



Fareham  
Academy

# Key Stage 4 Options Information Booklet

2024-26

Unlocking Potential | Creating Opportunity





# Welcome Message

Dear Parent/Carer,

It is an exciting time in any young person's life, when they are given the opportunity to choose which subjects they would like to study at Key Stage 4. This booklet will provide them with key information to allow them to make these important decisions.

At Fareham Academy, we value the importance of a broad and balanced curriculum. In an ever changing workplace, it is our intention to ensure that your child will have the key skills that are valued by further education establishments and employers. We also aim to provide them with the best possible extra-curricular experiences. We foster leadership skills, aspiration, dedication, respect, resilience, kindness and cultural awareness. Our ambition is for your child to achieve their highest level of performance by unlocking their potential and creating life changing opportunities.

We know that your child may choose to go on to study at university. Competition for places, especially at the best universities, is very high. Universities therefore have to find a way of deciding who should be offered a place. The Government introduced an overall measure called the English Baccalaureate, referred to as an E-Bacc. This is awarded to students who add a language and either History or Geography to their Core subjects. At the moment it seems unlikely that universities will insist on you having this award for entry, but they may well use it to decide between two otherwise equally well qualified applicants for a course.

Although the academic curriculum is a very important part of the school experience, there are other opportunities and support which we offer to your child in order to prepare for the future. In meetings, with your child's tutor and a member of the Senior Leadership Team, your child will be given advice and guidance over their future careers. Your child will also be invited to a personal careers interview with our adviser to help plan for the future. If your child has a particular career in mind, support them in checking the qualifications required to be accepted onto a course. You can find this out from the Careers Library in school.

Employers look for candidates who are flexible in their approach to work. A lot of employers emphasise the importance of the right personal qualities: enthusiasm, perseverance and punctuality. The ability to work with others and demonstrate initiative are also key skills that we actively encourage at Fareham Academy. Most employers say that these personal qualities are decisive factors when they are appointing staff. We strongly encourage your child to make sensible option choices that will lead them to approach the next two years at school with interest, confidence, enthusiasm and to take advantage of advice to prepare themselves for life after school. For example the writing of letters of application, learning about the world of work and visiting local colleges.

Yours Faithfully,

Mr K Geddes  
**Assistant Headteacher**



# Introduction

Dear Student,

You have now reached the point in Year 9 where you are able to make your choices regarding the subjects you will follow to examination level in 2026.

This information booklet contains details of:

- The Core subjects
- The number of periods a week you will study each subject
- The subjects you can now choose to study
- The deadlines you have to meet to complete the option choice process

**Wednesday 28th February 2024** - You will have an Options Assembly to inform you of the process.

**Thursday 29th February 2024 - (17.00pm-19.00pm)** Options Evening including an Options presentation and subject visits.

**Friday 1st March 2024** - You may start to confirm your preferred choices for your options next year. Complete your form online using 'SIMS Options Online' (help guide starting on page 36). The link is available on the website under 'Academy Life' and then 'Curriculum'. The link will also be emailed and sent as a text message directly to your parent/carers.

**Thursday 7th March 2024** - Deadline for option choices to be made online using 'SIMs Options Online'.

**Monday 11th March 2024– Thursday 28th March 2024** - You will have a 5 minute meeting with a member of the Senior Leadership Team (SLT) to discuss your option choices.

I (Mr Geddes) am in charge of the Options process, and will start working on the planning of your option choices. It may be that I will need to meet with you to discuss further.

There are a wide range of subjects available to all students to choose from but you will need to be sure that you select the subjects you can succeed at. Please talk to your tutors for information, advice and guidance. You should be aware that some of the subjects on the options list might change if there are not enough students wanting to take them next year. You will need to make a choice for your humanity option, choosing either History or Geography.

We expect the majority of students to choose French/Spanish with the other students having an extra option choice. You will then need to choose one subject in each of the three option blocks.

If you have any questions please refer to your tutor in the first instance. If your question is in relation to a subject then you can discuss this with the Head of Department. Miss Emery, Head of Year 9 is also available to talk to. You are encouraged to seek advice from the sources available to help you make the best choices to enable you to succeed.

Your parents and carers have entrusted your future wellbeing and success to Fareham Academy and we will do all we can to support you as you make these important decisions. You have been given more choice in your option subjects than any previous year group, so it is up to you to decide what subjects you excel in and enjoy.

Good Luck!

Mr K Geddes  
**Assistant Headteacher**



# Progress 8 Measure

## Factsheet: The Progress 8 Measure

All students, academies and schools are measured on how many GCSEs they achieve grades at 9-1, including English and Mathematics. Your achievement in your best 8 subjects is reported by a measure called Attainment 8. You will be given an Attainment 8 score as well as your GCSE grades at the end of Year 11.

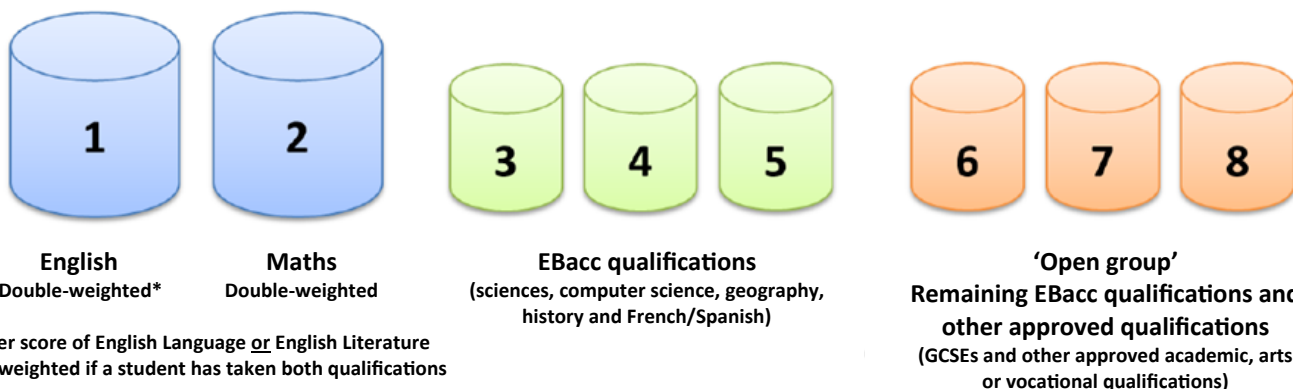
All students and Academies are also measured on how much progress they make from when they start in Year 7 to when they complete their exams at the end of Year 11, compared to similar students nationally. This is known as Progress 8.

