



BROADOAK
ACADEMY
Time Courage Choice



YEAR 9

PREFERENCES

BROADOAK ACADEMY

2025 / 2026

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Welcome Message

Welcome to the Broadoak Academy Year 9 Preference handbook.

The transition from Key Stage 3 to Key Stage 4 will be both exciting and daunting, but we will be with you every step of the way.

This handbook contains the important information you need to help you make decisions for the next step of your curriculum journey.

The curriculum offer at Broadoak is designed and built on the preferences of students and the subjects that they would like to study at GCSE. When designing the KS4 curriculum offer, we take into consideration students' views, aspirations and interest as well as the courses they need to give them the best chance of achievement and progression to the next stage of their studies and employment.

There is a broad range of qualifications to choose from, including practical and coursework based subjects. Please use this opportunity to gather as much information as possible and remember we are here to help you during this process.

Mr McFaul,
Assistant Principal Teaching and Learning



Road Map



Week commencing 10/2/25 Year 9 Preference Launch assembly. Tutor time activities in following weeks to support students through the process.

5/3/25 Preferences Evening 4pm - 6pm

Throughout the process, students will be supported by their Tutor, Assistant Head of House, Head of House and the wider team. Scan the QR code for further advice and guidance

21/3/25 Deadline for choosing GCSE Preferences

10/3/25 Preferences unique codes and software instructions published on website and sent home. Students can login and choose their preferences.

If you have any questions, please email: parents@broadoakacademy.clf.uk FAO:Mr McFaul

Advice and Guidance



Advice

It is important to consider a number of things when making choices about future courses.

- Pick subjects that you enjoy.
- Link subjects to future aspirations, careers and post-16.
- Talk it through with parents/carers and teachers.

Guidance

It is important to discuss plans and concerns with family, friends and teachers. You could:

- Speak to the careers team in school led by Georgia Wilde.
- Access 1-2-1 advice from your tutor
- Research post-16 options and entry requirements online
- Talk to your House Team
- There is independent career advice online e.g. <https://www.careerpilot.org.uk/>





Subject Overview

Core Subjects

The subjects listed here are **compulsory**:

- English Language
- English Literature
- Mathematics
- Combined Science or Separate Sciences
- Physical Education (core)
- Personal, Social, Health and Citizenship Education (PSHE)

These last two subjects do not lead to a qualification

EBAAC Subjects

EBACC stands for English Baccalaureate and is an accountability measure used by the government to assess students' performance in English, Maths, Science, a Humanity and a Modern Foreign Language. The EBACC is made up of the subjects which are considered essential to many degrees and open up lots of doors.

At Broadoak, this means that all students will study **at least one** of the following subjects:

- Spanish
- French
- Geography
- History
- Separate Science

Open Subjects

Students are able to select **up to three** subjects from this block:

- Art
- Business
- Citizenship
- Design Technology
- Drama
- Ethics and R.E
- BTEC Health and Social Care
- Hospitality and Catering
- Music
- Photography
- BTEC Sport
- Statistics

*Please note students will also need to select **two reserve** subjects which they could be allocated if it has not been possible to assign all of their original preferences.*



GCSE Grading System

Recent Years

In recent years the Government has changed GCSEs and the way they are graded.

These GCSEs use the numbers 1 to 9 to identify levels of performance, with 9 being the top grade (old GCSEs used letters with A* being the best).

Vocational qualifications use a different system.

Level 2 Distinction star being the top grade.

Old grades	Numerical grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	1
U	U

GCSE Grading System

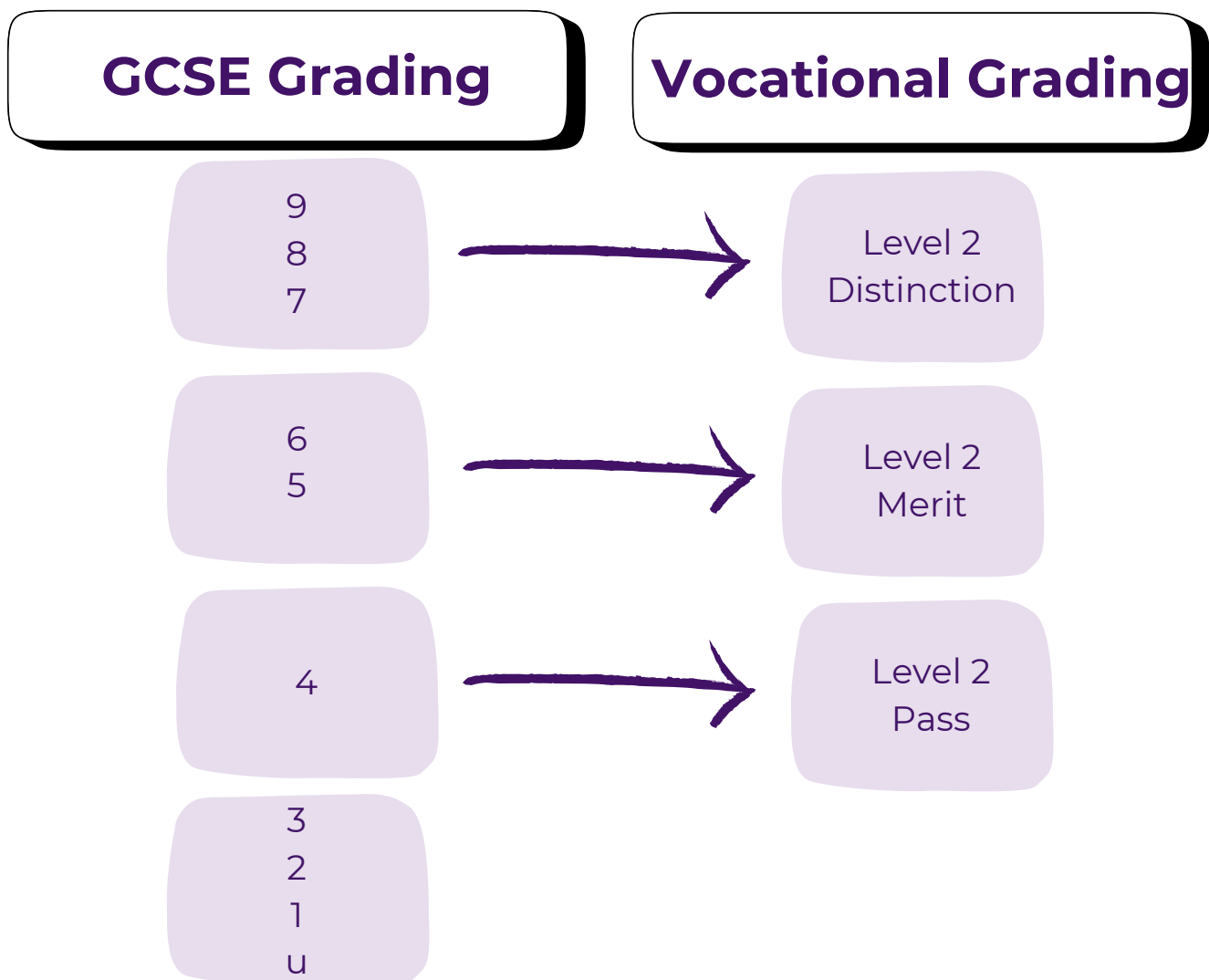
How are the different subjects assessed?

