

A person is standing on a cobblestone path that leads towards a range of mountains under a sunset sky. The path is made of large, rounded stones and is flanked by a dirt shoulder. The mountains in the background are partially covered in snow and are silhouetted against the bright orange and yellow sky. The overall mood is one of a long journey or a path leading to a destination.

King's Academy Easthampstead Park

Welcome to Key Stage 4 Foundation Pathway 2025

**“Respectful Successful
World Wise**

Honesty Faith Courage

Dear Parents/Carers

Re: Key stage 4 Pathways

As a school we are committed to working with students and parents to ensure that each student has access to a curriculum which is broad and balanced, covering a range of subject areas in depth and ensuring that all students achieve the highest standards of which they are capable. Our aim is to ensure all learners enjoy their studies, are challenged and given the opportunity to excel in all subjects they study.

The Key stage 4 Pathway curriculum model allows students to choose 4 subjects in addition to the core Maths, English, Science, PE, PSHE and all students will continue to participate in the daily PREP programme that covers a range of skills and topics relevant to the real world, work skills, social, emotional and recognising the importance of reading.

The EBacc qualifications are held in high regard at GCSE, A Level and University. Since 2010, the government has encouraged students where appropriate to study the English Baccalaureate (EBacc) with an intention that 95% of all students will follow this pathway in Key Stage 4.

To achieve this award, students need to achieve a grade 5 or above in the following subjects:

- English Language with English Literature
- Maths
- Science, including Computer Science
- Modern Foreign Language: German, Spanish or Home Language
- Humanities: Geography or History

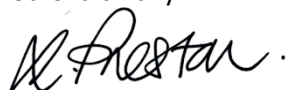
It is not compulsory for all students at King's Academy Easthampstead Park to opt for both a humanity and a language in order to study the EBacc but it is **strongly recommended**. All students will need to opt for at least one EBacc subject as part of a broad and balanced curriculum. Your child would therefore need to choose as a minimum from Geography, History, German, Spanish, or study a 'Home Language'.

- GCSEs are fully linear, this means that all exams will take place at the end of the two year course in Year 11.
- Assessment will normally be by examination only, except where some non-examined assessments are the best approach, such as GCSE Art or Vocational qualifications. Although all Vocational qualifications will also include an external examination.
- Exam availability - assessment will be available only in the summer.
- Grading: GCSEs are graded from 1 to 9, with 1 as the lowest grade and 9 the highest. This means that the new GCSEs will not use the familiar A*-G scale. The bottom of a grade 7 will equal the bottom of a grade A and a grade 5 will be considered a strong Pass equal to a 'high' C. Vocational subjects award from a level 1 pass to a level 2 distinction.

We hope that you will find the Foundation Pathway evening useful with regards to understanding what subjects are available to study at Key stage 4. Please ensure that you visit all the subjects that are available at GCSE that interest your child. Ask relevant staff questions about the curriculum content, structure, assessment and your child's suitability for the course. Be open minded to different subjects and consider the advice on the following pages when making your choices. We cannot guarantee that every student's choice is met due to class sizes and subjects' combinations but we will work with students and parents to do our very best to meet the students' needs and requests.

You have until **Friday 28th February 2025** to make your final choices. After this date your child will be allocated a Pathway for Key Stage 4.

Yours faithfully



Miss L Preston

Assistant Heateacher – Behaviour & Culture

Checklist for Success for Students

Look through the following list and over the coming weeks tick off when you have completed them.

They will really help you to approach the pathway process successfully. Your choice of subjects and qualifications will not only affect how you spend your time in school during the next two years, it can also help set you up for the career or college course you want later on. **It is an important choice and one which you will not be allowed to change later!**

- Read the pathway booklet carefully.
- Read the pathway booklet with your parents and discuss your ideas.
- Explain your choices to your parents.
- Think of any questions you have and ask your tutor, teachers, Miss Bendell, Miss Preston or Ms O'Brien.
- Make a list of your subjects and rank them according to how much you like them and how good you are at them. That will really help you to make your decision.
- Consider and research what subjects your career plans require.
- Ask your subject teachers to fully explain what you will do in Year 10 and 11.
- Ensure that you have picked a good combination of subjects. Where appropriate a choice of subjects that meet the EBacc.
- Finally, you have chosen subjects that you enjoy and know what is involved in studying them.

Our advice when considering your subject choice is to choose subjects that:

- You are most likely to work enthusiastically in and succeed at.
- You think you will enjoy and you feel you are good at.
- Provide a balance and variety. By keeping a balance at this stage, you will not close off future options.
- You must include one of the following: Geography, History, German or Spanish.
- You may need for your future education and/or career path.
- Your parents, carers, family, and friends probably know you better than anyone. They can help you focus on what you are good at, your likes and dislikes and what you are like as a person. Share your ideas with them - they might have some useful suggestions.

SOME DO'S and DON'Ts

- Do talk to parents, subject teachers, your form tutor, older students, careers staff - they are all here to help.
- Do read the subject details in this booklet carefully and ask if you need to know more.
- Do opt for a balanced choice of subjects to keep open future careers and study options.
- Do choose subjects you enjoy and that you are good at.
- Do not choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher). You may well have a different teacher next year.
- Do not choose a subject because your friends are choosing it. You are deciding about your future and they may not be in the same group as you.

Good luck





King’s Academy Easthampstead Park supports all our students by helping them to find a path for the future. From Year 7 onwards, opportunities are given to develop students’ thinking about career choices, apprenticeships, further education, and the right pathway to success.




We ensure all students research and discuss careers through a CEIAG programme that supports development in PHSE. We have a structure which allows students to develop their CV writing skills alongside undertaking a mock interview supported by our partnership with local IT company Fujitsu. We run an assembly programme which supports careers assemblies on a termly basis, ranging from local market information to how to start applying for apprenticeships. Students in Year 10 spend a day in KAEP6 so they can get a feeling of the 6th form experience.

Every student in KS4 will have bespoke career interviews focusing on their pathways and from this they will create an action plan created with links, advice and useful websites to pursue their chosen pathways.

Students are also signposted to the school website which contains lots of key information and guidance relevant to our students.

In addition to specific lessons on CEIAG for career development, we also have a range of business partnerships that support our growing employer engagement. We currently offer students:

	<p>Surrey University</p> <p>Surrey University continue to support the development and aspiration of Year 10 students through sessions on</p> <ul style="list-style-type: none"> • Post 16 study options and progression into post 18 pathways. • Numeracy- 1 day Maths GCSE revision conference in Guildford • Literacy - 1 day English GCSE revision conference in Guildford • Surrey Scholars - ‘Y 10 Realise Your Potential programme’ <p>The annual Saturday programme takes place from January to March consisting of practical subject taster, career webinars, group research project and GCSE revision Masterclasses. This is available to all students</p>
	<p>Fujitsu Partnership Programme</p> <p>CV skills writing, Mock interviews, Women in business breakfast meetings, Special operations tours and mentoring.</p>
<p>Independent careers Advice</p>	<p>Independent Careers Advice</p> <p>A level 6 qualified careers advisor ensures every student in Years 10 & 11 receives at least 1 bespoke 1:2:1 careers appointment to offer advice and guidance along with a an Action Plan to move forward .</p>

	<p>Johnson & Johnson Partnership Programme</p> <p>Working with KAEP6 through Years 12 & 13 to teach key business skills to develop our students.</p>
	<p>The ASK Programme</p> <p>Throughout Years 10 & 11 - ASK aims to raise awareness of the benefits of apprenticeships, develop employability skills, and ensure young people make informed career choices that align with their interests and aspirations.</p> <ul style="list-style-type: none"> • In school workshops • online tools • expert advice, • Parent webinars
	<p>Criss-Cross Challenges</p> <p>Enterprise Days, STEM speakers and workshops supported by staff and external specialist</p>

Year Specific Opportunities

Year 10: The first of two opportunities to submit a formal job application to Fujitsu representatives requires students to prepare a covering letter with their CV for a particular role, and to be interviewed by a Governor. Fujitsu business staff come into school to give CV writing training, along with a job interview scenario. Students will present themselves at the interview, wearing full formal attire and be expected to answer on the spot questions. We also have opportunities for students to visit workplaces and talk to professionals regarding their career pathways. Students are also supported through a Surrey University 'Surrey Scholars' programme to support in aspiration along with masterclasses in English and Maths.