## Progress 8 Overview

The Progress 8 measure is designed to encourage all students to study a broad and balanced curriculum.

The measure is based on students' progress measured across 8 subjects.

For each student, the eight subjects must be a combination from the diagram below.



If a student has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero for that empty slot. Therefore, at Fareham Academy we want to ensure all students have the opportunity to achieve their potential and study the full amount of qualifications.

## Progress 8 Technical Guide

The Attainment 8 score will always be determined by adding the point score of all eight qualifications then dividing the points total by ten (the eight qualifications, with English and Mathematics counting twice), regardless of how many qualifications your child sits or in which subjects.

A student's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all students nationally with the same prior attainment at Key Stage 2 (KS2). In this way, students are compared to similar students across the country.



## Making the Right Choices

### Why have I got this booklet?

This booklet will help you plan your final two years at Fareham Academy. It contains information about courses you can follow in your options and advice on how to make those choices. The more information you have at your finger tips, the better your choices will be.

### Why do I have to make a choice?

We believe that you should have your own personalised curriculum that is tailored to your ability and talents. The next two years are the foundation for the rest of your life. You are not able to study all of your current subjects to examination level. It is important that you take time to consider all the options available to you, as the choices you make, could make a difference in the future.

### Will I get my first choices?

The Options process aims to give everyone their first preference of option subjects. There are however occasions when this is impossible due to class sizes and staffing. You should therefore make sure that all of your preferences are subjects you definitely want to study and indicate whether they are your first, second or third choice.

### Will I be able to change my mind in September?

You will not be able to change your mind in Year 10. You cannot swap between subjects once you have been placed in a subject and a class, unless in exceptional circumstances, after consultation with the Head of Department, Mr Geddes and your parents/carers.

### Should I choose the same subjects as my friends?

You must make your own decisions based on subjects you enjoy, are good at and those that could be useful to you in the future. Don't choose a subject just because your friends have chosen it or in the hope that you will get a certain teacher. The way the timetable works out, means you might not even find yourself in the same group as your friend anyway.

### Where do I go for help?

Please read this booklet carefully. If you have any questions about the process you are about to go through please see your tutor. To help you make the best choices for you, you should talk to your tutor, parents and teachers.

### When do I have to make the final decision ?

Your completed online choice form must be completed by 7th March 2024. If you miss this deadline your first preferences of subject cannot be guaranteed and you will be placed on courses that have spaces available. Each course represents 1 GCSE award or Level 2 qualification equivalent.



## Key Dates for your Diary

**Wednesday 28th February 2024**

Students assembly

**Thursday 29th February 2024 - (17.00pm-19.00pm)**

Options evening with presentation and subject visits.

**Thursday 7th March 2024**

Deadline for completion of online options form.

**Monday 11th March - Thursday 29th March 2024**

Individual 5 minute meeting with a member of SLT to discuss your option choices.



## The Subjects Available

The learning fortnight will be made up of 50 teaching periods of one hour each on a two week timetable.

The number of lessons for each subject is shown in the table below.

In this booklet there is an outline for each subject describing what students might expect if they opt for it.

Subject	Number of teaching hours each fortnight
English (English Literature & English Language)	8
Maths	8
Science	8
Option 1 Geography or History	6
Option 2 including French/Spanish	6
Option 3	6
Option 4	6
Core PE (there will be no GCSE qualification for this subject)	2

# Core Subjects

In Years 10 and 11 the subjects that you have to study are:



**English Language**

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**English Literature**

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**Mathematics**

Page 11



**Combined Science**

Page 12



**A Humanity (Geography or History)**

Page 13 & 14





## English Language

### Qualification

GCSE English Language

### Exam board

AQA

### No. of lessons

8 lessons per fortnight (shared with English Literature)

### Objectives

Students of English Language will be able to:

- Communicate their ideas effectively, both written and spoken
- Understand how writers use language and structure for effect
- Make comparisons between texts and evaluate texts

### Overview

Students will be provided with a wide range of opportunities to extend their knowledge and understanding of written and spoken English.

### Skills

Students will demonstrate their ability to:

- Evaluate the impact of language choices in their own and others' writing
- Develop and sustain interpretations of writers' ideas and perspectives; explain and evaluate how writers use linguistic, grammatical, and structural features to achieve effects
- Organise, structure and adapt forms and vocabulary for clarity, purpose and effect
- Write to communicate clearly
- Structure and sustain talk, adapting it to different situations (This is a separate endorsement)

### Course content

Explorations in Creative Reading and Writing

- Reading: Students will respond to one unseen literature fiction text
- Writing: Students will write either descriptive or narrative writing

Writer's Viewpoints and Perspectives

- Reading: Students will respond to one unseen non-fiction text and one unseen literary non-fiction text
- Writing: Students will write to present a viewpoint

**Spoken Language (separate endorsement)**

- Students will be assessed on presenting, how they respond to questions, and their use of standard English

### Assessment

**100% Terminal examination**

**Paper 1:** Explorations in Creative Reading and Writing: **50%** - 1 hour 45 minutes

**Paper 2:** Writer's Views and Perspectives: **50%** - 1 hour 45 minutes

**Non-exam Assessment:** Spoken Language - Separate endorsement: **0%** GCSE, but must be completed as part of the GCSE

### Opening doors

AS/A level English Language, AS/A level English Language/Literature, AS/A level Communication Studies, Journalism.