There are two methods of grading used when awarding Level 2 qualifications.

GCSE subjects use 1-9 grading.

Vocational subjects use Level 2 Pass, Merit and Distinction.

The table below provides a useful comparison of the two systems.





Frequently Asked Questions

1. How many GCSE subjects do students study in Year 10 and Year 11?

Students will study nine GCSEs. Five core subjects (English Language, English Literature, Maths and Science (worth two GCSEs) and four additional subjects which they will choose. They will also study Core PE and PSHE (Personal, Social, Health and Economic education).

2. How much curriculum time is allocated for each subject?

Core subjects have five lessons a week. Additional (option) subjects have three lessons a week.

3. What are EBACC subjects?

EBACC stands for English Baccalaureate and is an accountability measure used by the government to assess students' performance in English, Maths, Science, a humanity and a modern foreign language.

Students must select at least one subject from the EBACC 'bucket' from the list of: geography, history, separate science, French and Spanish. Students can study more than one EBACC subject.

4. What is the difference between Combined Science and Separate Science?

All students will study combined science as part of their core curriculum. This is worth two GCSEs but will cover all three disciplines: Biology, Chemistry and Physics.

If you choose Separate Science, it will take up one of your three option choices and you will achieve three separate GCSE qualifications, one for each individual science. As a result, you learn additional content and depth and sit more exams at the end of course compared to studying Combined Science. Regardless of which science qualification you study you will still be able to study science at A Level. However, if you are both passionate about science and are interested in pursuing the subject post-16, it would make more sense to study Separate Science.

5. What are vocational subjects?

Vocational subjects offer students the chance to start preparing for further training and the world of work in a specific area. As a result, they are designed to give students practical and hands-on opportunities to learn. Vocational courses have fewer written exams compared to GCSEs and will consist of one formal exam with the majority of assessment made up of coursework. Vocational subjects are also awarded different grading (Pass, Merit and Distinction). We offer the following vocational courses: BTEC Drama, BTEC Health and Social Care, Hospitality and Catering and BTEC Sport.



Frequently Asked Questions

6. Is there a possibility that certain advertised courses won't run in September?

Yes, it is highly likely to be the case. If there is insufficient staffing or student interest, a course will not run. Students will then be offered one or both of their reserve choices. This is why carefully choosing reserve choices is important.

7. Are students guaranteed to receive all four subject preferences?

No. There is a possibility that a course will not run due to student interest or staffing. However, there is a commitment to ensuring students receive four of their five preferences (including their reserve choice).

8. Is it possible to change courses once they have started?

Yes. If students decide to change a course, they will need to do so before the end of September to ensure a smooth transition to the new course. October half-term is the absolute hard deadline after which point it will not be possible to change courses. Any changes must be discussed with curriculum leads first and are subject to class sizes and EBACC compliance. These conditions do not apply to students joining later in the year.

9. What help is provided to help students make their preferences?

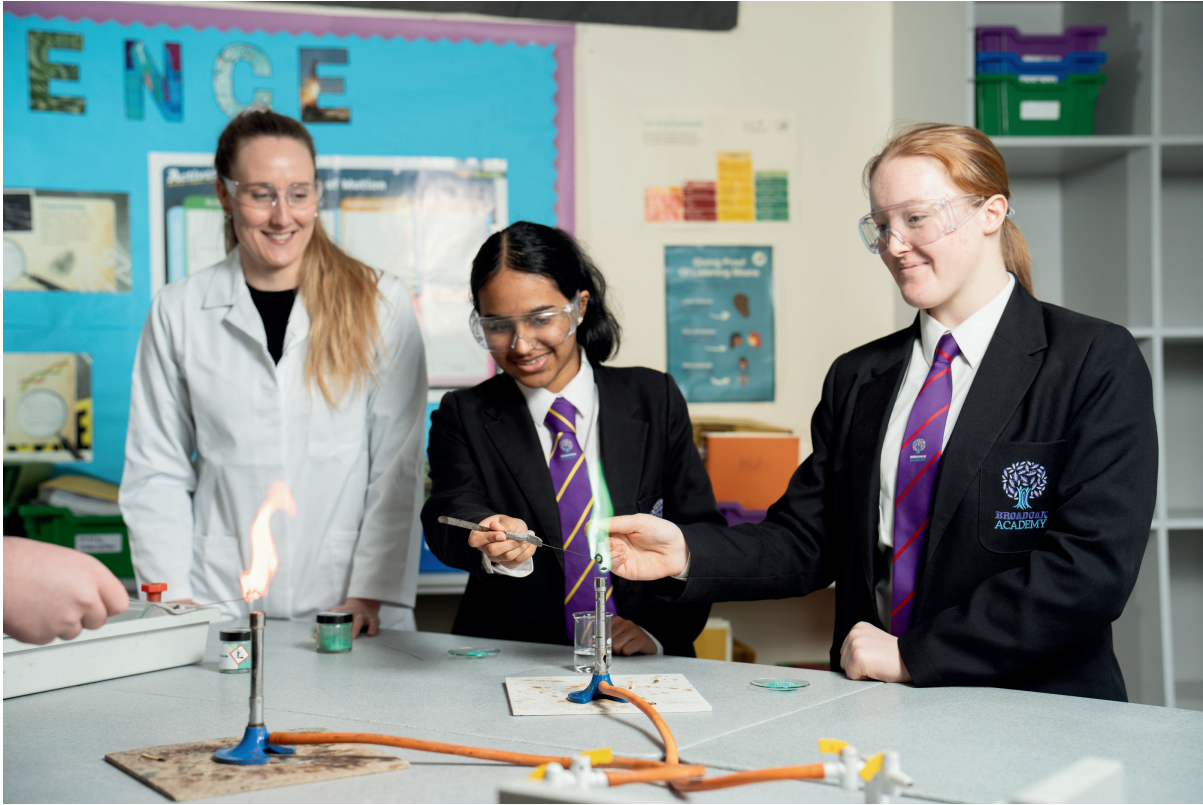
Students will benefit from a range of opportunities to help them make informed choices regarding their GCSE preferences. The Year 9 Preference evening provides students and parents/careers with the chance to visit different subject stalls to find out about the courses on offer. Students will also receive support in tutor time as well as attend 'taster lessons' later in the year to provide them with an insight into the GCSE courses they will study. Finally, we will arrange face to face meetings with students who require further support.