Year 11: Representatives from Advice Skills and Knowledge give talks and advice on how to apply for apprenticeships and colleges, alongside a day in KAEP. Our independent careers advisor will deliver bespoke career interviews along with other agencies to offer a more sustained support in place for some students.

KAEP6: With a detailed CV ready to go, students are expected to contact local businesses to secure their own work experience placement for a week. Students are asked to complete a diary and feedback to other students about the pros and cons of working in that particular industry. Using enrichment time, further skills required can then be obtained and evidenced in students' CV to give them the edge over other candidates.

Careers and Enterprise

At King's Academy Easthampstead Park we have a range of information and guidance opportunities that are planned into our curriculum time. We offer students a range of enterprise activities, careers events, mock interviews, STEM workshops and CV support as a given; alongside numerous trips to Universities and organisations that will support students in making future choices and raising their aspirations.

We also respond to changes in the economy and try to add to our programme to ensure your child will be prepared for a rapidly changing job market at an unstable time. We ensure local market information encourages students to know about local career opportunities in public services and identify the need, range and skills these workers should possess. We look to give CPR training to all students in the school, and share information about the jobs, direct from the experts.

As you stand at the crossroads of your academic journey, we invite you to start thinking about your post 16 options. Although you are currently a couple of years away from these choices time will fly by and before you know it you will be having to make decisions about your pathway after GCSE.

Embrace the spirit of KAEP6 of "Stay Close to Go Far" in our vibrant sixth form as we nurture your growth, ignite your passions, and propel you toward a successful future. This is where your every step is guided by respect, determination, resilience, and excellence.

Our Sixth Form is more than a continuation of your education; it's a dynamic community dedicated to fostering intellectual curiosity, leadership skills, and personal development. With a range of A-level courses, a familiar environment and dedicated teachers, we provide the foundation for your academic success.

By choosing to "Stay Close," you'll benefit from a supportive environment that values your unique talents and encourages collaboration. Our close-knit supportive community ensures personalised guidance, empowering you to explore your interests and achieve your full potential. We have the benefit of small class sizes, positive relationships and success in supporting students to go far and at no additional travel or uniform costs.

There are also plenty of development opportunities through our partnerships with industry, leadership roles in the KAEP6 Head Team and through the Challenges Abroad programme where students have visited Cambodia, Thailand and Panama. This year's trip is to Peru

But "Stay Close" doesn't mean staying confined. It means forming lasting connections, building a network of friends and mentors, and creating memories that will accompany you on your journey. Our commitment to excellence ensures that your learning experience is both enriching and memorable.

"Go Far" is not just a destination; it's a promise. Our Sixth Form equips you with the skills, knowledge, and confidence to reach new heights in your academic and personal aspirations. Whether these aspirations lie in academia, the arts, sciences, or beyond, our supportive sixth form community will guide you toward achieving your goals. We have an alumni of students who have gone to be very successful through the University or apprenticeship route post 18.

Determination fuels our collective spirit. In our Sixth Form, we empower you to set ambitious goals and provide the resources and guidance needed to achieve them.

Resilience is the bedrock of success, and our Sixth Form instils this vital quality in every student. Through challenges and triumphs, you'll discover your inner strength, building a foundation that prepares you for the ever-evolving world beyond the classroom.

Excellence is not just an aspiration; it's an expectation. Our commitment to academic rigor ensures that you receive an education of the highest standard. We strive for excellence in every aspect, preparing you to excel not only in examinations but also in life.

Further information about our Sixth Form will be shared with you as you move through your KS4 journey but if you have any questions about life in KAEP6 then Mr Puttick, Mr Hall or one of our KAEP6 Head Team will be happy to answer them for you.

We would love you to join us in the adventure of the Sixth Form at KAEP. Together, let's "Stay Close to Go Far" and unlock your true potential.

Yours faithfully



Mr Puttick
Director of KAEP 6

Business – GCSE Option

Course content:

After studying Business students will have an insight into just how businesses operate, including how to set up a business of their own. This is a practical course, using real businesses as examples. Students will learn skills to help in decision making and will be one step ahead in understanding how businesses operate.

This course suits students who may be interested in:

- Being their own boss and running their own business
- Understanding just what goes on in the world of work
- Knowing what businesses look for when they recruit staff
- Seeing how a business gets its money to operate
- Knowing why so many adverts are aimed at teenagers
- Understanding why the same big businesses operate around the world

During Business (01) students will explore:

- The purpose and role of a business from spotting an opportunity through to the growth of an established business.
- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Students are introduced to business concepts and issues concerning the activities of a business.
- The role of marketing and human resources.

During Business (02) students will explore:

- Influences on businesses, including the environment and how many businesses are operating around the world.
- Students take a closer look at the role of operations and finance in business activity.
- Operations include production processes, quality of goods and services, customer service, and working with suppliers.
- Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Requirements to study this course

Business is a course designed for students predicted grade 5 or above in English and Maths, as 33% of the content is mathematical, challenging and requires good written skills. Students with an interest in the world around them and in how businesses function, will find this course motivating and challenging.

Exam Board: OCR

Assessment:

Assessment is through two terminal exams at the end of Year 11. The exams consist of several multiple choice questions, short answer questions and many essay-style questions designed to test the student's ability to justify their decisions and thoughts.

- Business (01) 1 hour 30 mins (80 mark) exam paper = 50%
- Business (02) 1 hour 30 mins (80 mark) exam paper = 50%

If you require further information, please contact **Ms Evans**

Child Development – GCSE Option

This course is helpful if students are interested in the following careers: nursery nurse, childminder, preschool and primary school teacher, nurse, midwife, GP, nutritionist, children's entertainer, psychologist and designer. It works well with all core subjects and Hospitality and Catering.

Course content:

Year 10 - Childhood development.

- Reproduction and the roles and responsibilities of parenthood.
- Antenatal care and preparation for birth.
- Postnatal checks, postnatal provision and conditions for development.
- Child safety.
- Examination techniques.

Year 11 - Controlled assessments.

- Practice controlled assessments.
- Completion of Controlled Assessment (understand the equipment and nutritional needs of children from birth to five years).
- Completion of Controlled Assessment (understand the development of the child from birth to five years).

Resources required to study this course:

Stationery equipment is essential including pencils.

Students may be required to purchase child related magazines to support controlled assessment work and will be required to visit their local NHS surgery, to gather information for controlled assessment work.

Students will need to be able to observe a child under the age of five for your R020 Controlled Assessment. The purchase of a Child Development revision guide is essential.

Exam board: OCR Cambridge National

Assessment:

Examination paper (1 hour 15 minutes) - Health and wellbeing for child development (50%).

Controlled assessment (7-10 hours) - Understand the nutrition and equipment needs of children from birth to five years (25%).

Controlled assessment (7-10 hours) - Understand the development of a child from birth to five years (25%).

If you require further information, please contact **Mr Proctor or Ms O'Brien**

Computer Science – GCSE Option (EBACC)

Course content:

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical Programming

Students will be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language (Python). Students will be assessed on these skills during the written examinations, in particular component 02 (section B) which looks at how students can apply their programming knowledge.

