assessment, 15% of total Qualification – Food investigation 2. Assessment 2: The Food Preparation Assessment, 35% of total qualification 3. Written Exam 1hr 45 minutes | | | | | |
| Career and other important information | Food Preparation and Cooking course equips students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. Students are able to apply to local colleges or train within establishments for roles such as trainee chefs, hotel management, events management, restaurant and bar management and catering supervisors and many more food related careers. | | | | | |
| Staff Contact | Mrs M Chinhoyi mhedziso.chinhoyi@leighacademy.org.uk 01322 620427 Mrs S Lawrence sarah.lawrence@leighacademy.org.uk 01322 620427 | | | | | |

| Title of Course | Level | | Examination Board | | Core | No. 11 |
|---|---|---|-------------------|---|-----------------------------|--------------|
| English Language and English Literature | GCSE | | EDEXCEL | | No. of GCSE's or equivalent | 1 per course |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | <p>The English Language and Literature GCSE is a skills-based qualification, with assessment in 2 key areas:</p> <ol style="list-style-type: none"> 1. Reading for Meaning 2. Writing <p>The course aims that students will by the end of the course be:</p> <ol style="list-style-type: none"> a) fluent, articulate speakers b) able to analyse and interpret meaning, in a wide range of texts c) able to produce articulate, well-structured writing, using a range of language devices, a full range of punctuation and a wide sophisticated vocabulary | | | | | |
| What the students will learn | Over the course of 3 years students will study a range of literary texts, including 19th century fiction, 20th and 21st century non-fiction, a Shakespeare play, a modern play or novel and a range of poetry. They will also study ways in which they can write for impact when creating a range of texts for different audiences and purposes. | | | | | |
| How the students will learn | <p>The students will learn these skills through a range of learning styles:</p> <ol style="list-style-type: none"> a) reading a range of different textual genres b) accessing literary ideas through the media c) exploring writers' ideas through group work d) honing speaking & listening skills through a range of oral activities (debates, role play, formal talks). | | | | | |
| Independent Learning | Students will be encouraged to read independently, as much as possible; reading, in the first instance, texts that appeal to their interests and gradually moving to more challenging, exploratory texts. | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>We follow the Edexcel English Language and English Literature GCSE Specifications. The course will be an examination only course. There will be NO Controlled Assessments. All students will sit exams for two English GCSEs:</p> <ul style="list-style-type: none"> • English Language GCSE • English Literature GCSE | | | | | |
| Career and other important information | <p>Most Post 16 career paths require at least a C in English GCSE. A Level English Literature requires at least a B in English Literature GCSE.</p> | | | | | |
| Staff Contact | <p>Mr L Forcella-Burton Director of Learning - English lee.forcellaburton@leighacademy.org.uk 01322 620423</p> | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | | No. 12 |
|---|--|-------|-------|-------------------|-----------|-----------------------------|--|--------|
| Ethics | | GCSE | | AQA | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | Ethics is divided into: Ethical, Philosophical and Religious Issues. | | | | | | | |
| What the students will learn | <p>Students will gain knowledge and understanding about a wide range of issues such as:</p> <ul style="list-style-type: none"> • The Right to Life - abortion and euthanasia • The use of Medical Technology - fertility treatments, human genetic engineering and cloning • Personal Responsibility - sexual relationships and drugs • Social Responsibility - marriage, prejudice and discrimination • Global Concerns - the environment and world poverty • Conflict - war, peace, crime and punishment • Beliefs, Teachings and Practices from two main religions, including Christianity | | | | | | | |
| How the students will Learn | <p>Students will learn through a range of activities including:</p> <ul style="list-style-type: none"> • debates • film • ICT • visits for example Auschwitz Concentration Camp in Poland • visitors • textbooks | | | | | | | |
| Independent Learning | Students will develop a range of skills, including: research; debating and presentation skills, note taking and essay writing. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | There are two examinations papers. There are no Controlled Assessments. | | | | | | | |
| Career and other important information | The knowledge, understanding and skills, which students will acquire, as a result of following this course, will be valuable because they are easily transferable to other subjects such as English, History, Sociology and Psychology, at both GCSE and Advanced levels. Many professions such as the medical, legal and public services professions welcome applicants who have studied Ethics. | | | | | | | |
| Staff Contact | <p>Mrs L Wilkinson Coordinator of Learning - Humanities lynne.wilkinson@leighacademy.org.uk 01322 620508</p> | | | | | | | |