For any further questions please contact: parents@broadoakacademy.clf.uk



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Core Subjects



English
Language

English
Literature

Maths

Science

PSHCE

Physical
Education (core)



English GCSE - AQA

All students will follow a two-year course which leads to GCSE certification in two separate GCSEs, English Language and English Literature.

Course Outline

This course will help students to develop their reading, writing and speaking and listening skills. It will provide students with an understanding of their literary heritage and an ability to analyse features of language in written texts. Students will also develop greater fluency and precision of expression in their own writing.

Assessment

Assessment is by examination at the end of Year 11.

English Language Examinations

Paper 1 - Explorations in Creative Reading and Writing	Paper 2 - Writers' viewpoints and perspectives	Non- Examination Assessment Spoken Language
Written Exam 1hr 45 minutes	Written Exam 1hr 45 minutes	Tasks set by teacher throughout the course
50% of GCSE	50% of GCSE	0% of GCSE but reported separately on certificate
Students will read a literature fiction text that they have not read before and will answer questions on it.	Students will read and answer questions on two non-fiction texts that they have not read before and will answer questions on it.	Students will plan, write and present a speech to their peers about a topic of their choice and respond to questions from an audience
Students will be required to write an extended piece of descriptive or narrative writing.	Students will be asked to write an original piece of non-fiction.	

English Literature Examinations

Paper 1: Shakespeare and the 19th Century Novel

Written Exam 1 hour 45 minutes

40% of GCSE

Section A: Students will answer one question on a Shakespeare play that they have studied, 'Macbeth'.

Section B: Students will answer one question on the Charles Dickens novel 'A Christmas Carol'.

Paper 2: Modern Texts and Poetry

Written Exam 2 hours 15 minutes

60% of GCSE

Section A: Students will answer an essay question on 'An Inspector Calls'.

Section B: Students will answer a comparative question on poems they have studied.

Section C: Students will answer two questions based on unseen poems.

Future Opportunities and Pathways

'A' level English Language and English Literature.

'A' level Media Studies and/or Drama.

At least a grade 5 is required at GCSE in this subject in order to study many other Level 3 qualifications at college and/or sixth form.

After further study, there is the opportunity to train for a career in education, journalism, publishing and public relations among others.



Maths GCSE - AQA

Course Outline

During the course of Key Stage 4 you will study all of the main aspects of mathematics;

Number

Ratio and Proportion

Geometry and measures

Algebra

Statistics and Probability

The learning will be broken up into different units which last approximately 2 – 3 weeks each.

For each unit you will receive:	Regular Testing	Schemes of work
Input from your teacher about what you need to understand	Hinge and exam style questions - so you are aware of what to expect in the exam as well as understanding how well you are performing against exam criteria.	You will encounter all of the maths you need to learn for GCSE by the end of term 3 in Y11.
Time to practise those skills in lessons and at home	PPEs (Mock exams) in Year 10 and 11	The last two terms are focussed on revision, getting used to the type of questions in the exams, as well ensuring that you have learnt all the maths skills that you need in order to be successful.
Specific feedback outlining what skills you have acquired well and areas you need to improve on	Specific feedback around areas of success and opportunity	



Assessment

At the end of year 11, you will sit three externally assessed 90-minute exams.

Exams	Tiers	Grades
Paper one will be a non-calculator exam and the other two will allow the use of a calculator.	You will either sit the Foundation Tier or the Higher Tier.	Higher Tier will offer grades 3 – 9.
The total score you gain over all three papers will determine your final grade for maths.	This decision will be made by your teacher, and the Head of Maths, in order to maximise your success in the examinations.	Foundation Tier will offer grades 1 – 5.

To become familiar with the use of calculators required for the calculator papers, it is important that students have their own Casio FX 83 GT-X calculator, or better, to use in school and at home.



Combined Science GCSE: Edexcel

Course Outline

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity.

All students learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

The GCSE in Combined Science should enable students to:

Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.

Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.

Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Assessment

This is a 2-year course and will consist of six externally examined papers.

Exams	Tiers and grading	Practical Skills
<p>Each paper will be 1 hour and 10 minutes long and will be 60 marks, making up 16% of the whole assessment.</p>	<p>These are available at Foundation Tier and Higher Tier and will be graded in the new system of 9 - 1.</p>	<p>Practical skills will be examined in the paper and be based on the 17 core practicals as set out by the exam board as part of the specification.</p>
<p>All will be taken at the end of Year 11.</p>	<p>Students must complete all assessments in the same tier.</p>	



PSHCE

Personal, Social, Health and Economics Education at Broadoak Academy

PSHE in Year 10 and 11 follows on from the programme of study that students have accessed throughout their time at the academy.

The PSHE curriculum aims to embed lifelong skills which can be transferred across subjects and beyond academy life.

Key stage 4 students have 50 minutes of PSHE per week.

Year 10 will undertake a week of work experience in the summer term

Pathways beyond school – where could this subject take you?

PSHE provides chance to give every student an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. The content of the lessons explored at Key Stage 4 are specifically designed to prepare students for life after school. These skills include (but are not exclusive to):

Safety (Online and Offline)	Physical Health and Risk-taking Behaviour	Mental Health and Emotional Wellbeing	Employability and Social-mobility	Economic wellbeing
e.g. online digital footprint that could influence an employer's decision.	e.g. Improving attitudes toward diet and exercise as well as avoiding substance misuse.	e.g. students with positive mental health perform better and are more academically successful than those that do not know how/where to seek support. Academic success – boosting life chances and employability.	e.g. talking intergenerational disadvantage by breaking stereotypes about different careers.	e.g. money management

These non-academic skills and attributes acquired through PSHE education have a positive impact on academic performance and life chances as well as being key to boosting the employability of school-leavers and improving social mobility.



Physical Education - Core

Course Outline

The Key Stage 4 programme has been remodelled with the major focus on Healthy Active Lifestyles. The course will bring in areas relevant not just to performances and leadership but also healthy lifestyle choices.

All students will continue many of the activities started in Key Stage 3 but, in addition, they may be able to take part in some new activities. Activities to be studied will include sports such as:

Netball

Hockey

Basketball

Fitness

Badminton

Rounders

Athletics

Rugby

Students are offered opportunities to:

- Tackle complex and demanding activities.
- Apply their knowledge of skills, techniques and effective performance.
- Promote health, well-being and healthy choices.
- Develop personal fitness.
- Take on roles which suit them best, including performer, leader and official.
- Identify the types of activity they prefer.
- Gain confidence to get involved in exercise and activity out of school and in later life.