Requirements for studying this course:

Students should study this course if they want to understand and apply the fundamental principles of Computer Science, including abstraction, decomposition, logic, algorithms and data representation; AND analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Students will learn pseudocode and Python programming language as part of the course.

We will only accept students onto the course if they have a Maths prediction of 6 or above. This course is **NOT** suitable for students predicted below 6 as the mathematical thinking required is quite challenging.

Exam board: OCR

Assessment:

Computer Science - Exam (1hr 30 mins), (no calculators allowed)
Computational thinking, algorithms and programming – Exam (1hr 30 mins)

If you require further information, please contact **Mr Cook** or **Ms Evans**

Creative iMedia – GCSE Option

The Level 1/Level 2 **Cambridge National in Creative iMedia** is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

Course content:

The course consists of one externally examined piece and 2 centre-assessed (coursework) units of work. This is a course with high written and analytical aspects. Students will be expected to write extensively about a range of Creative iMedia topics.

R093 Creative iMedia in the media industry (externally examined)

Students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

R094 Visual identity and digital graphics (coursework)

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. This is a creative unit which students enjoy.

R097 Interactive digital media (coursework)

In this unit, students will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

Requirements for studying this course:

There are no specific requirements for this course apart from an interest and enthusiasm for using IT and media skills. Techniques needed will be taught and this is an enjoyable, creative course suiting a range of abilities. All are welcome!

Exam board: OCR Cambridge Nationals

Assessment:

Creative iMedia in the media industry written paper, set and marked by OCR 1hr 30 mins
2 x Centre-assessed tasks on **“Visual identity and digital graphics”** and **“Interactive digital media”**

Students will be graded at Level 1 or Level 2 as Pass, Merit, Distinction, Distinction* which are equivalent to GCSE grades.

If you require further information, please contact **Ms Evans**

3D Design – GCSE Option

Our 3D Design course forms a perfect balance between Technology and Art and will suit students with a creative impulse to realise intentions away from the traditional 2D canvas, paper, pencil and paintbrush. Operating within the security of the Design department, lessons are based in a designated 3D Design classroom and workshop in the DT dept where a number of skills and materials are explored. Students will have the opportunity to further develop 3D construction skills explored through KS3 and will work in a variety of materials from wood and metal, plastic and clay to produce Artworks linked to revered 3D artists and designers. Homework tasks will include the use of photography, drawing and recording in a range of materials- in both 2D and 3D.

Course content:

Year 10

- 'Time, space and technology': 3D portraits linked to the work of Naum Gabo. Students will explore 3 dimensional design using sheet timber and acrylic to produce slotted sculptures in the workshop.
- 'An Engine for living': Exploring Le Corbusier, modernism and architectural design in technical drawing and model-making.
- 'Unnatural forms': Designing and building 'movie' monsters and alien forms in clay, mod-roc and wire inspired by the work of Phil Tippett, Brian Froud and Diane Martin Lubinski.

Year 11

- Completion of 'Unnatural forms': Designing and building 'movie' monsters and alien forms in clay, mod-roc and wire inspired by the work of Phil Tippett, Brian Froud and Diane Martin Lubinski.
- Exam preparation and development.
- Exam and final coursework review.

Exam board: AQA

Assessment:

Students are assessed according to AQA Assessment objectives: AO1: Develop, AO2: Refine, AO3: Record, AO4: Present.

The course is graded based upon a 60% coursework, and 40% exam basis. Students will produce a 'Portfolio of work' and an 'Externally set task' for submission at the end of the course in Y11.

There will be approximately 12 weeks of preparation work which culminate in a 10 hour practical exam in April of year 11.

Students will produce a digital and physical sketchbook as preparation work and a final piece in the practical exam. This makes up 40% of the final grade. Ongoing assessment will take the form of student/teacher dialogue via the Google drive system and physical sketchbooks containing design development.

Career Opportunities:

Students with any inclination towards creativity and cultural awareness should definitely consider studying 3D Design at GCSE. It provides an integral basis for any further study in practical trades, and the creative industries: Fine Artist, animator, Director, Art Director, Sculptor, Fashion designer, Set designer, Conceptual artist, model maker...the list of lucrative and successful professions which begin with a GCSE in 3D Design is endless. KAEP offers a course with teaching staff with a passion for the subject and desire to see students succeed in their classroom and beyond. This course provides a practical avenue for students who wish to pursue a career within the trades, engineering or design professions.

Extra-Curricular Opportunities:

We are strong believers in arts education beyond the classroom and students increasing their cultural enrichment by experiencing Art and Sculpture in a wider context. To this end we run the following trips throughout our GCSE course to enrich work carried out in lessons:

Year 10: Visit to 'Visit to a London gallery' (exhibition changes annually) and opportunity to record London architecture to link to the Architectural design project.

Year 11: Visit to 'Harry Potter World', to experience the professional world of Movie design in preparation for the 'Unnatural forms' project.

If you require further information, please contact **Mr Proctor**

English – Compulsory Curriculum

English is a course that has something for everybody; different text types, different writing styles and a speaking & listening component. We choose texts that we feel our classes will enjoy and be able to dig their teeth into; hopefully creating a desire to become a lifelong reader.

English is considered a key course by colleges, universities and employers because of its wide-ranging applications. The creative side of the course will excite those with an artistic flair and a love of writing; employers love creative employees as they are normally good problem solvers and people who can imagine new opportunities. Both Language and Literature courses focus on analysis skills. These skills are highly sought after as it demonstrates an ability to select and evaluate key information.

English is a universal subject sought by the majority of employers as good communication skills are vital in today's day and age. With an English qualification you could go on to be; a journalist, a writer, a copywriter, a P.R. officer or even a teacher!

Course content :

Both English papers look at the following skills:

- Comprehend/summarise
- Infer from language
- Compare
- Critically Evaluate
- Write for purpose and audience
- Write accurately with varying vocabulary

In year 10 pupils will study literature texts; the literature exam is “closed book”, meaning that students will not have their annotated texts with them; this means they will have to remember quite large pieces of text, because of this we expect all students to be re-reading texts continuously in addition to homework set.

In year 11 pupils will focus on skills and writing techniques that will aid them in their literature and language exams; this concentration on essay writing skills will allow the interleaving of previously taught literature texts. This structure may change due to the needs of classes, although the skills, texts and exams will not.

Resources required to study this course:

Students will need to purchase three texts for their English language course. When class sets have been decided your child's teacher will let you know via email which texts you need to purchase.

Exam board: AQA

Assessment:

The English Language course is an extract based series of exams with a focus on both fiction and non-fiction texts. Both English Language papers have sections to test students' writing skills; in paper one, they will have to write either a descriptive or a narrative piece and in paper two, they will have to demonstrate their ability to present a viewpoint.

The English Literature paper will see students examined upon: a Shakespeare play, a 19th century novel, an example of a modern prose or drama text and some selected poetry. The English Literature exam is 'closed book' meaning that students will have to memorise key quotations and their meanings; more than ever this means that revision at home is of the utmost importance.

Both courses have a strong focus on analytical skills and writing.

English Language

Paper One: *Explorations in Creative Reading and Writing* 50% of GCSE

Paper Two: *Writers' Viewpoints and Perspectives* 50% of GCSE

English Literature

Paper One: *Shakespeare, The 19th Century Novel* 40% of GCSE

Paper Two: *Modern Texts and Poetry* 60% of GCSE

If you require further information, please contact **Mr Wedge**

Film Studies – GCSE Option

Film Studies takes you on a journey through films from different time periods, countries, and genres, allowing you to see the world through the lens of filmmakers globally. You'll learn to analyse films professionally, exploring why audiences connect with stories in various ways and uncovering the methods filmmakers use to create unforgettable moments. You'll also discover pathways into the film industry, opening doors to careers in this dynamic, creative field. The course is highly analytical, requiring deep engagement with film, history, and techniques. It demands independent thinking, as students must draw conclusions and develop well-supported arguments. Extended writing tasks like essays and reviews help refine your ability to articulate complex ideas clearly and persuasively.