| Title of Course | Level | | Examination Board | | Group A | | No. 13 |
|---|---|---|-------------------|---|-----------------------------|---|--------|
| French | GCSE | | AQA | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | |
| What the subject is about | <p>Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life-skill. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative. Learning a language combines the intellectual with the practical, as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.</p> | | | | | | |
| What the students will learn | <p>Students will learn to discuss a wide range of topics from the following themes:</p> <ul style="list-style-type: none"> ● Identity and culture ● Local, national, international and global areas of interest ● Current and future study and employment <p>Each theme contains a series of sub-themes that enable and encourage learners to develop real-life skills in a range of relevant contexts.</p> | | | | | | |
| How the students will learn | <p>Teachers will employ a wide range of strategies to communicate the essential skills and knowledge with students. This will often include:</p> <ul style="list-style-type: none"> ● A range of presentation methods ● Finding out about France and the French Culture ● Pair work and group work ● Learning new vocabulary ● Learning and practising through games ● Language Learning websites ● Working with the Foreign Language Assistant ● Taking part in a visit to France | | | | | | |
| Independent Learning | <p>We expect students to complete Independent Learning, on a regular basis. This will include:</p> <ul style="list-style-type: none"> ● Learning new vocabulary and spelling on a weekly basis ● Answering set questions ● Research Tasks ● Revising for the Speaking and Writing components ● Attending Weekly Revision Sessions | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>The French GCSE is divided into 4 components:</p> <ul style="list-style-type: none"> ● Listening Paper (Foundation/Higher): end of Y11 (25%) ● Reading Paper (Foundation/Higher): end of Y11 (25%) ● Writing Paper (Foundation/Higher): end of Y11 (25%) ● Speaking Paper (Foundation/Higher): end of Y11 (25%) <p>Exam length depends upon the skill and the tier of entry, Foundation or Higher. Written exams are between 35-75 minutes. The speaking exam is 15 minutes</p> | | | | | | |
| Career and other important information | <p>Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer, both in the UK and abroad. Languages form part of the English Baccalaureate subjects, in recognition of the importance of Language Skills for the future of students and the UK economy. As a result, many universities, including the Russell Group (the top Universities in the UK) have a language qualification as an entry requirement. In other words, a language qualification will often be the determining factor for recruitment by employers and universities alike. It is hoped that students will have the opportunity to visit France during the GCSE Course.</p> | | | | | | |
| Staff Contact | <p>Mr S Dearsley, Director of Learning - Modern Foreign Languages stewart.dearsley@leighacademy.org.uk 01322 6205416</p> | | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | | No. 14 |
|---|--|-------|-------|-------------------|-----------|-----------------------------|--|--------|
| Geography | | GCSE | | Edexcel | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | In this course students will study both human and physical geography. In human geography students will focus on issues that will have a direct impact on their lives in the future. Topics will include population, resources, globalisation, the changing UK economy and challenges in the rural world. In physical geography students will focus on naturally occurring process such as tectonics, coasts, the biosphere and climate change. With this knowledge students will be prepared for challenges in the future and aware of possible solutions. | | | | | | | |
| What the students will learn | Students will learn about current problems affecting the planet and possible solutions for the future. Through fieldwork students will learn the techniques that geographers use to collect data when conducting primary research. | | | | | | | |
| How the students will learn | Students will experience a range of learning opportunities while studying geography. In lessons IT will be used, when possible, for students to individually and collaboratively research topics being investigated. Students will also take part in fieldwork study trips. | | | | | | | |
| Independent Learning | As 100% of the students' grade is based on exams it will be important that students are able to work independently. Students will be set tasks regularly to complete in their own time. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | There is no coursework in this subject. Students will have three exams to complete at the end of Year 11, Paper One and Two are both worth 35% and Paper Three is worth 30%. The 3 exams will focus on physical geography, human geography and geographical applications respectively. | | | | | | | |
| Career and other important information | In recent years the environment has become increasingly important to economic growth and new industries related to it will continue to emerge in the future. There are a variety of careers that are related to the study of geography, including working for councils, environmental agencies, city/town planning and GIS (Geographical Information Systems). | | | | | | | |
| Staff Contact | Mrs S McCabe-Knowles Director of Learning - Humanities sarah.mccabeknowles@leighacademy.org.uk 01322 620508 | | | | | | | |

| Title of Course | | Level | | Examination Board | | Group B | | No. 15 | |
|---|--|---|---|-------------------|---|-----------------------------|---|--------|--|
| Health and Social Care | | BTEC | | Edexcel | | No. of GCSE's or equivalent | | 1 | |
| Pathway | | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | | Studying the Health and Social Care BTEC Certificate qualification will introduce students to the Health and Social Care sector as well as deepening their functional and independent learning skills. Students will study four units of work over the three-year course that covers the essential topics in Health and Social Care. Students may also be able to complete the Extended Certificate by completing additional units. | | | | | | | |
| What the students will learn | | <p>The two core units the students will study are:</p> <p>1. Human Lifespan Development. In this unit students will:</p> <ol style="list-style-type: none"> explore human growth and development across life stages investigate factors that affect human growth and development and how they are interrelated. <p>2. Health and Social Care Values In this unit you will:</p> <ol style="list-style-type: none"> explore the care values that underpin current practice in health and social care investigate ways of empowering individuals who use health and social care services. <p>The two optional units are:</p> <ul style="list-style-type: none"> Social Influences on Health and Well Being Equality and Diversity in Health and Social Care <p>Unit 1 will be externally assessed by exam; the other units are internally assessed coursework.</p> | | | | | | | |
| How the students will learn | | Students will be set assignments throughout the course to complete. These may take the form of a role-play, written reports, projects and presentations. Students will also have numerous opportunities to develop their personal, learning and thinking skills (PLTS) and functional skills (English, Maths and ICT) throughout the course. | | | | | | | |
| Independent Learning | | Many of the assignments in the Health and Social Care course require students to work independently. Students will be expected to work well under pressure and to meet all assignment deadlines. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | | This course has an externally assessed examination for Unit 1. The makes up a total of 25% external assessment. All other units are coursework based and internally assessed. | | | | | | | |
| Career and other important information | | <p>There are a range of employment opportunities in health and social care services, such as a care assistant in a care home or community work with families or young people, or in associated services such as clerical and administration.</p> <p>Learners are required to have, first a foremost, a strong interest in, and respect for, the children, young people or adults.</p> | | | | | | | |
| Staff Contact | | <p>Emma Hunt Coordinator of Learning – Vocational Humanities emma.hunt@leighacademy.org.uk 01322 620520</p> | | | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | | No. 16 |
|---|--|-------|-------|-------------------|-----------|-----------------------------|--|--------|
| History | | GCSE | | Edexcel | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions. History trains your mind and teaches you how to think and process information. History students develop an understanding of both past and present. History helps you understand the origins of modern political and social problems. History allows you to learn how and why people behaved as they did whoever they were, or are. History makes you appreciate that people in the past were not just “good” or “bad”, but motivated in complex and inconsistent ways, just like us. | | | | | | | |
| What the students will learn | The current units, are as below, but may be subject to change as determined by the Department of Education: <u>Paper 1</u> Students cover ‘ Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. ’ <u>Paper 2</u> The topic covered for this section is ‘ Early Elizabethan England, 1558–88. ’ and ‘ The American West, c1835–c1895. ’ | | | | | | | |
| How the students will learn | Students will discuss and write about the key points and the main arguments in the various historical eras. They will learn through textbooks, videos, ICT, images and “hands-on” experiences. | | | | | | | |
| Independent Learning | Students will be set written work, research and revision activities. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | Two examinations. | | | | | | | |
| Career and other important information | The key skills used in History are desirable to many employers. Skills such as analysis, communication, independent research and evaluation are important in a range of careers. In the past students who have studied History have gone on to careers in Law, Journalism, Museums, Teaching, Public Services, Parliament and the Media. | | | | | | | |
| Staff Contact | Mrs J Wood Coordinator of Learning - Humanities jean.wood@leighacademy.org.uk 01322 620520 | | | | | | | |