For further course details contact Miss Lowry ([s.lowry@fareham-academy.co.uk](mailto:s.lowry@fareham-academy.co.uk))



## English Literature

**Qualification** GCSE English Literature

**Exam board** AQA

**No. of lessons** 8 lessons per fortnight (shared with English Language)

### Objectives

Students of English Literature will be able to:

- Recall, select and communicate knowledge and understanding of concepts, issues and terminology
- Analyse and evaluate information, sources, arguments and interpretations

### Overview

Students will be provided with a wide range of opportunities to extend their knowledge and understanding of the literary texts Poetry, Drama and Prose. They will study them in the contexts in which they were written.

### Skills

Students will demonstrate their ability to:

- Select and evaluate relevant textual detail to illustrate and support interpretations
- Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
- Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects
- Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers different contexts and at different times

### Course content

Shakespeare and the 19th Century Novel

- A play by Shakespeare
- A 19th century novel

Modern Texts and Poetry

- A modern novel
- A cluster of 15 poems which are thematically linked, written between 1789-present
- Unseen poetry

### Assessment

**100% Terminal examination**

**Paper 1:** Shakespeare and the 19th Century Novel: **40%** - 1 hour 45 minutes

**Paper 2:** Modern Texts and Poetry: **60%** - 2 hour 15 minutes

### Opening doors

AS/A level English Literature, AS/A level English Language/English Literature, AS/A level Literary Studies.



For further course details contact Miss Lowry ([s.lowry@fareham-academy.co.uk](mailto:s.lowry@fareham-academy.co.uk))



## Mathematics

### Qualification

GCSE Mathematics

### Exam board

EDEXCEL

### No. of lessons

8 lessons per fortnight

### Objectives

Students will be expected to select and apply mathematical methods in a range of contexts. Interpreting and analysing problems using appropriate strategies to solve them.

Students will also explore the functional element of Mathematics, where they will apply their knowledge to practical real life situations.

### Overview

Over the next two years students will continue to follow a linear course covering the six strands of the GCSE Maths syllabus. They must be able to adapt all of the topics to real life scenarios and understand how these topics inter-relate. Students will sit assessments during year 10 and full mock examination papers during year 11, prior to their final GCSE exams. The final qualification is 100% exam based, made up of 3 papers; one non-calculator and two calculator.

### Skills

As well as providing students with the basic numeracy skills used in everyday life, students will also learn practical management skills, analytical skills, mathematical proof and understanding maths in the modern world.

### Course content

The course comprises of 6 main areas:

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

### Assessment

#### 100 % Terminal examination

There are two tiers of entry available, Foundations and Higher. Students must take the same tier of entry for all three exams. All three papers are equally weighted.

**Paper 1** Non- Calculator: **33.3%** - 1 hour 30 minutes

**Paper 2** Calculator: **33.3%** - 1 hour 30 minutes

**Paper 3** Calculator: **33.3%** - 1 hour 30 minutes

### Opening doors

GCSE Mathematics is essential for further study and progressing onto colleges and higher education. Students will need mathematics for T levels, BTEC, apprenticeships and A/AS level mathematics.



For further course details contact Mr Llewellyn ([c.llewellyn@fareham-academy.co.uk](mailto:c.llewellyn@fareham-academy.co.uk))



## Science

### Qualification

GCSE Combined Science: Trilogy (Counts as 2 GCSEs)

### Exam board

AQA

### No. of lessons

8 lessons per fortnight

### Objectives

By the end of the course you will have developed a keen interest in science and be able to apply skills, knowledge and understanding of how science works and the essential role of science in society. You will also develop a critical approach to scientific evidence and methods.

### Overview

Students will be completing the GCSE Combined Science called Trilogy. AQA 's philosophy is that Science has something to offer every student - something that we are passionate about at Fareham Academy. Our broad and balanced Science curriculum is designed and sequenced to maximise progression for all, and we aim to provide the best quality of science education. At KS4, students will continue to acquire and utilise skills that help develop them into scientifically literate global citizens. Assessment is linear - so all 6 exams will take place at the end of Yr11 . The assessment of practical skills will be both through exam papers and a range of prescribed required practicals.

### Skills

You will continue to develop the four key areas of science:

- How Science Works: Practical Skills in Science
- Biology
- Chemistry
- Physics

### Course content

All 6 official exams will be taken at the end of Year 11

#### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

#### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

### Assessment

#### 100% Terminal examination

Examination is available in Foundation and Higher Tiers.

- **Biology Paper 1: 16.7%** - 1 hour and 15 minutes
- **Biology Paper 2: 16.7%** - 1 hour and 15 minutes
- **Chemistry Paper 1: 16.7%** - 1 hour and 15 minutes
- **Chemistry Paper 2: 16.7%** - 1 hour and 15 minutes
- **Physics Paper 1: 16.7%** - 1 hour and 15 minutes
- **Physics Paper 2: 16.7%** - 1 hour and 15 minutes

### Opening doors

An understanding of science is essential in the modern world and the skills developed throughout each course are fully transferable to all future careers.

Science qualifications are essential for a range of career opportunities, including laboratory work, psychology, sociology and medicine. It is also a basic requirement for many other fields, including the armed forces, teaching and engineering.



For further course details contact Mrs Beard ([a.beard@fareham-academy.co.uk](mailto:a.beard@fareham-academy.co.uk))



## Geography

### Qualification

GCSE Geography

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

- To inspire, motivate and challenge students in their thinking about the world around them
- To help students better understand landscapes and the processes changing them
- To help students to recognise how places and environments are interlinked
- To enable students to understand major world issues
- For students to develop an understanding of other cultures and societies and become good global citizens

### Overview

This exciting course studies Geography in a balanced framework of physical and human themes. Students will travel the world from their classroom. Students will take part in two geographical fieldwork enquiries.