The most exciting part? You'll put your knowledge into action by creating your own original short film, showcasing your creativity and understanding of production. If you're ready to see movies in a whole new way and tell your own stories, Film Studies is the perfect choice!

Course content:

Component 1 - (35%) Key developments in US film

- US Film - Comparative Study of two American films
- Key Developments in Film and Film Technology
- US Indie Films - Single Film Study

Component 2 - (35%) Narrative, Representation and Film style

- Contemporary UK Films - Single Film Study.
- Global Film (English speaking) - Single Film Study
- Global Film (non-English language) - Single Film Study

Component 3 - (30%) Non-exam assessment

In GCSE Film Studies, the coursework accounts for 30% of the final grade. Students must independently create an original short film lasting 2 to 2.5 minutes, focusing on a specific genre.

Resources required to study this course:

All films and materials will be supplied. Students however would find it advantageous to have a USB stick to upload filmed footage and will use their mobile cameras to complete many filming tasks. Cameras exist within the Department and can be used by students for Filmmaking projects. Students will be given folders that will encompass the materials from the full course of study and will be expected to have these at all times. Additionally, a range of highlighters are encouraged when exploring course content, as these will enable students to work using a key when sourcing material. them.

Career Opportunities:

Studying GCSE Film Studies opens up a range of exciting career opportunities in the creative industries. It provides a strong foundation for roles in filmmaking, such as directing, screenwriting, cinematography, and editing, as well as behind-the-scenes positions like production design and sound engineering. Additionally, it fosters critical thinking and analytical skills that are valuable in film criticism, marketing, and media research. By exploring the art and business of film, students can also prepare for further study in media, journalism, or creative arts, paving the way for diverse careers in the ever-evolving world of film and media.

Exam board: WJEC/EDUQAS

Assessment:

Film Studies consists of 30% coursework which involves students completing a 2-4 minute short film production which they will need to direct, film and edit themselves.

The final exam accounts for 70% of the total GCSE and consists of two exams, each are 90 minutes long, both require an analytical assessment of how the films studied, create meaning and generate audience response.

If you require further information, please contact **Mr Lowe**

Fine Art – GCSE Option

The Fine Art GCSE course offers students the opportunity to refine and explore their creativity beyond artistic skills already covered in Discovery. During year 10 students will be introduced to a wide variety of artists and styles learning new skills and developing existing skills. Students will begin to add pieces of work to a 'portfolio of work' which becomes 60% of the final mark. Towards the end of year 10 students will begin a longer unit which will take them into year 11, working in a sketchbook. The exam at the end of Y11 produces the remaining 40% of marks which comprises a 10 week preparatory period culminating in a 2 day, 10 hour exam, to produce a final piece in response to an exam question explored over these 10 weeks.

Course content:

Year 10

- Landscape unit: acrylic and oil paint
- Natural Forms unit, Still Life: acrylic, oil, pastels, chalk, colour pencils
- Coursework project: Structures

Year 11

- Coursework project: Structures
- Exam preparation and development

Resources required to study this course:

Students will have access to all necessary equipment while in lessons, but as the nature of the course is to develop independent working and produce many elements to their coursework as homework, access to appropriate equipment at home is paramount.

We can provide an 'Art pack' at the cost of approximately £25 which will include an A1 folder, A3 folder, drawing pencils, aquarelle colour pencils, glue stick, and sketchbook. Additional A3 cartridge paper sketchbooks are available through the school at the cost of £6 (far cheaper than available in shops).

For the two year course, one sketchbook purchased from the Design Department will be necessary. In addition, canvas boards X2, canvases X2 will be beneficial. Letters will be sent out to parents when classes have been confirmed in June, so art packs can be organised, and be ready for collection in September.

As students develop their individual creative responses, investment in acrylic, oil, or watercolour paints and their own brushes will be of benefit moving into Y10.

Exam board: AQA

Assessment:

Students are assessed according to AQA Assessment objectives: AO1: Develop, AO2: Refine, AO3: Record, **AO4**: Present.

The course is graded based upon a 60% coursework, and 40% exam basis. Students will produce a 'portfolio of work' and an 'externally set task' for submission at the end of the course in Year 11.

Students with any inclination towards creativity and cultural awareness should definitely consider studying Art at GCSE. It provides an integral basis for any further study in the Arts and a gateway into the creative industries.

Fine artist, Architect, Graphic designer, Illustrator, Photographer, Film maker, Director, Computer game designer, Art-therapist, Comic artist, Art director, Sculptor, Fashion designer, Set designer, Conceptual artist...the list of lucrative and successful professions which begin with a GCSE in Art is endless.

King's Academy Easthampstead Park offers a course with a proven track record and teaching staff with a passion for the subject and desire to see students succeed in their classroom and beyond.

Extra-Curricular Opportunities:

We are strong believers in Arts education beyond the classroom and students increasing their cultural enrichment by experiencing Art in a wider context. To this end we run the following trips throughout our GCSE course to enrich work carried out in lessons:

Year 10: Visit to Kew Gardens to explore landscape photography and architecture including a tree-top walk experience.

Year 11: Visit to London galleries (This is dependent on exhibitions in specific galleries and changes annually)

If you require further information, please contact **Mr Proctor or Mrs Crallan**

Geography – GCSE Option (EBACC)

Geographers know the world better than anybody else! If students want a career that involves travel and people, then GCSE Geography is for them! We explore the Thar Desert, investigate the coast of the UK, dive into rivers (not literally) and discover Rio and Nigeria, amongst so much more.

This qualification is an EBacc qualification and can lead onto further study at A level.

Geography allows students to develop:

- Personalised independent learning
- Communication skills
- Technological skills such as ICT and Geographical information systems
- Interpersonal skills through debate and discussion
- Literacy, Numeracy and problem-solving skills

Course content:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Issue evaluation (based on pre-release material - released 12 weeks prior to the exam)
- Geographical skills
- Fieldwork - Trips to Bristol and Barton-on-Sea

Resources required to study this course:

There are no specific resources, but there is an expectation that a field trip will be undertaken and this will have a small cost implication. Revision guides in Year 11 will be a useful resource to purchase.

Exam board: AQA

Assessment:

Three exams, all taken at the end of the course:

Paper 1: Living with the physical environment (35%)

Paper 2: Challenges in the human environment (35%)

Paper 3: Geographical applications (30%)

If you require further information please contact **Mr Blay, Miss Buchanan, Miss Greenshields or Mrs Dinkelmann**

German – GCSE Option (EBACC)

Being able to speak another language is an essential skill in today's global society.

Languages undoubtedly open doors and employers are increasingly looking for students who have studied a language at GCSE level and beyond because of the skills that they develop through the language learning process i.e. communication, presentation, problem solving, organisation and independence.

Language graduates are more employable than science, business studies or ICT graduates and according to the British Council, German is the number 1 language associated with the UK's current largest export market with 45% of companies rating German as being important.

Some Russell group universities require students to have a language at GCSE or higher as part of their entry requirement.

Did you know that you can study languages at university alongside other subject's e.g. German and Engineering, German and Music, German and Business.

Course content:

Year 10 and 11

The EdExcel GCSE course builds on the MFL curriculum from DISCOVERY.

Students can use the specified vocabulary and grammar to listen to, read, speak and write about the following relatable and engaging topics:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Resources required to study this course:

AQA GCSE German course book

CGP German revision guide (with listening resources)

Collins German dictionary

These will be available to purchase on ParentPay.