| Title of Course | Level | | Examination Board | | Group B | No.17 |
|--|---|---|-------------------|---|-----------------------------|-------|
| Information and Creative Technology | BTEC | | Edexcel | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | This subject gives students a creative route to learning with ICT. The course involves creating digital publications for a variety of purposes and utilises on-line technology as would be used in the 21 st century digital workplace. | | | | | |
| What the students will learn | <p>Students will learn:</p> <ul style="list-style-type: none"> • Key concepts and principles related to the world of information and creative technologies • Understand the Online World, services and communication, and the impact it has on businesses, social networking and online security • How to develop technical skills by learning about hardware, software, networking and data and the relationship between them all • Using creative, communication and presentation skills when designing and producing a digital portfolio | | | | | |
| How the students will learn | Students will learn through project work across a number of units that focus on different areas of communication and design. Students learn as they go and build skills over the duration of the course. | | | | | |
| Independent Learning | The course fully promotes and encourages independent learning throughout. | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>Assessment for the qualification is 75% coursework via part e-portfolio and part coursework. The e-portfolio is a digital portfolio of evidence, in the form of a website. The remaining 25% comprises of an external assessment in the form of a practical examination.</p> <p>Unit 1 - The Online World (Exam) Unit 3 - Digital Portfolio (Coursework) Unit 13 - Website Development (Coursework)</p> | | | | | |
| Career and other important information | Employers will look upon this certification as a worthwhile and relevant qualification for the 21 st century workplace. There are a number of demonstrable skills within this course and students who complete this course will take away many relevant skills applicable to the modern workplace. | | | | | |
| Staff Contact | Mr R Hayre Director of Learning - ICT rav.hayre@leighacademy.org.uk 01322 620508 | | | | | |

| Title of Course | | Level | | Examination Board | | Core | | No. 18 |
|--|---|-------|-------|-------------------|-----------|-----------------------------|--|--------|
| ICT Digital Applications (CiDA) | | GCSE | | Edexcel | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | The content of this course encourages learners to play an active, creative role in the development of digital products. This encourages student development as independent users of digital applications, especially their ability to select appropriate software applications for given scenarios. | | | | | | | |
| What the students will learn | <p>Students will learn:</p> <ul style="list-style-type: none"> • How to create interactive web products using web authoring • Design and create effective multimedia products • How to plan, design, build and test interactive products • How to use art working and imaging software to design and create effective graphic products • About different types of computer games, investigate, plan, design and create games | | | | | | | |
| How the students will learn | In each module students will be taught the required skills and conceptual issues and then work independently to create exciting digital products in real world contexts and showcase them in an e-portfolio. | | | | | | | |
| Independent Learning | The course fully promotes and encourages independent learning throughout. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>Assessment for the qualification is 75% coursework via e-portfolio. The e-portfolio is a digital portfolio of evidence, in the form of a website.</p> <p>The remaining 25% comprises of an external assessment in the form of a practical examination.</p> <p>Unit DA201 - Developing Web Products (Exam)</p> <p>Unit DA203 - Artwork and Imaging (Coursework)</p> | | | | | | | |
| Career and other important information | Many technology companies now demand that employees have both a highly tuned digital skill set, and a creative, ideas driven approach. With these roles in mind, CiDA helps prepare learners for a career on the creative industries, whilst also providing skills essential to digital roles in workplaces of all kinds. | | | | | | | |
| Staff Contact | <p>Mr R Hayre Director of Learning - ICT rav.hayre@leighacademy.org.uk 01322 620508</p> | | | | | | | |