### Course content

- Living with the Physical Environment: Natural Hazards, Rivers, Coasts and Ecosystems
- Challenges in the Human Environment: Urban issues, Development and Energy
- Geographical Applications: Fieldwork and Issues Analysis
- Geographical Skills: Maps and graphical skills

### Assessment

#### 100% Terminal examination

**Paper 1:** Living with the Physical Environment: **35%** - 1 hour 30 minutes

**Paper 2:** Challenges in the Human Environment: **35%** - 1 hour 30 minutes

**Paper 3:** Geographical Applications: **30%** - 1 hour 15 minutes exam on fieldwork and an issues analysis

### Opening doors

Geography is a strong, traditional subject that can be of use to students when taking up a variety of further educational courses. It is an excellent platform to move onto A level studies in a wide range of subject areas.

Geography provides many opportunities including jobs in; advertising, architecture, civil engineering, conservation, environmental health, meteorology, marketing, leisure and tourism, teaching, law, police and urban design.

Geographers are good at communicating, spatially aware and good at solving problems; all essential life skills which employers really value.



For further course details contact Mr Proudlock ([a.proudlock@fareham-academy.co.uk](mailto:a.proudlock@fareham-academy.co.uk))



## History

### Qualification

GCSE History

### Exam board

Edexcel

### No. of lessons

6 lessons per fortnight

### Objectives

The objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

### Overview

Students will study two depth studies each covering a short and substantial time span, a period study of at least 50 years, the historic environment through the study of a particular site in its historical context and a thematic study involving the study of people, events and developments drawn from all three eras defined above.

### Skills

When studying History students will develop transferable skills including:

- problem solving and critical thinking
- communication
- self-management and self-development
- adaptability
- collaborative problem solving

### Course content

The History GCSE qualification has four elements, assessed through three externally examined papers:

- Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- Paper 2: Early Elizabethan England, 1558–88
- Paper 2: Superpower relations and the Cold War, 1941–91
- Paper 3: Weimar and Nazi Germany, 1918–39

### Assessment

#### 100% Terminal examination

**Paper 1:** Thematic study and historic environment: **30%** - 1 hour and 15 minutes

**Paper 2:** Period study and British depth study: **40%** - 1 hour and 45 minutes

**Paper 3:** Modern depth study: **30%** - 1 hour and 20 minutes

### Opening doors

If you wish to go further and take your GCSE History into a specialism, you can progress through A Level History. Following this, you can go onto study at university level, study a relevant undergraduate degree and perhaps even a master's or PhD to reach the highest level of specialism and expert status.

History graduates gain employment in numerous industries and roles. Heritage organisations, museums and libraries can be a common choice. Though national and local government, teaching, public services, NHS management, the police force and armed services are also popular avenues.



For further course details contact Mr Davidson ([w.davidson@fareham-academy.co.uk](mailto:w.davidson@fareham-academy.co.uk))

# Option Subjects

As well as studying the Core Subjects you also have a choice of which subjects you would like to study. The subjects on offer for September 2024 are:

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	<b>Triple Science (Using one option choice)</b>	
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## Art, Craft & Design

### Qualification

GCSE Art, Craft and Design

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

GCSE Art and Design aims to provide students with the broad and balanced opportunities to explore a variety of materials, techniques and processes. Students study a range of artists, art movements, source imagery and artefacts to inspire their creative process.

### Overview

Component one is coursework, students will undertake a sustained project responding to set themes creating work associated with art, craft and design specialisms.

Component two is the exam and students respond to themes set by the awarding body.

Students are expected to complete a minimum of two hours of independent learning per week.

### Skills

Students will develop drawing skills to a high level and refine ideas to produce high quality outcomes. They will create work which demonstrates the formal elements; colour, line, shape, texture, pattern, harmony and composition.

They will demonstrate different approaches to:

- **Observational Studies:** Recording imagery through using techniques which could include drawing, painting, sculpture and photography
- **Artist Research:** Research and analysis of artists work and responding to these artists
- **Initial Ideas:** Creating inspired individual and original artwork
- **Developed Ideas:** Reflecting, refining and developing ideas
- **Final Piece:** Concluding the project by creating an outcome which responds to the theme
- **Analysis:** All practical work is supported with written reflections and evaluations.

### Course content

Coursework and Externally Set Assignment (exam) are marked using the same Assessment Objectives: Students must demonstrate their ability to:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Assessment

**40% Terminal examination**

**Component 1:** Portfolio of work (controlled assessment): **60%** of final grade

**Component 2:** Externally Set Assignment (10 hour Exam): **40%** of final grade

### Opening doors

This course will prepare students for further educational study in a Visual and Creative Arts based career pathways. Post 16 options include Technical and Professional, Apprenticeship or A Level Art routes.

The Arts and Culture sector contributes to £7.7billion to the UK economy. Employment areas included roles in Architecture, Graphics, Marketing, Advertising, Fashion, Theatre and Stage, Computer Games, Illustration and Arts Education.



For further course details contact Mrs Kaye ([n.kaye@fareham-academy.co.uk](mailto:n.kaye@fareham-academy.co.uk))





## Business Studies

### Qualification

GCSE Business Studies

### Exam board

Edexcel

### No. of lessons

6 lessons per fortnight

### Objectives

By the end of the course, students will have the knowledge and skills to establish how a business is run, as well as identify the key functions of a business. Students will analyse the activities of business, both local and global, identifying the reasons for success or failure.

### Overview

The Edexcel GCSE gives students a good awareness of all aspects of the world of work and business. They will explore the theories and concepts in a context which considers current affairs, as they happen, yet still gain sufficient knowledge of the core business theories and structures.