In Year 11, a number of option activities are offered in addition to those shown above, such as attending Hutton Moor Leisure Centre, Weston Golf Club and The Oxhouse (Crossfit) at a small additional cost.

The faculty aims to give students the confidence to continue with physical activity in the community.



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EBAAC Subjects



Geography

Spanish

History

Separate
Science

French

EBACC stands for English Baccalaureate and is an accountability measure used by the government to assess students' performance in English, Maths, Science, a humanity and a modern foreign language. The EBACC is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Geography GCSE: AQA Specification A

Why choose GCSE Geography? What will you be studying?

Paper 1 (Physical geography) 1 hr & 30 minutes	Paper 2 (Human geography) 1 hr & 30 minutes	Paper 3 (Geographical skills) 1 hr & 15 minutes
Physical landscapes of the UK – Rivers and coasts	Urban issues and challenges - cities in LICs/NEEs and the UK	Geographical skills and applications
The living world – local and global ecosystems	The changing economic world – how countries develop	Fieldwork (human and physical)
The challenge of Natural Hazards – tectonic and climate hazards and climate Change	The challenge of resource management – food, water and energy	Pre-release and decision making

Why choose GCSE Geography?

Future Opportunities and Pathways

As well as being an excellent foundation for college courses such as A Level Geography or Social Studies, GCSE Geography is excellent preparation for the world of work. The skills of data analysis and problem solving are highly sought after in the workplace. There are many career pathways for which Geography would be specifically beneficial, such as Travel & Tourism, Environmental work, urban planning, development and global issues and many more.





History GCSE: Edexcel

Why choose GCSE History?

This course develops your understanding of how we came to live in the world we do today. If you are curious about past people and societies and how they have shaped the world around you then History is definitely for you.

Paper 1 (30%)
1 hr & 20 minutes

Paper 2 (40%)
1 hr & 50 minutes

Paper 3 (30%)
1 hr & 30 minutes

Thematic study: Crime and Punishment through time (c1000-present).

An investigation into how the nature of crime and punishment has changed over time, from the Middle Ages through to the 20th Century.

Non-British Depth study:
**Superpower relations
and the Cold War, 1941-91**

A study into relations between the democratic West and Communist Russia in the years following WWII and up to the collapse of the USSR.

Modern Depth Study: USA 1954-75:
conflict at home and abroad

An investigation into the development of the civil rights movement in America led by individuals such as Martin Luther King and Malcolm X as well as US involvement in the Vietnam War. This source based paper will ask students to analyse and evaluate material from the period of study as well as the views and interpretations of historians.

**Whitechapel, c1870-
c1900, policing and
the inner city**

There is also a specific case study focusing on crime and policing in 19th century Whitechapel including an investigation into the Jack the Ripper murders.

**British Depth Study: Early
Elizabethan England (1558-88)**

A study into Elizabeth's relationship with government, the challenges she faced both home and abroad, and Elizabethan society.

Why choose GCSE History?

Future Opportunities and Pathways

Many employers and university admission tutors regard History GCSE very highly as it teaches skills of analysis, selecting relevant evidence to support your ideas, and studying changes in society and culture. There are many career pathways for which History would be specifically beneficial, such as politics, law, journalism, teaching, the Armed Forces, heritage site and museum work, clerical work, and many more.

French GCSE: AQA

Why choose GCSE French?

- Do you enjoy learning & speaking French?
- Are you thinking about a career in the UK with international links, like science, business, or travel?
- Are you interested in living abroad in the future?
- Do you want to learn about other cultures and countries?

Subject Content:

<p>3.1.1 Theme 1: People and lifestyle</p>	<p>3.1.2 Theme 2: Popular culture</p>	<p>3.1.3 Theme 3: Communication and the world around us</p>
<p>Topic 1: Identity and relationships with others</p>	<p>Topic 1: Free-time activities</p>	<p>Topic 1: Travel and tourism, including places of interest</p>
<p>Topic 2: Healthy living and lifestyle</p>	<p>Topic 2: Customs, festivals, and celebrations</p>	<p>Topic 2: Media and technology</p>
<p>Topic 3: Education and work</p>	<p>Topic 3: Celebrity culture</p>	<p>Topic 3: The environment and where people live</p>

Examinations:

This qualification is linear, meaning you will sit all your exams at the end of the course. GCSE French has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). You must enter for all four skills at the same tier.

Paper 1: Listening 25%

Written exam:

35 minutes (Foundation tier),
45 minutes (Higher tier)
40 marks (Foundation tier),
50 marks (Higher tier)

Paper 2: Speaking 25%

Non-exam assessment (NEA)

7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
50 marks (for each of Foundation tier and Higher tier)

Section A – listening comprehension questions in English, to be answered in English or non-verbally

Role-play

Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list

Reading aloud task and short conversation
Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier

Short unprepared conversation

Photo card discussion

Response to the content of the photos on the card

Unprepared conversation

Paper 3: Reading 25%

Written exam:

45 minutes (Foundation tier),
1 hour (Higher tier)

50 marks (for each of Foundation tier and
Higher tier)

Section A –

Reading comprehension questions in
English, to be answered in English or non-
verbally

Section B –

Translation from French into English

Paper 4: Writing 25%

Written exam:

1 hour 10 minutes (Foundation tier),
1 hour 15 minutes (Higher tier)

50 marks (for each of Foundation tier and
Higher tier)

Questions Foundation tier:

Question 1 – photo card

Question 2 – 50-word writing

Question 3 – grammar tasks (5 marks)

Question 4 – translation of sentences from
English into French

Question 5 (overlap question) – 90-word
writing

Questions Higher tier:

Question 1 – translation of sentences from
English into French

Question 2 (overlap question) – 90-word
writing Question 3 – 150-word writing

Future Opportunities and Pathways

A French GCSE will not only prepare you for language-based courses at college but will also develop your understanding of other cultures. A language qualification is highly regarded by many universities and employers. Post-Brexit, it is a useful skill to have in a wide range of careers. It will also give you the opportunity to study and work abroad if you pursue languages in the future.

This course is only available to students who have already studied French in Years 7-9.

Spanish GCSE: AQA

Why choose GCSE Spanish?

- Do you enjoy learning & speaking Spanish?
- Are you thinking about a career in the UK with international links, like science, business, or travel?
- Are you interested in living abroad in the future?
- Do you want to learn about other cultures and countries?

Subject Content:

The specification covers three distinct themes. These themes apply to all four question papers.