| Title of Course | | Level | | Examination Board | | Core | | No. 19 |
|---|---|-------|-------|-------------------|-----------|-----------------------------|--|--------|
| Mathematics | | GCSE | | Edexcel | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about? | <p>Mathematics is a universal language, studied in order to help students develop numerical and problem-solving skills, higher-order thinking skills and the ability to make connections with other aspects of life.</p> <p>It helps students think logically and master the art and craft involved in manipulating the 4 main strands involved in the course namely: Number, Algebra, Geometry and Data-Handling. Mathematics is crucial in the natural sciences and specialised areas like Physics and Chemistry. It is also important in the social sciences such as Business, Economics and Sociology and the Sports Sciences. It is essential to have good skills in Mathematics to be successful in other areas like Arts, Dance, Music, Design & Technology and Humanities. Most universities/college courses require Mathematics.</p> <p>It is the key to unlock the potential to a variety of career options in the future, hence Mathematics will provide the tools, needed by all students, to ensure they are prepared and equipped for the challenges of later life.</p> | | | | | | | |
| What the students will learn | <p>Students will build on the skills they have acquired in Key Stage 3 and learn how to speak the language of Numbers, formulate and articulate ideas, using Algebra, draw connections to other works of life through Geometry and improve their analytical skills via Data-Handling. Students will also learn to appreciate the real-life applications of the different strands of Mathematics, by engaging in Functional Mathematics tasks regularly.</p> | | | | | | | |
| How the students will learn | <p>Students will have the opportunity to learn collaboratively in pairs and also work in small groups and also have access to other IT facilities, which will enhance their learning. They will develop their numerical and analytical skills in Numbers, Algebra, Geometry and Data-Handling.</p> <p>The course is sub-divided into 6 Modules, in each academic year of the Key Stage 4 course. Students will be assessed periodically, in order to ensure deep learning and that they are on target. There will be intensive use of Scientific Calculators and a more in-depth use of geometrical equipment, including a pair of compasses and protractors.</p> | | | | | | | |
| Independent Learning | <p>Independent Learning will be encouraged via tasks designed for students to use and apply the skills they have learnt during lessons. Students will be motivated to express themselves and articulate their ideas, in their small groups, and work collaboratively.</p> | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>There is no coursework in the Mathematics course, but only externally assessed examinations. Students will sit three examinations in Year 11. Paper 1 is a non-calculator paper and the other two papers are calculator papers. Each paper is worth 33.3% of their overall grade for GCSE Maths.</p> | | | | | | | |
| Career and other important information | <p>The Mathematics course can be pursued in either of two pathways, hence very crucial in making decisions regarding who will follow the Foundation or Higher Level GCSE Mathematics Pathway, from Year 9 onwards. Any student who will follow the Higher Level Pathway will be expected to have attained a minimum of grade 4A, at the end of Year 8.</p> | | | | | | | |
| Staff Contact | <p>Mrs A Grozdanic - Director of Learning - Mathematics almedina.grozdanic@leighacademy.org.uk 01322 620508</p> | | | | | | | |

| Title of Course | Level | | Examination Board | | Group A | No. 20 |
|--|--|---|-------------------|---|-----------------------------|--------|
| Media Studies | GCSE | | AQA | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | Media Studies encourages students to be inspired by the rapidly evolving world around them. The modern nature of the course is inspired by the electronic and digital world that has come to dominate our lives in recent decades. It explores how different gender and ages have been represented in film, music and advertising using videos and sound clips. | | | | | |
| What the students will learn | Media studies encourages students to think critically and work creatively. Students will not only analyse the effect of media but also have the opportunity to be creative in the making of three coursework productions including music video ideas, film posters and a filmed television advert. | | | | | |
| How the students will learn | Students will be able to create original music, film and advert ideas using drawings and computer programs to make their designs come to life. They will spend the course creating a coursework folder and preparing for a final exam in Year 11. | | | | | |
| Independent Learning | Independent learning is a key skill that is required to complete this course. Students will have to organise themselves within a group and individually to undertake research, planning and production tasks. In addition they will need to prepare for the exam during class time and revision based from home. | | | | | |
| Controlled Assessments, Coursework and Examination Information | The course is divided equally between coursework and exam with 50% of the marks taken from these two parts. The coursework is completed over the entire GCSE course with a written exam towards the end of their final year. The foundation year is used to learn all of the new skills needed to complete the coursework successfully. The exam itself has both written and creative parts. | | | | | |
| Career and other important information | The cross curricular nature of Media Studies means that students will have access to wide area of expertise. Media Studies is linked with ICT, Art, Technology and English which offers many career options in film, television, advertising, marketing, journalism, website design, radio and creative writing are to name but a few. | | | | | |
| Staff Contact | Mr A Leadbeater Co-ordinator of Learning – Media adam.leadbeater@leighacademy.org.uk 01322 620520 | | | | | |