Exam board: EdExcel

Assessment:

Students are assessed on all four skills: LISTENING, SPEAKING, READING and WRITING at the end of Year 11. There is no coursework.

Paper 1 - SPEAKING (50 marks 25%)

Foundation Tier – 7-9 minutes

Higher Tier – 10-12 minutes

Task 1: Read aloud and two short unprepared questions

Task 2: Role play in a transactional setting

Task 3: Picture description, two short unprepared questions and follow-on conversation

Paper 2 - LISTENING AND UNDERSTANDING (50 marks 25%)

Foundation Tier – 45 minutes

Higher Tier – 60 minutes

Section A: Listening: multiple-choice, multiple-response and short-answer open response questions.

All questions set in English.

Section B: Dictation

Paper 3 - READING AND UNDERSTANDING (50 marks 25%)

Foundation Tier – 45 minutes

Higher Tier – 60 minutes

Section A: Reading: multiple-choice, multiple-response and short-answer open response questions.

All questions set in English.

Section B: Translation into English

Paper 4 - WRITING (50 marks 25%)

Foundation Tier – 1 hour 15 minutes

Higher Tier – 1 hour 20 minutes

Picture task (Foundation tier only)

Two writing responses (both tiers, with a choice of two options for each question)

Translation into German (both tiers)

If you require further information, please contact **Miss Lees**

History – GCSE Option (EBACC)

Everybody knows how interesting History is! From Medieval monarchs to 20th Century dictators, historians are the most knowledgeable and fascinating people you are likely to meet. In GCSE History, we investigate past politics, societies, cultures, health, money, conflicts and more. It is about developing an understanding of how we got to where we are today.

History is an academic subject that is highly valued within further and higher education, and recognised for its challenging content by businesses. It stretches our critical thinking abilities; combining analysis, research, essay writing and communication skills. Historians make judgements based upon evidence, directing individuals to become more organised and prepared.

There is no end to the list of jobs for which History can prepare you. In particular, careers in law, politics, journalism, marketing, economics, insurance, teaching, business and curation are amongst the most likely destinations.

Course content:

Year 10

- Medicine in Britain, c1250-present
- The reigns of King Richard I and King John, 1189-1216

Year 11

- Weimar and Nazi Germany, 1918-1939
- The American West, c1835-1895
- Revision and exams

Resources required to study this course: Revision guides in Year 11.

Exam board: Edexcel

Assessment:

Students are assessed through three written examinations, covering four topics. There is no coursework or controlled assessment.

Paper 1 - Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches. (1hr 15 mins, 30% of qualification).

Paper 2 - The reigns of King Richard I and King John, 1189-1216 and The American West, c1835-c1895 (1hr 45 mins, 40% of qualification).

Paper 3 - Weimar and Nazi Germany, 1918-39 (1hr 20 mins, 30% of qualification).

If you require further information please contact **Mr Blay, Mr Ball, Mr Stear Mr Wilkins, Miss Larkin or Miss Preston**

Health and Fitness (Physical Education) – GCSE Option

This course is suitable for students wishing to pursue an interest or career pathway into the health and fitness industry. Students will develop core knowledge and understanding of various aspects surrounding health, fitness and sport. It can also help develop unexamined skills such as communication, teamwork and leadership which are essential for the job market and future career opportunities.

The course will focus on how exercise impacts the different body systems, and how different training principles and methods can be employed to effectively improve performance. Students will then apply their knowledge and prepare to deliver a health and fitness programme.

Course content:

- Understand and identify the main body systems and their functions.
- Understand the Principles of Training and FITT.
- Explore how physical activities affect the body in the short and long-term.
- Understand how relevant fitness tests can be used for specific health and skill components of fitness.
- Understand different lifestyle analysis tools and how to apply them.
- Create a health and fitness programme.

An interest in sport, health and fitness are important as you will study the following:

- Anatomy and physiology
- Principles of training
- Training methods
- Fitness testing
- Nutrition

Year 10

Work in Year 10 will focus on Unit 1 which is examined in the Summer of Year 11. This will cover the body systems, the effects of exercise, health and fitness, fitness testing and training.

Year 11

Work in Year 11 will concentrate on Unit 2, a coursework based unit focusing on training programmes. This will also be completed in Year 11.

There is no practical sports performance element within this course. Any practical content delivered is based around health and fitness activities only and will be required for the coursework element of the qualification. Students are not assessed on their sporting ability.

Resources required to study this course:

All students will need to be fully equipped for every lesson, tools for learning and full EP PE kit for any fitness activities conducted.

A keen interest in biology would be beneficial for anyone taking this course. As well as an appetite for the theory of the body, how it works and a desire to improve health and fitness.

Exam board: NCFE Level 1 / 2 Technical Award in Health and Fitness

Assessment:

Students will complete two units over the duration of the course. These will be assessed through a 90 minute exam worth 40% of the course and a 22 hour controlled assessment (coursework) worth 60%. Students are awarded PASS, MERIT or DISTINCTION level.

The PE department offers two courses: Physical Education and Health and Fitness. If a student chooses PE as one of their subjects, the course undertaken by each student will be determined by the PE department.

If you require further information, please contact **Miss Burrows**

Hospitality and Catering – GCSE Option

This course concentrates on the hospitality and catering industry. Students will develop the knowledge and understanding related to a range of hospitality and catering businesses, how they operate and what they have to take into account to be successful.

Course content:

Year 10

- Unit 2: Hospitality and Catering in action
- Students will learn key skills and knowledge to be utilised in their controlled assessment including nutritional needs, target markets and how to understand all requirements of the assessment.
- Students will carry out a practice assessment and be provided with personalised teacher feedback as well as have opportunities for self and peer assessment. Students will see model responses.
- Students will carry out a 7 hour practice assessment under controlled assessment conditions and will receive teacher feedback.
- Students will carry out their controlled assessment over 10 hours including a 3 hour practical exam.

Year 11

- Completion of Unit 1

Resources required to study this course:

- Ingredients – we will be cooking once a week or once per fortnight – dependent on timetable. Students are expected to bring their own ingredients (£5.00 - £10.00 per practical). We will of course help if there are any issues. Students will also need a large container for their ingredients.
- Stationery for theory lessons including coloured pencils.
- Revision books as recommended.

Exam Board: WJEC EDUQAS

Assessment:

Unit 1: The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 90 minutes. You will be graded as follows:

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2: Hospitality and Catering in Action is internally assessed: This involves completing a piece of controlled assessment in school under examination conditions. A task will be set by the exam board and will have to include a safety plan, preparation, cook and presentation of nutritional dishes.

Career Opportunities

The great bonus of this course is that there is a strong emphasis on gaining the required skills and knowledge via practical work so it is great for anyone who wants to learn 'by doing'.

This qualification will help develop the essential skills to move into employment, training and further education. Students could move onto NVQ's, BTEC Hospitality and Catering courses, Level 3 Food, Science and Nutrition. King's Academy Easthampstead Park offers this course with teaching staff that are passionate about a worthwhile subject and the desire for students to succeed in the kitchen and beyond.

Extra-Curricular Opportunities:

We are strong believers in students experiencing where their GCSE can take them. To this end we offer the following trips for Hospitality and Catering:

Year 10: Visit to France for French cuisine workshops and visit to Cadbury World in Birmingham.

Year 11: Visit to Local hotel restaurant kitchens to see professional catering in action.

If you require further information, please contact **Mrs Wise** or **Miss Miller**.

Mathematics – Compulsory Curriculum

Course content:

Maths is more than just using numbers and basic numeracy. There are also topic areas for algebra, shape, ratio and data. Maths allows students to build up and practise existing skills that are transferable to many other subjects that are studied at GCSE and skills that are used in real life.