### Skills

Students will be given the opportunity to develop their interpersonal skills, such as application, analysis, and critiquing choices to make informed decisions. They will develop skills which enable them to become entrepreneurs. Students will develop knowledge and skills in the economic environment, marketing, customer service, financial management, people management, development of ICT and marketing.

### Course content

Theme 1: Investigating small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2: Building a business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions
- Understand Business & Enterprise planning

### Assessment

**100% Terminal examination:**

**Theme 1:** Investigating small business (50% of final grade) 1 hour 45 mins

**Theme 2:** Building a business (50% of final grade) 1 hour 45 mins

### Opening doors

Business & Enterprise Studies provides students with both the knowledge and the skills to enter the business world or to continue within education. Learners will be given the opportunity to become confident and develop communication skills, a necessity to all aspects of education and work. Business is highly valued by Sixth Form Colleges and employers.



For further course details contact Mrs Hebburn ([g.hebburn@fareham-academy.co.uk](mailto:g.hebburn@fareham-academy.co.uk))



## Child Development

### Qualification

Btec Tech Award in Child Development

### Exam board

Pearson/Edexcel

### No. of lessons

6 lessons per fortnight

### Objectives

Understand the characteristics of children's development from birth to five years old

Explore factors that affect growth and development

Understand how children play

Demonstrate how children's learning can be supported through play.

### Overview

This course provides students with the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

### Skills

Component 1 - In each area, there are expected patterns of development for children of different ages. These patterns are sometimes referred to as milestones. Family, health professionals and social care professionals are all responsible for monitoring and checking whether a child's growth and development meets expected patterns of development, or milestones.

Component 2 - Being confident in planning and carrying out play activities that benefit children's learning and development which is a highly regarded skill in the early years sector.

### Course content

Students have the opportunity to develop knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

### Assessment

30% Component One

30% Component Two

40% Component Three

### Opening doors

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning in this sector. This could include nursing, doctor, primary school teacher, speech and language therapist routes. This course is a direct feeder in a T-Level.



For further course details contact Mrs Kaye ([n.kaye@fareham-academy.co.uk](mailto:n.kaye@fareham-academy.co.uk))



## Computer Science

### Qualification

GCSE Computer Science

### Exam board

OCR

### No. of lessons

6 lessons per fortnight

### Objectives

Studying Computer Science prepares students for living and working in an increasingly digital world. Whilst students will no doubt already have some knowledge of computers and related areas, this course will give them an in-depth understanding of how computer technology works and looks at what goes on 'behind the scenes.'

### Overview

This course will encourage students to understand and apply the fundamental concepts and principles of Computer Science, and to develop their knowledge and application of these in the modern world.

It offers a great way to develop analysis and problem-solving skills which can be transferred to everyday life.

### Skills

The GCSE Computer Science syllabus will enable students to develop valuable critical thinking, analysis, and programming skills that are extremely attractive in the modern workplace. It will also help to develop a deep understanding of computational thinking and how to apply it through a chosen programming language.

### Course content

This course will introduce students to:

- problem solving and utilising data representation to make sense of information used and processed by computers
- computer Hardware, Software, Networks and the impact and methods used for System Security
- the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science
- computational thinking techniques to develop algorithms and methods that help design, write, test, refine, and evaluate programs
- utilising mathematical skills and logic to produce more complex programs
- clarifying and articulating resolution of a wide range of problems in varying contexts

### Assessment

#### 100% Terminal examination

**Paper 1:** Computer Systems: **50%** - 1 hour 30 minutes

**Paper 2:** Computational thinking, algorithms and programming: **50%** - 1 hour 30 minutes

In addition, students will also be required to demonstrate proficiency in at least one high level programming language through a series of in lesson activities which are designed to develop their skills to design, write, test and refine programs using a high-level programming language.

### Opening doors

Computer Science continues to have a growing importance, so there will be a higher demand for professionals who are qualified in this area. If students want to go on to higher education and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Students who have taken this course can then progress to study the subject at A-Level, BTEC Level 3 in Computer Science or a number of related computing, computer science, and technology areas which utilise the solid groundwork provided through this qualification including a range of Digital T Level Technical Qualifications.



For further course details contact Mrs McVeagh ([k.mcveagh@fareham-academy.co.uk](mailto:k.mcveagh@fareham-academy.co.uk))



## Dance

### Qualification

Level 1/2 Vocational Award in Performing Arts for Dance

### Exam board

Pearson

### No. of lessons

6 lessons per fortnight

### Objectives

This Tech Award aims to provide a broaden experience and skills participation in different styles of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences.

### Overview

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Dance introduces and develops learners' skills in a selected dance style and improves their ability to reproduce and perform technical movements with a group and develop and perform a style specific sequence. The purpose of this course is to enable the development of dance technique and performance and an understanding of a dance style.

### Skills

Students will need to be dedicated, focussed, hardworking and able to meet deadlines. They will be required to perform in front of an audience and will work on the technical aspects of dance performance as well as the theory that underpins it. Students will develop their creative skills by choreographing, self evaluation, dance technique and working safely and effectively with others.

### Course content

This course has 3 units:

Component 1: Exploring the Performing Arts - Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts—Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers or designers.

Component 3: Responding to a Brief - Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

### Assessment

#### 100% Controlled Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus at Level 1 and 2.

**Component 1:** Exploring the Performing Arts **30%** (Internal Assessment)

**Component 2:** Developing Skills and Techniques in the Performing Arts **30%** (Internal Assessment)

### Opening doors

This course provides a solid foundation for a career in dance or performing arts and/or further studies in dance or performing arts, including A-level Dance.



For further course details contact Miss Lawrence ([b.lawrence@fareham-academy.co.uk](mailto:b.lawrence@fareham-academy.co.uk))



# Drama

## Qualification

Level 1/2 Vocational Award in Performing Arts for Drama

## Exam board

EDUQAS

## No. of lessons

6 lessons per fortnight

## Objectives

Drama is a subject that allows students to explore both practical and theoretical elements of learning. This course has been designed to support students in developing a range of specialist knowledge in Performing Arts and their general skills to support their progression towards future employment.