| Title of Course | | Level | | Examination Board | | Group A | No. 21 |
|---|--|-------|-------|-------------------|-----------|-----------------------------|--------|
| Music | | GCSE | | Edexcel | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | |
| What the subject is about | <p>This course is aimed at any student with a strong interest in music. It introduces students to a range of different musical genres, including Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions. The course gives students the opportunity to experience composition (writing their own music), performing, analysing music and understanding the historical and social context of music.</p> <p>Students become actively involved in the Learning Area through different activities, ranging from classroom performances, school concerts to visits to concert halls and theatres.</p> | | | | | | |
| What the students will learn | <p>Students will learn:</p> <ul style="list-style-type: none"> • How to understand the music we listen to (How was it created? Why does it sound a certain way? Why is it played in a certain way?) • How to compare and contrast different pieces • How music fits into a historical context (what type of music was created when and why?) • How to play an instrument, or sing well • How to become a skilled performer • How to compose different types of music | | | | | | |
| How the students will learn | <p>Students explore all aspects of music making, through a range of activities and tasks. Students will also attend concerts and musical theatre, to see how music works, in practice. Students use state-of-the art technology to complete their composition coursework, and learn valuable ICT and music producing skills.</p> <p>All students have the opportunity to learn a musical instrument. Instrumental lesson fees are discounted.</p> | | | | | | |
| Independent Learning | <p>Students develop strong independent learning skills in a supportive, friendly environment. Students decide on their own learning targets at the start of each module, and review these at the end of the module.</p> <p>Students have regular opportunities to showcase their musical talent and development, and choose the pieces they want to perform from a list, according to their ability.</p> | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>The course consists of three sections:</p> <p>Coursework: Composition Following given guidelines and an assignment brief, students create 2 pieces of music. Our students use Logic Pro to create their music but may choose another method.</p> <p>Coursework: Performing Students develop their practical performance skills, and deliver performances in groups, and as individuals. At the end of the course, each student will submit a recording of at least one group performance, and one solo performance.</p> <p>Exam: Analysing Music In the exam, students answer questions about the 8 pieces they have studied during the course and unfamiliar music. They will learn how to read music to support this. The exam is called a "listening and appraising" element, because students listen to recordings of the tracks as they complete the paper. At the end of Year 11 the two-coursework units count for 60% and the exam counts for 40%.</p> | | | | | | |
| Career and other important information | <p>Students develop skills preparing them for a variety of possible careers in the music industry:</p> <p>Instrumental skills: orchestra musician or professional band, instrumental teacher</p> <p>Music technology skills: music producer, sound engineer</p> <p>Composition techniques: film score composer, television studio work, songwriter</p> <p>Music analysing skills: music critic, musicologist</p> | | | | | | |
| Staff Contact | <p>Ms K Miles Coordinator of Learning - Music kim.miles@leighacademy.org.uk 01322 620434</p> | | | | | | |

| Title of Course | | Level | | Examination Board | | Group B | No. 22 |
|---|---|-------|-------|-------------------|-----------|-----------------------------|--------|
| Music Technology | | BTEC | | Edexcel | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | |
| What the subject is about | This first certificate course is aimed at students wishing to obtain a vocational music technology education experience. Students will gain a more in-depth understanding of the music industry and build a portfolio of recorded work. Experience will be gained through supporting the technical live sound engineering team for 'Leigh Fest'. Students will become competent users of recording studio equipment and professional software such as Logic Pro. Students may wish to record their own performances and compose music for music industry related scenarios | | | | | | |
| What the students will learn | <ul style="list-style-type: none"> • Students will put the spotlight on the music industry with a particular focus on how music is promoted and created and how the industry works. • Students will find how to put on a music event and the particular job roles involved, such as the role of the sound engineer in the Winter Celebration concert and Leigh Fest. • Students may develop their performance skills, which will be showcase at Leigh Fest and other music events throughout the year. • Students will discover how to use the recording studio and how to build a portfolio of song recordings. • Music Technology will develop and train the students' ability to hear and recognise audio faults. • Students will be able to analyse recordings to critically consider how the songs have been made. • Students may wish to enhance their experience through learning a musical instrument with reduced fees. | | | | | | |
| How the students will learn | Students will gain experience of using Logic Pro, the recording facilities and live event equipment at the Academy. There will be an opportunity for students to learn collaboratively as well as through independent learning with a hands-on approach to exploring professional equipment as used by world-renowned producers, engineers and composers. | | | | | | |
| Independent Learning | Students will create their own individual portfolio of recordings and develop their own creative style. Learning will involve gaining an understanding through tasks designed to build skills and techniques followed by independent coursework. | | | | | | |
| Controlled Assessments, Coursework and Examination Information | This course involves 4 units of work and there will be two options. Students can choose from performing; composing; recording; live sound; sequencing and will complete two compulsory units where students gain an understanding of the music industry and create a music product. One unit is to be externally assessed. | | | | | | |
| Career and other important information | The music and creative industries provide 5.6% of all UK jobs, worth £71.6 billion to the UK economy and enjoys an industry growth that outperforms every other UK sector. On completion of the course, students may follow a career path to working in the following areas of the industry, including (but not exclusively): theatre; recording studio; live events; performing; composing; audio for film, radio and television; audio and visual installation; music licencing, publishing and management; royalties; teaching; youth work; music therapy. The cross-curricular nature of this course would enable students to access a range of further education courses in creative disciplines. | | | | | | |
| Staff Contact | Ms K Miles Coordinator of Learning - Music kim.miles@leighacademy.org.uk 01322 620434 | | | | | | |