3.1.1 Theme 1: People and lifestyle	3.1.2 Theme 2: Popular culture	3.1.3 Theme 3: Communication and the world around us
Topic 1: Identity and relationships with others	Topic 1: Free-time activities	Topic 1: Travel and tourism, including places of interest
Topic 2: Healthy living and lifestyle	Topic 2: Customs, festivals, and celebrations	Topic 2: Media and technology
Topic 3: Education and work	Topic 3: Celebrity culture	Topic 3: The environment and where people live

Examinations:

This qualification is linear, meaning you will sit all your exams at the end of the course. GCSE Spanish has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). You must enter for all four skills at the same tier.

Paper 1: Listening 25%

Written exam:

35 minutes (Foundation tier),
45 minutes (Higher tier)
40 marks (Foundation tier),
50 marks (Higher tier)

Section A – listening comprehension questions in English, to be answered in English or non-verbally

Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list

Paper 2: Speaking 25%

Non-exam assessment (NEA)

7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
50 marks (for each of Foundation tier and Higher tier)

Role-play

Reading aloud task and short conversation
Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier

Short unprepared conversation

Photo card discussion

Response to the content of the photos on the card

Unprepared conversation

Paper 3: Reading 25%

Written exam:

45 minutes (Foundation tier),
1 hour (Higher tier)
50 marks (for each of Foundation tier and
Higher tier)

Section A –

Reading comprehension questions in English,
to be answered in English or non-verbally

Section B –

Translation from French into English

Paper 4: Writing 25%

Written exam:

1 hour 10 minutes (Foundation tier),
1 hour 15 minutes (Higher tier)
50 marks (for each of Foundation tier and
Higher tier)

Questions Foundation tier:

Question 1 – photo card
Question 2 – 50-word writing
Question 3 – grammar tasks (5 marks)
Question 4 – translation of sentences from
English into Spanish
Question 5 (overlap question) – 90-word
writing

Questions Higher tier:

Question 1 – translation of sentences from
English into Spanish
Question 2 (overlap question) – 90-word
writing
Question 3 – 150-word writing

A Spanish GCSE will not only prepare you for language-based courses at college but will also develop your understanding of other cultures. A language qualification is highly regarded by many universities and employers. Post-Brexit, it is a useful skill to have in a wide range of careers. It will also give you the opportunity to study and work abroad if you pursue languages in the future.

This course is only available to students who have already studied Spanish in Years 7-9.

Separate Science GCSE: Edexcel

Course Outline

The separate (triple) science course is aimed at students who demonstrate a high level of engagement for Science and Mathematics and demonstrate an outstanding commitment to learning. Students can discuss with their teachers if they would be suitable for this course.

The students all complete the same content as the combined science GCSE with additional objectives within each subject area.

Each student will gain 3 GCSE qualifications, one for each of the subjects below:

Biology

Chemistry

Physics

In addition there will be 8 core practicals for each of Biology, Chemistry, and Physics that are assessed throughout the course.

Assessment

This is a 2 year course and each subject will consist of **two** externally examined papers (6 in total).

These are available at **foundation tier** and **higher tier** and will be graded in the new system of 9 – 1. Students must complete all assessments in the same tier.

Each paper will be 1 hour and 45 minutes long and will be made up of 100 marks, making up 50% of the whole assessment.

All exams will be taken at the end of year 11.

Future Opportunities and Pathways

- Students can progress onto a number of qualifications at Level 3, including A-Levels in Biology, Chemistry and Physics.
- Students could also progress into employment and apprenticeships.

Open Subjects



Art

BTEC Health &
Social Care

Music

Design Technology

Hospitality &
Catering

Photography

Ethics & RE

Drama

BTEC Sport

Business

Citizenship

Statistics



Art & Design: Fine Art GCSE: AQA

Why choose GCSE Art?

GCSE Art offers a varied and exciting course for people who love drawing and making, and who work hard at expressing their own ideas in original and creative ways. Students explore a wide range of media, including print-making, photography, painting, sculpture and ceramics.

Course Outline

In this course, you will produce a portfolio consisting of two units of work, exploring a different theme in each, informed by investigations into the work of relevant artists, and experiments with a variety of media.

In the second unit especially, you are encouraged to choose your own interpretation of a given theme, and to develop a highly original and personal response independently. Written annotation of your work is required throughout the course.

The Externally-Set Assignment ('exam') takes place in Terms 3 and 4 of Year 11. You will have approximately ten weeks to prepare your personal response to a theme chosen from the ESA paper, and two days (10 hours) in class to complete a 'Final Piece' under supervised conditions.

Assessment

Your work is assessed against four criteria:

Developing	Refining	Recording	Presenting
Developing your ideas through investigations, demonstrating critical understanding of sources.	Refining your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Recording ideas, observations and insights relevant to intentions as work progresses.	Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Your coursework portfolio contributes 60% of your final mark, and the externally set assignment the remaining 40%.

Future Opportunities and Pathways

A good GCSE Art portfolio enables you to apply, with confidence, for a range of post-16 courses, such as AS/A Level Art and/or Photography, BTEC in Art, Media and Design, and Foundation Diploma in Art and Design.

Art qualifications are the pathway to professions such as fashion design, graphic design, interior design, product design, web design, animation, advertising, working for television, teaching, and of course, for artists and craftspeople.



Business GCSE: Edexcel

Why choose GCSE Business?

This GCSE course focuses on what businesses do and how they work. You will develop understanding about the business world, preparing you to make informed decisions about further study and career choices. It will help you develop an understanding of how the world of business and enterprise work.

Course Outline

GCSE Edexcel Business Studies is structured into two themes, teaching you how entrepreneurs start businesses, through to growing and global businesses.

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Assessment

The course is assessed entirely by examination at the end of Year 11. There are two papers, each equally weighted.

Topic 1 – Investigating small businesses	Topic 2 – Building a business
1hr 45 (50%)	1hr 45 (50%)
<ul style="list-style-type: none"> • Enterprise and entrepreneurship • Spotting a business opportunity • Putting a business idea into practice • Making the business effective • Understanding external influences on business 	<ul style="list-style-type: none"> • Growing the business • Making marketing decisions • Making operational decisions • Making financial decisions • Making human resource decisions
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Future Opportunities and Pathways

This course will provide a good foundation for degrees in Accountancy, Business Management, International Business management. It will provide a route into careers such as Accounting, Law, Information Technology, Hospitality, Management, Human Resource, Recruitment and Administration.



Citizenship: AQA

Why choose Citizenship GCSE?

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

Assessment

There are two examined units which students will sit at the end of Year 11.