## Overview

Drama is an exciting, creative and expressive course which encourages students to work as part of a team, think on their feet, empathise with others, think critically, develop confidence in communication and public speaking. The purpose of the course is to provide learners with skills, knowledge and understanding within the creative and performing arts industry.

## Skills

- Developing and creating original pieces of Drama
- Studying practitioners to develop work in new styles and genres
- Performing a published script from theatre or film
- Rehearse to perform in a number of professional scenarios

## Course content

Unit 1-Work with an existing text undertake a research and rehearsal process in order to reproduce the work to a professional standard. research and rehearsal in order to develop the performance for an audience, then receiving feedback and reflecting on the completed piece.

Unit 2-Work to a brief of their own design or create something to a commissioned brief from someone else using research and exploration of the style to ensure the piece/s meet the brief, conceiving and developing ideas to produce an original piece of work

Unit 3-work to a brief commissioned by an arts organisation to plan a performance. Good understanding of the business and management sector of the performing arts industry is needed including utilising marketing tools to promote a new piece.

## Assessment

### 100% Controlled assessment

**Unit 1:** Performing **30%**, Internally Assessed (60 Marks)

**Unit 2:** Creating **30%**, Internally Assessed (60 Marks)

**Unit 3:** Performing Arts in Practice **40%**, Externally Assessed (80 Marks)

## Opening doors

Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-Level or above, or other related subjects such as English, Music, Dance, Art Media and Design.



For further course details contact Miss Lawrence ([b.lawrence@fareham-academy.co.uk](mailto:b.lawrence@fareham-academy.co.uk))



## Engineering Design

### Qualification

Engineering Design

### Exam board

OCR

### No. of lessons

6 lessons per fortnight

### Objectives

Engineering aims to provide students with the broad and balanced opportunities to explore a variety of engineering design methods. Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively.

### Overview

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. The course provides opportunities to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, students will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

### Skills

Learners will have the opportunity to use traditional skills and also modern technologies to design and make innovative and creative engineering design solutions.

### Course content

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. This qualification is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

### Assessment

#### 50% Terminal examination

**Component 1:** Written examination: 1 hour and 45 minutes **40%** of the qualification

**Component 2:** (practical piece with accompanying portfolio)

Non-examined assessment **60%** of the qualification

There are four parts to the assessment:

- Recall knowledge and show understanding
- Apply knowledge and understanding
- Demonstrate and apply skills and processes
- Analyse and evaluate knowledge

### Opening doors

With a large number of technical qualifications being available to study around the surrounding geographical area this course could lead to exciting ventures post 16.

This course will prepare students for further educational study in engineering based career pathways. Post 16 options include Technical and Professional, Apprenticeship or A Level Art and Design routes.

Employment routes include BAE, the Royal Navy and Babcock International



For further course details contact Mrs Kaye ([n.kaye@fareham-academy.co.uk](mailto:n.kaye@fareham-academy.co.uk))



## French/Spanish

**Qualification** GCSE French/Spanish

**Exam board** Pearson/Edexcel

**No. of lessons** 6 lessons per fortnight

**Objectives**

- To develop an understanding of French/Spanish in a variety of contexts
- To build a strong knowledge of French/Spanish vocabulary and structures
- To establish transferable language learning skills
- To promote effective ways to communicate in French/Spanish

**Overview** Students will have the opportunity to develop further their literacy skills in French/Spanish. Students in Set 1 and 2 will be encouraged to opt in.

**Skills** Students will continue to develop the four skill areas of listening, speaking, reading and writing. In listening and reading, students will be using longer texts and will develop skills for understanding the key points, as well as more specific linguistic details across a range of topics. Students will further develop writing skills to enable them to confidently write in French/Spanish using a variety of tenses and language structures. In speaking, students will improve accent and fluency, as well as developing extensive responses to express and justify opinions.

### Course content

**My personal world:** family, friends, relationships and equality.

**Lifestyle and wellbeing:** physical and mental well-being, food and drink, sports.

**My neighbourhood:** places in town, shopping, the natural world and environmental issues.

**Media and technology:** music, TV, film, social media and gaming.

**Studying and my future:** school and future opportunities.

**Travel and tourism:** transport, accommodation and tourist attractions.

### Assessment

**100% Terminal examination.**

**Paper 1: Speaking: 25%** - 7-9 minutes (Foundation Tier), 10-12 minutes (Higher Tier).

**Paper 2: Listening: 25%** - 45 minutes (Foundation Tier), 60 minutes (Higher Tier).

**Paper 3: Reading: 25%** - minutes (Foundation Tier), 60 minutes (Higher Tier).

**Paper 4: Writing: 25%** - 1 hour 15 minutes (Foundation Tier), 1 hour 20 minutes (Higher Tier).

### Opening doors

Students could use this course to prepare for advanced level courses such as A/AS level Modern Foreign Languages. There are many language specific jobs such as translating and interpreting but a qualification in a language opens the doors in many careers such as journalism and provide students with more opportunities in the global market that we live in today. A GCSE in French will contribute to the E-Bacc Certificate, which is expected by most universities.



For further course details contact Mr Gaubert ([r.gaubert@fareham-academy.co.uk](mailto:r.gaubert@fareham-academy.co.uk))



## Graphic Design

### Qualification

GCSE Graphic Design

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

GCSE Graphic design aims to provide students with the broad and balanced opportunities to explore a variety of graphic communication media, techniques and processes. Students will study a range of designers, art and design movements, source imagery and artefacts to inspire their creative process.

### Overview

Component one is coursework, students will undertake a sustained project responding to set client briefs.

Component two is the exam and students respond to themes set by the awarding body.