| Title of Course | Level | | | Exam Board | | Group B | | No. 23 |
|---|---|---|-------|------------|-----------|-----------------------------|--|--------|
| Performing Arts (Acting) | BTEC Level 2 | | | Edexcel | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | <p>Drama develops creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes student involvement in and enjoyment of drama as performers, devisers, directors and designers.</p> <p>Students will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.</p> | | | | | | | |
| What the students will learn | <p>Through a diverse range of activities students will explore:</p> <ul style="list-style-type: none"> • Different genres and performance styles • The ways in which meaning is communicated through drama • A range of staging and performance conventions • Drama terminology and how to use it appropriately • How plays are constructed and realised through the study of published plays • How to create, interpret and communicate a role or character • Drama within its social, cultural and historical context • How to apply and work within the Performing arts industry <p>Students will develop the ability to use improvisation skills in a range of drama contexts. Apply performance and/or production skills. Select, synthesize and use ideas and skills to create drama. Acquire reflective and evaluative skills in response to a range of dramatic texts. Work collaboratively and creatively to achieve shared dramatic intentions.</p> | | | | | | | |
| How the students will learn | Through workshop, collaborative learning, independent research, rehearsals, performing to an audience and analysing texts and performance. | | | | | | | |
| Independent Learning | Students complete a range of independent activities, which include: research projects, keep a reflective diary, learn lines, arrange additional group rehearsals and write evaluations. | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>The scheme of assessment will consist of:</p> <p>Acting Skills - Students will be trained as actors to develop their vocal and physical skills. They will explore this through a vast range of different styles of acting, learning about all the key theatre practitioners. (Internally assessed)</p> <p>Preparation, Performance and Production – In this unit students will produce their own performance using their choice of devised and/or scripted plays. They will be responsible for all aspects of the production including technical, marketing and performing their own unique play. (Internally assessed)</p> <p>Individual Showcase - Students will prepare a written application to a drama school. They will then prepare and perform two contrasting monologues or a technical support presentation. (Externally assessed)</p> <p>Assessment: Students can choose to write, create video diaries or an online blog to collate and deliver their work.</p> | | | | | | | |
| Career and other important information | Students will be able to continue their education in this and related fields of Drama, Theatre Studies, Performing Arts, Media, Film, and English. Whilst the course focuses on developing their knowledge and skills for a career in the creative and performance industries, Drama is uniquely valuable in developing core life and enterprise skills, and personal confidence, plus communication skills, which increase student's opportunities for success in any field such as law, sales, marketing and interpersonal skills. | | | | | | | |
| Staff Contact | Mrs H Wilson Coordinator of Learning - Drama helen.wilson@leighacademy.org.uk 01322 620421 | | | | | | | |

| Title of Course | Level | | Examination Board | | Core | No. 24 |
|--|---|---|-------------------|---|-----------------------------|--------|
| Physical Education | N/A | | N/A | | No. of GCSE's or equivalent | N/A |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | All students study Physical Education. The programme is designed to develop a healthy and positive attitude to sport and recreation and allow students to make healthy lifestyle choices. The themes of learning they will cover each year include; Tactics & Strategies, Developing skills & Techniques, Problem Solving activities, Aesthetic Activities, Participating in Competitive Activities. | | | | | |
| What the students will learn | <p>Students will take part in a variety of games, athletics, outdoor education and health and fitness activities comprising of team, racquet and individual sports. Some of these include:</p> <ul style="list-style-type: none"> ● Football, Rugby, Netball ● Badminton, Table Tennis, Tennis ● Trampolining, Athletics, Rounders ● Off Site activities such as Ten Pin Bowling, Golf, Cycling ● Possibility of a Governing Body Leadership qualification | | | | | |
| How the students will learn | Lessons will be predominantly of a practical nature. | | | | | |
| Independent Learning | As well as the individual class sports students are encouraged to take part in the wide range of extra-curricular activities that the Physical Education Learning Area has to offer. | | | | | |
| Controlled Assessments, Coursework and Examination Information | There is no formal assessment for this course. | | | | | |
| Career and other important information | This course provides students with the key skills they need in order to be informed about all areas of healthy living. It encourages both teamwork and independent thinking. The course will provide a sound base for any student wishing to work in the Sport or Leisure industry. | | | | | |
| Staff Contact | Mr M Stamato Director of Learning - Physical Education matteo.stamato@leighacademy.org.uk 01322 620561 | | | | | |