These skills are:

- Collecting, Sorting, Grouping, Ordering, Systemising
- Comparing, Spotting patterns, Checking
- Predicting, Generalising, Proving, Recalling
- Measuring, Orderly Communication
- Further investigating, Reasoning, Exploring logically
- Presenting logically, Logical thinking, Processing thoughts, Problem solving

Students may already think mathematically, or may use GCSE Maths to help become more mathematically minded. A mathematically minded person is very employable and these mathematical skills will be a great benefit to students for the future.

There are four areas of Mathematics, each looking at various methods and rules, and how we can apply them to real life situations:

Number and Ratio

Number properties: fractions, decimals, percentages, place value, estimation, rounding, negative numbers, number patterns, ratio, proportion, compound measures.

Algebra

Solving, substitution, simplifying, rearranging and using formula, expanding, factorising, quadratics, graphs and sequences.

Shape, Space and Measure

Area, perimeter, volume, Pythagoras' theorem, angles, measure, constructions, circles, surface area, 2D and 3D shapes, loci, similarity, transformations and compound measures.

Handling Data

Probability and chance, representing data, comparing data and analysing data.

Using and Applying

This combines the 4 areas above with real life problems and comparisons.

GCSE work is not really 'new' Maths but builds on the knowledge that has been learnt at KS2 and KS3, so students need to work on their retention and think of this as an 11-year journey. When brand new concepts do emerge, they build on the foundation skills and extend thinking.

In order to succeed in Maths, students will need to ensure that they practise topics learnt in lessons regularly. Maths is not a subject that can be read from a revision guide; it needs to be something to do. Rehearsing, revisiting, repeating and revising mathematical topics again and again until it becomes natural. Maths is a marathon, not a sprint.

Asking questions to break a problem down is one of the most important mathematical skills. Patience and perseverance are just as important because certain topics can take time to sink in. They often connect with other topics that have been previously covered. KS4 is different to KS3, where certain units of work are very in-depth and can take several lessons to understand and master.

The final term in Year 9 is a gateway that helps students make a link from KS3 to KS4 Maths. The emphasis is to connect the skills and knowledge as well as help develop techniques for GCSE-style problems at foundation level. The teaching is geared to help students bridge between single answer questions to those that require more reading and interpretation so that the appropriate Maths is used to solve the question and real-life problems in context. Every student is stretched with their GCSE journey in mind.

Resources required to study this course:

All students are expected to have a calculator capable of dealing with fractions, decimals, BIDMAS, pi, indices and roots. A phone is not allowed as a substitute. We are also no longer allowed to lend a calculator in exam halls so students must bring their own and be completely familiar with their own brand/version.

Students also need a black pen, green pen for self-assessing, pencil, rubber, ruler, protractor, compasses and a highlighter.

All of the equipment above can be purchased from the school and an up-to-date list of costs is included in the student diary or on posters in the Maths department.

We are keen advocates of online resources such as mymaths.co.uk and drfrostmaths.com where students will find revision that has been divided up by grade and topic.

Since 2024, we have been using SPARX maths for years 7 to 11. This is our hwk platform where weekly work is set for students to access for both KS3 and KS4.

Additional Advice:

As well as being a compulsory subject to study at GCSE it is also one of the best ways to train your brain to problem solve and think logically, which are both everyday real-life skills.

Mathematics is used in many careers including: accounting and finance, business, medicine, engineering, forensic science, teaching, research, IT, programming, web and games development, forecasting, design and construction, space sciences and many other disciplines.

A GCSE in mathematics opens a lot of doors. It is a highly sought after qualification by employers due to its nature in how it exercises the brain.

This is a 2-year course and so students MUST keep all exercise books from the end of Year 9 through to Year 11. This is where all class notes are recorded, homework is completed, and consolidation work is done and marked. Therefore, exercise books should be the first port of call for studying and revision.

Exam board: EDEXCEL

Assessment:

There are three external examination papers at the end of Year 11. Each paper is 90 minutes long and is worth 80 marks, giving a total of 240. These papers cover the skills from the GCSE course and rely on key knowledge from Year 6 upwards. The first paper is non-calculator and the other two are both calculator papers.

There is no controlled assessment in Maths.

We use 3 assessment points in each year to give students mock exams that mimic the real exam experience. Students have a chance to see real papers, real grade boundaries and real examiner's mark-schemes. This prepares them for the actual exam in year 11; developing their confidence step by step.

If you require further information, please contact **Ms Devine** or **Mr Powers**

Media Studies – GCSE Option

Media Studies takes you on an exploration of the diverse world of media, where you'll study a wide range of texts, from television shows and films to social media, advertising, music videos, and video games. You'll learn to critically analyse how these media products shape and influence society, exploring the ways they reflect cultural values, ideologies, and trends. The course encourages independent thinking as you evaluate how media messages are constructed and how audiences interpret them. You'll also develop key skills in research, analysis, and creative production. Whether examining the impact of advertising, the evolution of digital media, or the role of social media influencers, Media Studies opens doors to various career pathways in journalism, marketing, public relations, and digital media. It's the perfect course for anyone eager to understand the power of media and its role in shaping the world around us.

One of the most exciting aspects of Media Studies is the opportunity to apply your creativity through coursework, where you can produce your own media products like advertisements, music videos, or digital content. This hands-on experience allows you to experiment with different techniques and technologies, bringing your ideas to life while gaining valuable skills for future media-related careers.

Course content:

Component 1 - (40%) Exploring the Media

- Language, Representation, Industry and Audience
- A Study of the following industries:
 - Magazines, Radio, Video games, Film marketing, Newspapers, Advertising

Component 2 - (30%) Understanding Media Forms and Products

- Media Language, Representation, Industry and Audience
- Section A: Television
- Section B: Music (music videos and online media)

Component 3 - (30%) Non-exam assessment

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

Resources required to study this course:

All films and materials will be supplied. Students however would find it advantageous to have a USB stick to upload filmed footage and photographs. Cameras exist within the Department and can be used by students for filmmaking projects. Students will be given folders that will encompass the materials from the full course of study and will be expected to have these at all times. Additionally, a range of highlighters are encouraged when exploring course content, as these will enable students to work using a key when sourcing material.

Exam board: WJEC

Assessment:

Media Studies consists of 30% coursework which involves a completed audio visual short film production. The final exam accounts for 70% of the total GCSE and consists of two exams which require an analytical assessment of how audiences respond to a wide range of media products including: the news and newspapers, advertising, music videos, film promotional content, magazines and the television industry.

If you require further information, please contact **Mr Lowe**

Music BTEC Tech Award – GCSE Option

Overview:

The Pearson BTEC Tech Award in Music provides students with the opportunity to explore the music industry, develop technical and creative skills, and gain hands-on experience in performance, composition, and production. This Level 1/2 qualification equips learners with the knowledge and practical abilities needed for further study or careers in the music industry. We recommend that students are already competent or have music lessons outside of school on at least one instrument or as a vocalist. A large section of the course is spent using our DAW, specifically Soundtrap, where we regularly compose, arrange and manipulate music.

The grades awarded are L1 Pass, L1 Merit, L1 Distinction, L2 Pass, L2 Merit, L2 Distinction and L2 Distinction*.

Course content:

The course is divided into three components:

Component 1 - Exploring Music Products and Styles

- **Objective:** Investigate music genres, styles, and products to understand their development and features.
- **Assessment:** Internally assessed coursework.
- **Coursework Requirements:**
 - **Task 1:** Genre and style research report (approximately **1,500–2,000 words**).
 - **Task 2:** Practical exploration of musical styles through performance, composition, or production. Evidence may include:
 - Video or audio recordings of practical work.
 - Practice notes, session logs, or reflective journals (around **800–1,200 words**).
 - Annotated music scores or production notes.
 - **Supporting evidence:** Listening and analysis logs (around **1,000 words**).
- **Focus Areas:** Historical context, instrumentation, and production techniques.