Paper 1	Paper 2
1hr 45 (50%)	1hr 45 (50%)
Section A – Active citizenship Section B – Politics and participation	Section A – Life in modern Britain Section B – Rights and responsibilities

Course outline

Paper 1

Active citizenship: The first question posed on the Active citizenship section of Paper 1 relates to understanding citizenship actions and includes a source-based question relating to a citizenship action scenario.

Politics and participation: In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

Paper 2

Life in modern Britain: For this section, students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

Rights and responsibilities: Students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

Future Opportunities and Pathways

There are many career pathways for which citizenship would be specifically beneficial, such as politics, law, journalism, teaching, public services, community work, research roles.

Technology – Design and Technology GCSE: EDUQAS

Why choose GCSE Design and Technology?

The Eduqas ‘Technology’ Design and Technology GCSE allows you to identify and solve real problems through the design process and into production. You are encouraged to work creatively and through the course will develop a variety of core skills, including practical skills, planning and decision making. Design and Technology is purposeful, as well as being fun and exciting.

Course Outline

Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems - on your own and with others - working with materials you choose.

Learning about materials	Learning how things work	Analysing and evaluation prototypes	Designing	Making
Including traditional, smart and modern materials.	Using mechanisms, electronics and computers to control things.	Understanding how everyday products have been designed and made. Expressing your opinions about products.	Taking risks to create more imaginative ideas	Working safely with tools and equipment to make high quality working prototypes.



Assessment

Component 1 Design and Technology in the 21st Century	Component 2 Design and Make Task
50% of final grade	50% of final grade
2-hour exam (100 marks)	30-35 hour Non-Examination Assessment (100 marks)
A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding.	A single design and make task selected from a range of given contexts provided by the exam board

Future Opportunities and Pathways

A Product Design GCSE gives you a good grounding in both design work and knowledge of manufacturing leading onto a whole range of options i.e. AS & A level Product Design; Construction and Engineering; Art and Design Diplomas; Graphic Design BTEC and extended Diploma.

Career pathways include progression to University studying Engineering (in conjunction with other STEM related subjects), Design related subject at Degree level; Product; Graphic; Furniture; Industrial and Interior Design related careers.



Drama BTEC Tech Award Performing Arts: Pearson

Why choose Performing Arts?

Through this course you will develop an understanding of the performing arts industry including practitioners' work and the processes used to create a performance. You will have the opportunity to watch live theatre, participate in a variety of workshops to explore a wide range of theatre techniques, styles and processes. You will build a broad knowledge, understanding and appreciation of the performing arts sector. You will continue to build confidence in performance and directing through collaborative work to create theatre.

Course Outline

Component 1 Exploring the Performing Arts	Component 2 Developing Skills and Techniques in the Performing Arts	Component 3 Responding to a Brief External
<p>Learning Outcome A: Investigate how professional performance or production work is created</p>	<p>Learning Outcome A: Use rehearsal or production/design processes</p>	<p>AO1: Understand how to respond to a brief.</p>
<p>Learning Outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p>	<p>Learning Outcome B: Apply skills and techniques in performance or realisation.</p>	<p>AO2: Select and develop skills and techniques in response to a brief.</p>
	<p>Learning Outcome C: Review own development and application of performance or design skills.</p>	<p>AO3: Apply skills and techniques in a workshop performance in response to a brief.</p>
		<p>AO4: Evaluate the development process and outcome in response to a brief.</p>

Assessments

<p>Component 1 Exploring the Performing Arts (Internal)</p>	<p>Component 1 Developing Skills and Techniques in the Performing Arts (Internal)</p>	<p>Component 1 Responding to a Brief (External)</p>
<p>Delivered in Year 10</p>	<p>Delivered in Year 10</p>	<p>Delivered in Year 11</p>
<p>Learners produce a portfolio of work in response to an assignment set by the exam board. They will be assessed on their demonstration of knowledge and understanding of how professional performance/production work is created, and the skills, techniques and approaches use by professionals to create performance/production work. A portfolio could include: Video Written/audio commentary. Presentation Scrapbooks (digital or paper based) Research journals (digital or paper based) Blog/vlog</p>	<p>Learners produce evidence of their skills development during a rehearsal process and the application of these skills in a performance. Learners will carry out an ongoing review of their own development and application of skills.</p>	<p>Learners will work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus. Learners will capture their ideas on planning, development, and effectiveness of the production process in a written log and an evaluation report.</p>

Future Opportunities and Pathways

A Drama qualification will not only prepare you for college courses in The Arts such as A-Level Drama, Theatre Studies & BTEC Diplomas in Performing Arts, but will also develop skills and academic subject knowledge that will be useful for a range of career pathways.

Every year A-Level Drama students progress to some of the best-known universities for drama and theatre related courses. A-Level Drama students are also accepted on education courses and a range of other degree courses e.g. Law.

Drama doesn't just support with careers in the Performing arts, it can help with the following:

- Confidence in public speaking
- Presentations
- Development of creative ideas
- Teamwork and collaborative learning
- Independent working, taking a lead role in projects.
- Seeing your ideas through to completion



Ethics and RE GCSE: EDUQAS

Why choose a GCSE studying Ethics and RE?

This course studies some central questions and issues in human life and experiences. It will explore the relevance of religious beliefs, values and traditions to everyday living and interactions with others.

Students will look at many different responses to issues such as life and death, marriage and sex, identity and belief. They will be encouraged to formulate and discuss their own opinions as well as evaluate those of other people, including people who do not believe in God such as atheists and humanists.

It provides an opportunity for students to:

- Develop knowledge and understanding of the beliefs, values and traditions of several religious groups.
- Consider the influence of religion on our world, our beliefs, values and traditions.
- Understand their own responses to moral issues such as capital punishment and human rights.
- To consider the impact of religious and non-religious beliefs on our laws and society.
- Develop skills of oracy, literacy, empathy, debate, analysis and evaluation.

Course Outline

The content provides studies that enhance students' spiritual, moral, ethical, social and cultural development, some of which include:

- Recognising and valuing our place in the world and that of others.
- Considering behaviour and attitudes of individuals and faith communities in society.

Paper 1 (50%)	Paper 2 (25%)	Paper 3 (25%)
2 hours	1 hour	1 hour
Ethics Life & Death Relationships Human Rights Good and evil	Study of Christianity What does a Christian believe and do?	Study of a world faith: Islam What does a Muslim believe and do?

Future Opportunities and Career Pathways

A GCSE in Ethics and RE will support you for a wide range of college courses, including Psychology and Sociology. It will help you to develop skills in discussion, debate and evaluating different viewpoints. You will become more exposed to new ideas and ways of thinking that can be helpful in careers such as Law, Policing, Social Services, Healthcare, Medicine, Counselling & Education.