| Title of Course | Level | | Examination Board | | Group A | No. 25 |
|--|--|---|-------------------|---|-----------------------------|--------|
| Physical Education | GCSE | | AQA | | No. of GCSE's or equivalent | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | Physical Education provides students with the knowledge to make informed decisions about healthy lifestyles and activity. Students will learn how to work as a team, as well as developing individual thinking skills. They will be required to act as player/participant, in the wide variety of activities on offer. | | | | | |
| What the students will learn | Students will study and participate in a range of activities, looking at the many different roles within sport. They will learn to link physical activity with dietary needs, enabling them to make informed decisions and choices about their personal lifestyle and future. | | | | | |
| How the students will learn | <p>The course will be 40% practical work and 60% theory based. Students will be assessed in their ability to take part as a player/performer only.</p> <p>Practical:</p> <ul style="list-style-type: none"> ● 30% of overall qualification ● 75 marks ● Assessed in three activities (25 marks per activity) ● One assessment must be in a team sport, one assessment in an individual sport and a third can be from either a team or an individual sport or activity. ● Students can only be assessed in the activities listed in the specification. <p>Performance Analysis-coursework;</p> <ul style="list-style-type: none"> ● 10% of overall qualification ● 25 marks: analysis 15 marks and evaluation 10 marks <p>Students can analyse and evaluate their own performance or the performance of another person. Analysis can only be carried out on the listed sports in the specification.</p> <p>Exams:</p> <ul style="list-style-type: none"> ● 2 papers, both 1hr 15 minutes, 78 marks per paper <p>Students will undergo a written assessment, consisting of multiple-choice, short-answer and long answer questions. Topics that will be covered consist of, applied anatomy & physiology, movement analysis, physical training, sports psychology, socio-cultural influences, and health & fitness.</p> | | | | | |
| Independent Learning | As well as the individual class sports students are encouraged to take part in the wide range of extra curricular activities that the Physical Education Learning Area has to offer. This includes visits and after-school clubs. Some students may be asked to compete in competitions for the Academy, which will be compulsory as a GCSE student. | | | | | |
| Controlled Assessments, Coursework and Examination Information | The course is 40% practical coursework, which is internally assessed, some of which is a written based piece of work based on the student's' strengths and weaknesses in their or another sports persons chosen sport. There is also a written examination, which makes up 60% of the overall grade. | | | | | |
| Career and other important information | <p>This course provides students with the key skills they need to be informed about all areas of healthy living. It encourages both teamwork and independent thinking. GCSE Physical Education provides an excellent basis for any student wishing to study sport at a higher level and then go onto a career in the Sport or Leisure industry.</p> <p>Careers within the industry include: Physical Education Teacher, Sports Coach, Personal Trainer and Fitness Instructor. Further information can be found at www.careers-in-sport.co.uk.</p> | | | | | |
| Staff Contact | <p>Mr M Stamato Director of Learning - Physical Education matteo.stamato@leighacademy.org.uk 01322 620561</p> | | | | | |

| Title of Course | Level | | Examination Board | | Core | No. 26 |
|---|--|---|-------------------|---|-----------------------------|--------|
| Combined Science | GCSE | | OCR | | No. of GCSE's or equivalent | 2 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ |
| What the subject is about | Students taking this course will obtain a double award GCSE in Combined Science. The course introduces the relevance of Science, through practical application, before applying the underlying Science principles. Focusing on scientific concepts and models, it gives students an insight into how scientists help develop our understanding of the universe we live in. It also includes mathematics as it applies to the Science subjects. | | | | | |
| What the students will learn | Students will learn about natural and physical Science as it relates to the human experience of our world and the universe. It incorporates Biology, Chemistry and Physics. | | | | | |
| How the students will learn | The six units in each of Biology, Chemistry and Physics will be learnt consecutively and examined each module. The theory aspects of the course will be illustrated by frequent practical work including a set of compulsory core practicals, understanding of which will be examined within the terminal exams. | | | | | |
| Independent Learning | Students will be expected to complete additional learning tasks outside of the directly guided learning in lessons. Compulsory tasks will be set within Google Classroom and resources will be provided for voluntary additional study. | | | | | |
| Controlled Assessments, Coursework and Examination Information | This is an entirely examination-based course comprising six formal written examinations. The examinations will all be taken in the final year of the course. Higher or Foundation level papers are available. | | | | | |
| Career and other important information | This course offers the Science required by students who may want to study AS and A – Level Sciences. It leads directly to a range of careers but also offers skills and knowledge required to be a citizen of the modern world. | | | | | |
| Staff Contact | Mr Ian Booth ian.booth@leighacademy.org.uk 01322 620511 | | | | | |

| Title of Course | | Level | | Examination Board | | Core | | No. 27 |
|--|--|-------|-------|-------------------|-----------|-----------------------------|--|--------|
| Triple Science | | GCSE | | OCR | | No. of GCSE's or equivalent | | 3 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | <p>This is the Science course with the highest academic demand and students may be accepted onto this course only after consultation with teaching staff and parents/carers. Successful students will gain separate GCSE qualifications in Biology, Chemistry and Physics. It introduces the relevance of Science, through practical application, before applying the underlying Science principles. Focusing on scientific concepts and models, it gives students an insight into how scientists help develop our understanding of the universe we live in.</p> | | | | | | | |
| What the students will learn | <p>Students will learn about Biology, Chemistry and Physics as they relate to the human experience of our world and the universe. The learning will be in the context of "real-world" situations. It also includes mathematics in context of the Science subjects.</p> | | | | | | | |
| How the students will learn | <p>The nine units in each of Biology, Chemistry and Physics will be learnt consecutively and examined at the end of Year 11. The theory aspects of the course will be illustrated by frequent practical work including a set of compulsory core practicals, understanding of which will be examined within the terminal exams.</p> | | | | | | | |
| Independent Learning | <p>Students will be expected to complete additional learning tasks outside of the directly guided learning in lessons. Compulsory tasks will be set within Google Classroom and resources will be provided for voluntary additional study.</p> | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>This is an entirely examination-based course comprising two formal written examinations for each of the three subjects, each comprising 50% of the total marks for that particular GCSE subject. The examinations will all be taken in the final year of the course. It is expected that all students accepted onto this course will be capable of sitting the Higher papers.</p> | | | | | | | |
| Career and other important information | <p>This course offers the Science required by students who may want to study AS and A – Level Sciences. It leads directly to a range of careers but also offers skills and knowledge required to be a citizen of the modern world.</p> | | | | | | | |
| Staff Contact | <p>Mr Ian Booth ian.booth@leighacademy.org.uk 01322 620511</p> | | | | | | | |