Component 2 - Music Skills Development

- **Objective:** Develop technical skills through rehearsal, practice, and feedback.
- **Assessment:** Internally assessed practical and written coursework.
- **Coursework Requirements:**
 - Practice log/journal (approximately **1,500–2,000 words**).
 - Technical skill evaluation reports (around **500–1,000 words**).
 - Final performance or production supported by rehearsal notes or creative documentation.

Component 3 - Responding to a Commercial Music Brief

- **Objective:** Respond to an externally set brief by creating and presenting original musical work.
- **Assessment:** Externally assessed performance or production and log.
- **Coursework Requirements:**
 - Idea's development log (approximately **1,200–1,500 words**).
 - Final evaluation report (around **800–1,000 words**).
 - Submission of recorded performance, composition or production.

Resources required to study this course:

For musicians, access to a musical instrument at home is compulsory.

Access to a computer for research and reflection would also be beneficial.

Exam board: BTEC Pearson/Edexcel

Key features of the course:

- **Versatility:** Tailor the course to your interests in performance, composition, or production.
- **Practical Learning:** Hands-on sessions with industry-standard equipment and software.
- **Real-World Insights:** Learn about roles and responsibilities in the music industry.
- **Progression Pathways:** Ideal for progression to Level 3 music qualifications, apprenticeships, or further training in music production, performance, or management.

Total word count for coursework:

The approximate total coursework word count for the qualification is **7,500–9,000** words, divided across the three components.

This course is perfect for learners who are passionate about music and eager to develop their skills in a practical and engaging environment.

If you require further information, please contact **Mrs Hill**

Performing Arts, Dance or Drama (You may only select one) BTEC – GCSE Option

The Pearson BTEC Tech Award in Performing Arts is designed to introduce students to the performing arts industry, fostering creative, technical, and practical skills. This Level 1/2 qualification offers a balanced mix of academic and hands-on learning, preparing students for further study or entry into the performing arts field.

The grades awarded are L1 Pass, L1 Merit, L1 Distinction, L2 Pass, L2 Merit, L2 Distinction and L2 Distinction*

Course content:

The course is divided into three components:

Component 1 - Exploring the Performing Arts

- **Objective:** Understand the processes and techniques used by performing arts practitioners.
- **Assessment:** Internally assessed coursework.
- **Coursework Requirements:**
 - Written analysis (approximately **1,500–2,000 words**).
 - Research and practitioner case studies (around **1,000 words**).
 - **Supporting evidence:** annotated scripts, diagrams, or journals.
- **Focus Areas:** Drama, dance, or music performance.

Component 2 - Developing Skills and Techniques in the Performing Arts

- **Objective:** Develop performance skills through practice and rehearsal.
- **Assessment:** Internally assessed practical and written coursework.
- **Coursework Requirements:**
 - Skills log/journal (approximately **1,500–2,000 words**).
 - Reflective evaluations after rehearsals (around **500–1,000 words**).
 - Final performance assessment supported by a rehearsal diary.

Component 3 - Performing to a Brief

- **Objective:** Respond to an externally set brief, creating and performing an original piece.
- **Assessment:** Externally assessed performance and log.
- **Coursework Requirements:**
 - Idea's development log (approximately **1,200–1,500 words**).
 - Final evaluation report (around **800–1,000 words**).
 - Video-recorded performance submitted for grading.

Resources required to study this course:

Appropriate clothing and footwear for dancers.

Access to a computer for research and reflection would also be beneficial.

Exam board: BTEC Pearson/Edexcel

Key features of the course:

- **Flexibility:** Focus on your strengths in acting, dancing, or musical performance.
- **Practical Learning:** Engage in regular rehearsals and workshops.
- **Real-World Preparation:** Gain insights into industry practices and roles.
- **Pathways:** Ideal for progression to Level 3 qualifications or apprenticeships.

Total word count for coursework:

The approximate total coursework word count for the qualification is **7,000–8,500 words**, divided across the three components.

This course is perfect for learners who are passionate about music and eager to develop their skills in a practical and engaging environment.

If you require further information, please contact **Mrs Jeremiah**

Photography – GCSE Option

The Photography GCSE course offers students the opportunity to explore lens-based creativity building on artistic skills already explored in Discovery. The school has the best resources in the area with a large darkroom, PC suite with Photoshop, a photographic studio, and Canon DSLR cameras. The first 2 terms in year 10 are an introduction to the subject ensuring core skills are learnt. Students then complete a Darkroom, Photoshop and Mixed media project to begin adding outcomes to a 'portfolio of work' which becomes 60% of the final mark. In Year 11 students complete the 'Atmospheres' sustained unit for their portfolio. This project lasts until January. The exam at the end of Year 11 produces the remaining 40% of marks which comprises a 10 week preparatory period culminating in a two day, 10 hour exam to produce a final piece in response to an exam question explored over these 10 weeks.

Course content:

Year 10

- Introduction to Photography 'Genres' project.
- Coursework project: Photoshop skills
- Darkroom unit
- Coursework project: Mixed media and Distortion

Year 11

- Coursework project: Atmospheres and narrative
- Coursework project: Atmospheres and narrative
- Exam preparation and development
- Exam and final coursework review

Resources required to study this course:

King's Academy Easthampstead Park has invested a substantial amount into our Photography course, and although equipment is available during lesson time, it is highly recommended that students have access to their own equipment outside of class. We highly recommend that students have access to either a DSLR or Bridge camera in order to achieve the best results. Access to a tripod in year 11 is also advised.

We offer a 'Photography pack' to assist in student's development on the course at the cost of £10. This pack includes an A3 folder and photographic paper. Letters will be sent out to parents when classes have been confirmed in June, ordered before summer break, and be ready for collection in September.

NB: Due to the resources available to the school, we will only be available to provide one class of 20 students for this subject.

Exam board: AQA

Assessment:

Students are assessed according to AQA Assessment objectives: AO1: Develop, AO2: Refine, AO3: Record, AO4: Present.

The course is graded based upon 60% coursework, and 40% exam basis. Students will produce a 'portfolio of work' and an 'externally set task' for submission at the end of the course in Year 11.

Ongoing assessment will take the form of student/teacher dialogue via the Google drive system.

Students will produce 'digital portfolios' over the three-year course using Google slides, which enables 'virtual' marking and feedback without the need for books to be handed in.

Career Opportunities:

Students with any inclination towards creativity and cultural awareness should definitely consider studying Photography at GCSE. It provides an integral basis for any further study in the Arts, and a gateway into the creative industries. Fine Artist, Architect, Graphic designer, Illustrator, Fashion Photographer, Advertising Photographer, Documentary Photographer, Film-maker, Director, Computer game designer, Comic artist, Art Director, Fashion designer, Set designer, Conceptual artist; the list of lucrative and successful professions which begin with a GCSE in Photography is endless.

As the world changes, media is at the heart of how we interact with it. Understanding and utilising the historical, technical, and artistic importance of photography, and its influence on the 21st century is at the root of this course.

King's Academy Easthampstead Park offers a course with a history of producing the top GCSE results in the school, an extremely well-equipped Photography department, and teaching staff with professional experience, a passion for the subject and desire to see students succeed in their classroom and beyond.

Extra-Curricular Opportunities:

We are strong believers in Arts education beyond the classroom and students increasing their cultural enrichment by experiencing Art in a wider context. To this end we run the following trips throughout our GCSE course to enrich work carried out in lessons:

Year 10: Visit to Kew Gardens to explore landscape photography and architecture including a tree-top walk experience.