BTEC Tech Award Health and Social Care: Pearson

Why choose BTEC Tech Award in Health and Social Care

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning.

Course Outline & Assessment

The course is made up of two coursework units and a 2hr exam.

Component 1: Human Lifespan Development	Component 2: Health and Social Care Services and Values	Component 3: Health and Wellbeing
30%	30%	40%
Assessment type: Internal, externally moderated (coursework)	Assessment type: Internal, externally moderated (coursework)	2hr exam
In this unit you will: <ul style="list-style-type: none"> Understand human growth and development across life stages and the factors that affect it Understand how individuals deal with life events. 	In this unit you will: Understand the different types of health and social care services and barriers to accessing them Understand the skills, attributes and values required to give care.	This unit will focus on: Factors that affect health and wellbeing Interpreting health indicators including physiological and lifestyle indicators Person-centred approach to improving health and wellbeing including recommendations and barriers

Future Opportunities and Pathways

Studying health and social care provides you with the skills and knowledge to build a career in a range of sectors, including health, social care, education and public services. In particular, it will provide career pathways into jobs such as social work, youth work, nursing, midwifery, mental health practitioner, residential care and Early Years.



Hospitality and Catering: EDUQAS

Why choose Hospitality and Catering?

If you have a passion for developing your creativity through food and the hospitality industry, and are looking at a possible career in Catering, Food or Hospitality Industry then this Vocational course is definitely for you!

Course Outline:

This course enables you to develop knowledge, understanding and skills relating to the hospitality and catering industry and develop the essential employability skills that are valued by employers.

Unit 1: The Hospitality and Catering Industry	Unit 2: Hospitality and Catering in Action
<p>In this unit, you will learn a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</p>	<p>In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes in response to an assignment brief provided by the exam board. They will also learn how to review their work effectively.</p>
<p>Externally assessed through a written examination (completed electronically)</p>	<p>Internally assessed through coursework completed in a controlled assessment</p>
<p>40% of overall grade - 80 Marks</p>	<p>60% of overall grade- 120 Marks</p>
<p>Objective 1: Hospitality and catering provision Objective 2: How hospitality and catering providers operate Objective 3: Health and safety in hospitality and catering Objective 4: Food safety in hospitality and catering</p>	<p>Objective 1: The importance of nutrition Objective 2: Menu planning Objective 3: The skills and techniques of preparation, cooking and presentation of dishes Objective 4: Evaluating cooking skills</p>

Future Opportunities and Pathways

Successful completion of this qualification can lead post 16 courses in hospitality and catering, apprenticeships, following into employment in hospitality and catering ranging from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing and environmental health officers. This will also enable further studies in food, science and nutrition, advanced professional cookery, food preparation and cookery supervision.



Music GCSE: AQA

Why choose GCSE Music?

GCSE Music is rooted in practical music making providing you with an opportunity to develop skills in composition as well as solo and group-based performances. The course also develops your ability to listen to music with a greater understanding and appreciation. It is an advantage if you can already play an instrument, but you can also complete the course successfully as a vocalist or a music programmer, so enjoyment and commitment to the subject is more essential.

Course Outline

GCSE Music is made up of four units that are delivered through activities related to the following;

Exploration of Key Elements	Areas of Study
Tempo, Rhythm & Metre; Harmony, Melody & Tonality; Texture; Timbre; Dynamics & Articulation; Structure and Form.	Western Classical Tradition from 1650 to the present, Traditional (World) Music and Pop Music.

Assessment

Unit 1 - Listening and Appraising - Exam 40%	Unit 2 - Composition - Coursework - 30%	Unit 3 - Performance - Course work - 30%
<p>Listening and Appraising: A 90 minute listening and written paper based on the Areas of Study (listed above)</p> <p>Section A – Listening to unfamiliar music</p> <p>Section B – Set Works Analysis</p>	<p>Free Composition Candidates compose a piece of music in any style or genre they choose, that explore at least 4 of the Key Elements.</p> <p>Composition to a Brief Candidates have to compose a piece of music from of a choice of starting points that may include an image, a poem, a sequence of notes or a written description that explore at least 4 of the Key Elements</p>	<p>Solo Performance An individual instrumental, vocal or (recorded) technology-based performance of a piece of your choice lasting no more than five minutes (backing tracks are permitted) .</p> <p>Ensemble Performance A group instrumental, vocal or (recorded) technology-based performance of a piece of your choice that involves at least one other performer or player (backing tracks are permitted as an accompaniment but as the other performer). For example, in a Duet, Choir, Orchestra, Rock Band or Multi-Track IT recording.</p>



Future Opportunities and Pathways

Taking music will assist in creating a broad and balanced curriculum for you to follow, with clear links to History, IT, Performing and Creative Arts. As well as being an academic and creative subject it helps to develop your skills in teamwork, cooperation, self-confidence, responsibility, self-discipline and social skills. These are key skills for life, not just for the pursuit of a career in music and will contribute towards success in Further and Higher Education in any field.

For those who do wish to pursue music further, a Music GCSE Qualification will prepare you for college courses in The Arts such as A-Level Music & Theatre Studies, BTEC Diplomas in Performing Arts, Music and Music Technology which will prepare you for a broad variety of music based University degrees and occupations ranging from Music Therapy or Music Teaching, to Live and Studio Engineering and Production, Composing (anything from game music and ring-tones to, TV music to symphonies), to professional Live Performer or Recording Artist



Photography

GCSE: AQA

Why choose GCSE Photography?

This exciting course will teach students knowledge and skills in using digital cameras, digital editing techniques and developing a personal visual language.

Students will learn how to use an SLR camera, and how to edit their photographs using the latest Adobe Creative Cloud Suite. They will also investigate the work of professional photographers. Students will have the opportunity to develop personal ideas and themes within the criteria set.

Course Outline

In this course, you will produce a portfolio consisting of two units of work, exploring a different theme in each, informed by investigations into the work of relevant photographers, and experiments with a variety of camera and editing techniques.

In the second unit especially, you are encouraged to choose your own interpretation of a given theme, and to develop a highly original and personal response independently. Drawing and written annotation of your work are required throughout the course.

The Externally-Set Assignment ('exam') takes place in Terms 3 and 4 of Year 11. You will have approximately ten weeks to prepare your personal response to a theme chosen from the ESA paper, and two days (10 hours) in class to complete a 'Final Piece' under supervised conditions.

Assessment

Your work is assessed against four criteria:

Developing	Refining	Recording	Presenting
Developing your ideas through investigations, demonstrating critical understanding of sources.	Refining your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Recording ideas, observations and insights relevant to intentions as work progresses.	Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Your coursework portfolio contributes 60% of your final mark, and the controlled test the remaining 40%.