| Title of Course | Level | | | Examination Board | | Group A | | No. 28 |
|--|---|---|-------|-------------------|-----------|-----------------------------|--|--------|
| Spanish | GCSE | | | AQA | | No. of GCSE's or equivalent | | 1 |
| Pathway | D&ITBacc | √ | EBacc | √ | LeighBacc | √ | | |
| What the subject is about | <p>Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life-skill. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative. Learning a language combines the intellectual with the practical, as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.</p> <p>NB: STUDENTS WILL NEED TO HAVE STUDIED IN SPANISH IN YEAR 8</p> | | | | | | | |
| What the students will learn | <p>Students will learn to discuss a wide range of topics from the following themes:</p> <ul style="list-style-type: none"> • Identity and culture • Local, national, international and global areas of interest • Current and future study and employment <p>Each theme contains a series of sub-themes that enable and encourage learners to develop real-life skills in a range of relevant contexts.</p> | | | | | | | |
| How the students will learn | <p>Teachers will employ a wide range of strategies to communicate the essential skills and knowledge with students. This will often include:</p> <ul style="list-style-type: none"> • A range of presentation methods • Researching about Spain and Spanish culture • Pair work and group work • Learning new vocabulary • Learning and practising through games • Language learning websites • Working with the Foreign Language Assistant • Taking part in a visit to Spain | | | | | | | |
| Independent Learning | <p>We expect students to complete Independent Learning, on a regular basis. This will include:</p> <ul style="list-style-type: none"> • Learning new vocabulary and spelling on a weekly basis • Answering set questions • Research Tasks • Revising for the Speaking and Writing components • Attending Weekly Revision Sessions | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | <p>The Spanish GCSE is divided into 4 components:</p> <ul style="list-style-type: none"> • Listening Paper (Foundation/Higher): end of Y11 (25%) • Reading Paper (Foundation/Higher): end of Y11 (25%) • Writing Paper (Foundation/Higher): end of Y11 (25%) • Speaking Paper (Foundation/Higher): end of Y11 (25%) <p>Exam length depends upon the skill and the tier of entry, Foundation or Higher. Written exams are between 35-75 minutes. The speaking exam is 15 minutes</p> | | | | | | | |
| Career and other important information | <p>Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer, both in the UK and abroad. Languages form part of the English Baccalaureate subjects, in recognition of the importance of Language Skills for the future of students and the UK economy. As a result, many universities, including the Russell Group (the top Universities in the UK) have a language qualification as an entry requirement. A language qualification will often be the determining factor for recruitment by employers and universities alike. It is hoped that students will have the opportunity to visit to Spain during the GCSE Course.</p> | | | | | | | |
| Staff Contact | <p>Mr S Dearsley - Director of Learning - Modern Foreign Languages stewart.dearsley@leighacademy.org.uk 01322 620416</p> | | | | | | | |

| Title of Course | | Level | | Examination Board | | Group B | | No. 29 | |
|---|--|--------------|-------|-------------------|-----------|-----------------------------|--|--------|--|
| Travel and Tourism | | BTEC Level 2 | | Edexcel | | No. of GCSE's or equivalent | | 1 | |
| Pathway | D&ITBacc | √ | Ebacc | √ | LeighBacc | √ | | | |
| What the subject is about | Studying the BTEC Travel and Tourism will allow students to broaden their knowledge of the sector, as well as deepening their functional and independent learning skills. Students will study six units of work over the three-year course, which tackle up-to-date, exciting and relevant topics within the travel and tourism industry. | | | | | | | | |
| What the students will learn | <p>Areas students will study are:</p> <ul style="list-style-type: none"> The UK Travel and Tourism Sector UK Travel and Tourism Destinations The Development of Travel and Tourism in the UK International Travel and Tourism Destinations | | | | | | | | |
| How the students will learn | Students will be set assignments throughout the course to complete. These may take the form of a role-play, map-work, written reports, projects and presentations. Students will also have numerous opportunities to develop their personal, learning and thinking skills and functional skills (English, Maths and ICT). Use of iPads and other technologies will be developed in these lessons. | | | | | | | | |
| Independent Learning | Many of the assignments in the Travel and Tourism course require students to work independently. Students will be expected to work well under pressure and to meet all deadlines. | | | | | | | | |
| Controlled Assessments, Coursework and Examination Information | 75% Examination 25% Controlled Assessment | | | | | | | | |
| Career and other important information | Travel and Tourism is a work-related qualification. This does not mean students will obtain all the skills they will need to do a job, but it does mean that they will have the opportunity to gain specific knowledge, understanding and skills, relevant to their chosen subject or area of work. Many of the students who study Travel and Tourism go on to study the Level 3 course at Post 16. Students who gain a Level 3 qualification then have the necessary qualifications to have a career in the travel and tourism industry by, for example, becoming a holiday representative, or cabin crew member. | | | | | | | | |
| Staff Contact | Mrs S McCabe-Knowles Director of Learning - Humanities sarah.mccabeknowles@leighacademy.org.uk 01322 620508 | | | | | | | | |