Year 11: Visit to London galleries (This is dependent on exhibitions in specific galleries and changes annually)

If you require further information, please contact **Mr Proctor or Miss Goad**

Public Services BTEC – GCSE Option

Public Services has been developed to give learners the opportunity to:

- Engage in learning that is relevant to them and which will provide opportunities for progression into a more specialised Level 3 vocational or academic course or into an apprenticeship.
- The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Provide opportunities for the development of transferable skills related to study and vocational application that provide a platform for success both within the public services and elsewhere.

Resources required to study this course: No specific resources are required for this course

Exam board: BTEC Pearson/Edexcel

Assessment:

The Pearson BTEC Level 1/Level 2 First Award in Public Services includes one externally assessed unit.

This unit will enable students to explore how the public services are grouped and their roles and work. Students will find out the ways in which the public services are funded, and how they are delivered. They will also learn how funding impacts on service delivery and how the public services are held accountable

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Unit 2 is designed to give an understanding of public service customers and the working skills public service personnel use to meet the needs of their customers.

Unit 3. The public services offer a wide range of job opportunities. Some services are uniformed but many more are non-uniformed. Most jobs available in the private sector have an equivalent role available in the public services. This unit allows students to investigate the main work that the public services undertake. Students will get the opportunity to look at both non-uniformed and uniformed services, and what they do as part of a typical working day.

Unit 5. In this unit students will explore the effects of diet, nutrition and lifestyle on a person's fitness, and consider your own fitness as a result. Students will develop an understanding of what is required for a balanced diet and the effects that good or poor nutrition may have. Students will also look at various aspects of lifestyle and explore whether they are beneficial or detrimental to health and fitness.

Qualification:

Level 1/Level 2 First Award in Public Services

If you would like further information, you should contact **Mr Couldridge**

Spanish – GCSE Option (EBACC)

Being able to speak another language is an essential skill in today's global society.

Languages undoubtedly open doors and employers are increasingly looking for students who have studied a language at GCSE level and beyond because of the skills that they develop through the language learning process i.e. communication, presentation, problem solving, organisation and independence.

Language graduates are more employable than science, business studies or ICT graduates.

Some Russell group universities require students to have a language at GCSE or higher as part of their entry requirement.

Did you know that you can study languages at university alongside other subjects e.g. Spanish and Business, Spanish and Engineering, Spanish and Music.

Course content:

Year 10 and 11

The EdExcel GCSE course builds on the MFL curriculum from DISCOVERY.

Students can use the specified vocabulary and grammar to listen to, read, speak and write about the following relatable and engaging topics:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Resources required to study this course:

AQA GCSE Spanish course book

CGP Spanish revision guide (with listening resources)

Collins Spanish dictionary

These will be available to purchase on ParentPay.

Exam board: EdExcel

Assessment:

Students are assessed on all four skills: LISTENING, SPEAKING, READING and WRITING at the end of Year 11. There is no coursework.

Paper 1 - SPEAKING (50 marks 25%)

Foundation Tier – 7-9 minutes

Higher Tier – 10-12 minutes

Task 1: Read aloud and two short unprepared questions

Task 2: Role play in a transactional setting

Task 3: Picture description, two short unprepared questions and follow-on conversation

Paper 2 - LISTENING AND UNDERSTANDING (50 marks 25%)

Foundation Tier – 45 minutes

Higher Tier – 60 minutes

Section A: Listening: multiple-choice, multiple-response and short-answer open response questions.

All questions set in English.

Section B: Dictation

Paper 3 - READING AND UNDERSTANDING (50 marks 25%)

Foundation Tier – 45 minutes

Higher Tier – 60 minutes

Section A: Reading: multiple-choice, multiple-response and short-answer open response questions.

All questions set in English.

Section B: Translation into English

Paper 4 - WRITING (50 marks 25%)

Foundation Tier – 1 hour 15 minutes

Higher Tier – 1 hour 20 minutes

Picture task (Foundation tier only)

Two writing responses (both tiers, with a choice of two options for each question)

Translation into German (both tiers)

If you require further information, please contact **Miss Lees**

Trilogy Combined Science – Compulsory Curriculum

Course content:

This course covers all of the following topics over three years:

1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology, 8. Key ideas, 9. Atomic structure and the periodic table, 10. Bonding, structure and the properties of matter, 11. Quantitative chemistry, 12. Chemical changes, 13. Energy changes, 14. The rate and extent of chemical change, 15. Organic chemistry, 16. Chemical analysis, 17. Chemistry of the atmosphere, 18. Using resources, 19. Key ideas, 20. Energy, 21. Electricity, 22. Particle model of matter, 23. Atomic structure, 24. Forces, 25. Waves, 26. Magnetism and electromagnetism, 27. Key ideas.

Resources required to study this course:

There is no specialist resource needed for this course however a calculator is essential.

Science GCSEs are the perfect step up to any science A level. These in turn can lead to a huge variety of interesting, rewarding and attractive careers.

Exam board: AQA

In Science at GCSE, all students will study the AQA Trilogy syllabus. This means in Year 11, all students will sit separate exams in Biology, Chemistry and Physics, ultimately finishing KS4 with two Science GCSEs. Based on our experience in recent years, this specification has enabled students of all abilities to achieve highly in Science at GCSE, with a number going on to study Sciences at A-Level, and even at degree level. In Year 9, students will develop a firm foundation, beginning to explore some of the key topics they will require a good knowledge of to succeed at GCSE. Decisions will not be made regarding which students will sit Foundation tier and Higher tier Science until Year 11.

Assessment:

The course is worth two GCSEs. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is worth 16.7% of the GCSE.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Combined Science specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

There is no course work requirement however a number of 'required practicals' will take place and be formally written up throughout the course.

If you require further information, please contact **Mrs Hird**

NOTES



King's Academy Easthampstead Park

Key Stage 4 Pathways 2025

Student Name: **Tutor Group:**

Please complete the blocks below by selecting **four subjects** to study at GCSE plus two reserve subjects. Then list your choices in priority order. Each student should aim to select a broad and balanced curriculum and to support with this all students are **expected to select at least History, Geography or a Modern Foreign Language. You can select both History and Geography.**

*You can only choose one from Computer Science and Creative iMedia

** You can only select one of either 3D Design or Fine Art

*** You can only select one of either Dance or Drama

PE- Final course choice (Tech Award or GCSE) to be determined by the PE Department

You must select one from the EBACC as a minimum, but you can select more than one eg History and Geography or History and Spanish.

Where appropriate students may be offered additional Maths and English support through the pathways process.

EBACC Subject Options			
Geography	German	History	Spanish

EBacc subjects are in **BOLD**

GCSE Subject Options			
3D Design	*Dance BTEC <i>(Performing Arts)</i>	German	Music BTEC
Business	***Drama BTEC <i>(Performing Arts)</i>	Health and Fitness <i>(Physical Education)</i>	Photography
Child Development	Film Studies	History	Public Services
Computer Science	**Fine Art	Hospitality & Catering	Spanish
*Creative IMedia	Geography	*Media Studies	

Please fill in the table below, choosing 4 subjects

Option 1	Option 2	Option 3	Option 4
Geography German History Spanish			

As well as the subjects above, please choose two reserve subjects.

Reserve 1	Reserve 2
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Please list your pathways choices (as chosen above) in order of importance to you:

Priority	Subject
1	
2	
3	
4	
Res	
Res	

Parent/carer signature:

Please return to Form tutor by Friday 28th February 2025

Checked by form tutor

Office use only – Final Curriculum

Please fill in the table below, choosing a pathway from each block.

Option 1	Option 2	Option 3	Option 4
Choice met	Choice met	Choice met	Choice met