A good GCSE Photography portfolio enables you to apply, with confidence, for a range of post-16 courses Art/Photography/Design/Media courses and can lead to careers in Art, Design, Photography, TV, Media and Advertising.

The main qualities you need in order to do well in this subject are a creative mind, a genuine enthusiasm for the subject and a hardworking attitude; all the work you do is needed for your GCSE grade so students who can work consistently, do best.



BTEC Tech Award Sport: Pearson

Why choose BTEC Tech Award in Sport Studies

This Level 1/2 course covers a variety of topics including practical sport in a sport of the student's choosing, fitness components, planning and delivering a warm-up and improving players performance.

Course Outline & Assessment

During this course you will study both theoretical and practical aspects of Sport. The Qualification requirements state that students must complete three components:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 3 External Assessment: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
30%	30%	Exam - 1 hour 30 minutes 40%
A) Explore types and provision of sport and physical activity for different types of participants.	A) Understand how different components of fitness are used in different physical activities	A) Knowledge of facts, components of fitness, fitness tests, training methods/processes/principles
B) Examine equipment and technology required for participants to use when taking part in sport and physical activity	B) Be able to participate in sport and understand the roles and responsibilities of officials	B) Understanding of facts, components of fitness, fitness tests, training methods/processes/principles
C) Be able to prepare participants to take part in sport and physical activity	C) Demonstrate ways to improve participants sporting techniques.	C) Apply understanding of the above.
		D) Make connections with concepts and the above

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English, science or mathematics to vocational learning. For example, the skills developed in extended writing can be applied when looking at developing fitness or the anatomy and physiological responses, it will build on learning in science.

Additional Information

For Component 2, there is a performance element based on the student's strongest sport. If we can't cater for the student's strongest sport, we can use footage gained from external providers. A good example for this could be skateboarding or windsurfing. For all other practical activities all marks necessary can be gained in lesson time, although there will be a limited range of sports on offer which will be dependent upon class sizes. Attendance at school/club practices and matches can give you more assessment opportunities. You will be expected to take part in all practical sessions, in correct kit.

Future Opportunities and Pathways

Study at college (Post-16) A-level PE, B-Tech Technical qualifications, and/or Diplomas. B-Tec Tech Award in Sport Studies Level 3 course.

These courses then lead to the opportunity to study higher education in PE. Alternatively start a sports related career opportunity, such as an activity leader, sports coach, fitness instructor, leisure assistant.



Statistics GCSE: Edexcel

Why choose GCSE Statistics?

In today's world we are surrounded by (sometimes conflicting) information. We see polls, averages and other numbers in news stories and other sources of information. This qualification will allow students to look at the relevance of each of these numbers and what they mean with a greater degree of clarity and understanding and how data can be used when supporting their arguments in the curriculum and in real life.

Course Outline

You will study the statistical enquiry cycle, looking at how data is collected, used and presented/represented. The course includes practical investigations, and you will look at how IT can be used to help at each stage of the process. It will also show how statistical conclusions are developed through an ongoing process of testing and refinement, not a one-off event. You will learn new mathematical techniques and formulae that can be used as well as building on GCSE Maths knowledge.

Assessment

The qualification is 100% exam based with a foundation and higher tier option. There are two exam papers at the end of the course which both cover the entire content of the course.

Paper 1	Paper 2
1 hour 30 minutes (50%)	1 hour 30 minutes (50%)
<ul style="list-style-type: none">• Collection of data, including population and sampling• Processing, representing and analysing data, including tabulation, diagrams and representation• Probability	<ul style="list-style-type: none">• Collection of data, including population and sampling• Processing, representing and analysing data, including tabulation, diagrams and representation• Probability

Future Opportunities and Pathways

Studying statistics provides you with the skills and knowledge to build a career in a range of sectors. It is perhaps one of the most versatile areas of maths and gives students the skills to collect, analyse, interpret and present data. Natural career paths include banking, finance, economics, business and accountancy.



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Time Courage Choice

Additional- Curricular

Computer Science



Students also have the opportunity to study GCSE Computer Science as an extra-curricular course. This option would provide students with an additional GCSE qualification, alongside the nine subjects they will study at KS4.

The Computer Science lessons are planned to run for one hour after school across the two years and would require students to complete their own independent study alongside the teach led input to meet the demands of the course.

Students would then sit two final examinations at the end of Year 11 in the summer exam window.



Computer Science GCSE: OCR

Why choose Computer Science?

While recognising that computing science is a rigorous academic subject, we hope that this GCSE will foster young people's creativity and inventiveness. Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century. For students who are interested in Computer Science but who are not proficient in Maths with a predicted grade of 6 and above, will be offered Information Technology GCSE. More information will follow on this additional qualification if students choose this.

Course Outline

Students will be expected to apply their knowledge of computer systems and programming to solve problems using rapid prototyping techniques to test out ideas and prove that they work.

Learners will be expected to:

Recall, select and communicate their knowledge and understanding of the concepts and principles of computing science.

This will include:

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation



Assessment

Currently there are three assessment components:

An externally assessed, 1 hour 30 minute examination paper on computer systems, contributing 50% of the total assessment weighting.

An externally assessed, 1 hour 30 minute examination paper on computational thinking, algorithms and programming, contributing 50% of the total assessment weighting.



Year 9 Preference process

My initial thoughts and ideas - *This page does not need to be submitted.*

1. _____
2. _____
3. _____
4. _____

Reserve 1. _____

Reserve 2. _____

BLOCK 1 - Core subjects	BLOCK 2 - EBACC subjects	BLOCK 3 - Open subjects
Compulsory	Choose at least one (Max 4)	Choose up to three
English Language English Literature Maths Science (Combined or Separate Science) Core PE PSHE	Geography History French OR Spanish Separate Science	Art Business Citizenship DT: Design Technology BTEC Drama Ethics & RE BTEC Health & Social Care Hospitality & Catering Music Photography BTEC Sport Statistics

Alongside the four subjects selected remember to select two reserves which can be from either Block 2 (EBAAC Subjects) or Block 3 (Open Subjects).

Important Contacts

David McFaul - Assistant Principal (Teaching and Learning)

Email: david.mcfaul@clf.uk

Jacqui Pratlett - Associate Assistant Principal (Year 9 Raising Standards Lead)

Email: jacqui.pratlett@clf.uk

Nichole Forster - Associate Assistant Principal (KS4 Raising Attainment)

Email: nichole.forster@clf.uk

Georgia Wilde - Careers and Aspirations Co-ordinator

Email: georgia.wilde@clf.uk

General Enquiries

Email: enquiries@broadoakacademy.clf.uk

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