Students are expected to complete a minimum of two hours independent learning per week.

### Skills

Students will develop traditional and digital skills to a high level and refine ideas through an iterative process to produce high quality outcomes. They will produce work which demonstrates the key elements of design; colour, shape, line, space, balance and form.

They will demonstrate different approaches to:

- **Observational Studies:** Recording imagery through using techniques which could include drawing, painting, sculpture and photography
- **Artist Research:** Research and analysis of artists work and responding to these artists
- **Initial Ideas:** Creating inspired individual and original artwork
- **Developed Ideas:** Reflecting, refining and developing ideas
- **Final Piece:** Concluding the project by creating an outcome which responds to the theme
- **Analysis:** All practical work is supported with written reflections and evaluations.

### Course content

Coursework and Externally Set Assignment (exam) are marked using the same Assessment Objectives: Students must demonstrate their ability to:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Assessment

**40% Terminal examination**

**Component 1:** Portfolio of work (Coursework): **60%** of final grade

**Component 2:** Externally Set Assignment (10 hour Exam): **40%** of final grade

### Opening doors

This course will prepare students for further educational study in Visual and Creative Arts based career pathways. Post 16 options include Technical and Professional, Apprenticeship or A Level routes.

The Arts and Culture sector contributes to £7.7billion in the UK economy. Employment areas include roles in Graphic Design, Marketing, Advertising, Animation and game design and Arts and Design Education.



For further course details contact Mrs Moore ([n.moore@fareham-academy.co.uk](mailto:n.moore@fareham-academy.co.uk))





## Health & Fitness

### Qualification

NCFE Level 2 Vcert in Health and Fitness (GCSE Equivalent)

### Exam board

NCFE

### No. of lessons

6 lessons per fortnight

### Objectives

The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad knowledge and understanding of working in the sector.

### Overview

This qualification is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress to further study.

### Skills

Learners will know about adapting their own ideas and responding to feedback, evaluating their own work, analysing data and making decisions that are essential for the health and fitness sector, such as evaluation skills, responding to data, independent working, working to deadlines and efficient use of resources. The knowledge and skills gained will provide a secure foundation for careers in the health and fitness industry.

### Course content

Students will study the following topics in the classroom and they will sit one exam which is worth 40% of their final grade. Students will also have to complete a synoptic project in year 11 which is worth 60% of their final grade. Students will study the following topics

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.

### Assessment

**External Exam: 40%** of final grade

**Unit 1:** Introduction to body systems and principles of training in health and fitness

LO1 Understand the structure and function of body systems and how they apply to health and fitness

LO2 Understand the effects of health and fitness activities on the body

LO3 Understand health and fitness and the components of fitness

LO4 Understand the principles of training

**Synoptic Project: 60%** of final grade

**Unit 2:** Preparing and planning for health and fitness

LO1: Understand the impact of lifestyle on health and fitness

LO2: Understand how to test and develop components of fitness

LO3: Understand how to apply health and fitness analysis and set goals

LO4: Understand the structure of a health and fitness programme and how to prepare safely

### Opening doors

College study: AS/A2 level PE, BTEC Diploma in Sport. Post 18 employment or degree study: sports science, sports development, physiotherapy. Post graduate opportunities: Physiotherapist, sports development officer, personal trainer, dietician, any forces or even a PE teacher!.



For further course details contact Mr Bradshaw ([b.bradshaw@fareham-academy.co.uk](mailto:b.bradshaw@fareham-academy.co.uk))



## Media Studies

### Qualification

GCSE Media Studies

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

To allow students to draw on their existing experience of the media and to develop their abilities to explore as well as to create media.

### Overview

This course offers a chance for students to:

- embark on a journey from the still to moving image and engage them with the convergent nature of the contemporary media
- recognise the distinctive ways in which different media technologies shape media productions and create their own productions
- become creative media producers for different audiences

### Skills

This course offers a chance for students to;

- develop investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to them
- develop their appreciation and critical understanding of the media and its role in their daily lives
- develop their practical and creative skills through opportunities for personal engagement and creativity
- understand how to use media concepts and ideas to analyse media productions in their various contexts

### Course content

The course will encourage students to explore:

- Media Language
- Media Representations
- Media Industries
- Media Audiences

### Assessment

#### 70% Terminal examination

Students will take two exam papers.

**Paper 1:** Theoretical Framework: Media Language, industries, audiences and representation: **35%** - 1 hour 30 minutes

**Paper 2:** TV & newspapers or Online, Social and Participatory media and Video Games: **35%** - 1 hour 30 minutes

**Non Exam Assessment:** Application of knowledge and understanding of the theoretical framework in order to create a media product: **30%**

### Opening doors

An understanding of the media can lead to professions and degrees related to journalism, advertising, producing, directing, public relations and social media managing.

BTEC Firsts and Nationals in Performing Arts and Media

AS/A level Media Studies



For further course contact Miss Lowry ([s.lowry@fareham-academy.co.uk](mailto:s.lowry@fareham-academy.co.uk))



## Music

### Qualification

Level 1/2 Vocational Award in Performing Arts for Music

### Exam board

EDUQAS

### No. of lessons

6 lessons per fortnight

### Objectives

Music is a subject that allows students to explore both practical and theoretical elements of learning. This course has been designed to support students in developing a range of specialist knowledge in Performing Arts and their general skills to support their progression towards future employment.

### Overview

Students will have the opportunity to work as a soloist or a member of an ensemble. They will develop both their performance and composition on an instrument of choice. They will explore the processes of rehearsing and developing a performance considering the audience and event.

Learners need to think as a professional and approach tasks in the same way an artist would approach real life commissions.

### Skills

- Perform effectively on their instrument/voice
- Understand and apply theory to compose their own piece of music.
- Plan and carry out investigations and research into their performances
- Rehearse and display musicianship skills in a number of professional scenarios
- Initiate and develop repertoire

### Course content

This course is based around 3 units.

**Unit 1:** Performance of an existing piece of music

**Unit 2:** Composition of your own piece of music

**External unit:** This takes the form of a controlled assignment—responding to a brief to create an event for the Performing Arts

### Assessment

#### 100% Controlled Assessment

Unit 1: Performing **30%**, Internally Assessed (60 Marks)

Unit 2: Composing **30%**, Internally Assessed (60 Marks)

Unit 3: Performing Arts in Practice **40%**, Externally Assessed (80 Marks)

### Opening doors

As well as preparing students for the study of Music at a higher level, the academic nature of a formal Music qualification is highly valued by institutions of further and higher education, as well as by many employers and professional bodies.



For further course details contact Miss Lawrence ([b.lawrence@fareham-academy.co.uk](mailto:b.lawrence@fareham-academy.co.uk))



## Photography

### Qualification

GCSE Photography

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

GCSE Photography aims to provide students with the broad and balanced opportunities to explore a variety of specialist materials, techniques and processes. Students will study a range of artists, historical art movements, source imagery and artefacts to inspire their creative process.

### Overview

Component one is coursework, students will undertake a sustained project responding to set themes.

Component two is the exam and students respond to themes set by the awarding body.

Students are expected to complete a minimum of two hours of independent learning per week.

### Skills

Students will develop drawing skills to a high level and refine ideas to produce high quality outcomes. They will produce work which demonstrates the formal elements; colour, line, shape, texture, pattern, harmony and composition.

They will demonstrate different approaches to:

- Observational Studies: Recording imagery through using techniques which includes drawing, printmaking, digital process for example Photoshop and photography.
- Artist Research: Research and analysis of artists work and responding to these artists.
- Initial Ideas: Creating inspired individual and original artwork.
- Developed Ideas: Reflecting, refining and developing ideas.
- Final Piece: Concluding the project by creating an outcome which responds to the theme.
- Analysis: All practical work is supported with written reflections and evaluations.

Drawing underpins all area of the visual arts. There is a strong emphasis of drawing included into this course.

### Course content

Coursework and Externally Set Assignment (exam) are marked using the same Assessment

Objectives: Students must demonstrate their ability to:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Assessment

**40% Terminal examination**

**Component 1:** Portfolio of work (Coursework): **60%** of final grade

**Component 2:** Externally Set Assignment (10 hour Exam): **40%** of final grade

### Opening doors

This course will prepare students for further educational study in Visual and Creative Arts based career pathways. Post 16 options include Technical and Professional, Apprenticeship or A Level Art routes.

The Arts and Culture sector contributes to £7.7billion to the UK economy. Employment areas include roles in Graphic Design, Marketing, Advertising, Fashion and Accessory Design and Arts Education.



For further course details contact Mrs Kaye ([n.kaye@fareham-academy.co.uk](mailto:n.kaye@fareham-academy.co.uk))



## Product Design

### Qualification

GCSE Product Design

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

GCSE Product design is the design, prototyping and modelling or making of primarily functional and aesthetic products (The function and looks), objects, and environments, drawing upon intellectual, creative and practical skills.

GCSE Product design will provide students with the exciting opportunity to explore a variety resistant materials, techniques and processes to create functional objects and aesthetic products.

### Overview

Component one is coursework, students will undertake a sustained project responding to set client briefs.

Component two is the exam and students respond to themes set by the awarding body (Exam board).

### Skills

Students will develop practical skills to a high level and refine ideas to produce high quality outcomes. They will produce work which demonstrates the formal elements applied to three dimensional functional and aesthetic products. They will demonstrate different approaches to:

- Observational Studies: Recording imagery through using techniques which could include isometric drawing and photography.
- Designer Research: Research and analysis of work and responding to these.
- Initial Ideas: Model making, constructing, surface treatment, assembling, modelling
- Developed Ideas: Reflecting, refining and developing ideas.
- Final Piece: Concluding the project by creating an outcome which responds to the theme using clay, wood, metal, plaster, plastic
- Analysis: All practical work is supported with written reflections and evaluations.

### Course content

Coursework and Externally Set Assignment (exam) are marked using the same Assessment Objectives: Students must demonstrate their ability to:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, material, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Assessment

**40% Terminal Examination**

**Component 1:** Portfolio of work (Coursework): **60%** of final grade

**Component 2:** Externally Set Assignment (10 hour Exam): **40%** of final grade

### Opening doors

This course will prepare students for further educational study in practical based subjects. Post 16 options include Technical and Professional, Apprenticeship or A Level Technology based subjects and/or Design routes.

With a large number of technical qualifications being available to study around the surrounding geographical area this course could lead to exciting ventures post 16.



For further course details contact Mrs Moore ([n.moore@fareham-academy.co.uk](mailto:n.moore@fareham-academy.co.uk))



## Religious Studies

### Qualification

GCSE Religious Studies

### Exam board

AQA Specification A

### No. of lessons

6 lessons per fortnight

### Objectives

To encourage students to adopt an enquiring, critical and reflective approach to the study of key moral and life issues.

### Overview

The course involves a thematic study of central questions and issues in human life experiences and explores the relevance of religious and philosophical beliefs, practices, values and traditions to these questions. Beliefs, teachings and practices of two religions are studied.

### Skills

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

### Course content

Two components are studied for the Full Course Award

Component 1: The study of religions: beliefs, teachings and practices of two religions are studied (Christianity and Islam)

Component 2: Thematic studies

- Religion and life (Abortion, Euthanasia and animal experimentation)
- Religion, peace and conflict (War, Terrorism and Weapons of mass destruction)
- Religion, crime and punishment (Death penalty, Prisons and the treatment of criminals)
- Relationships and families (Human sexuality, family structure and gender equality)

### Assessment

#### 100% Terminal examination

The GCSE is externally assessed through two exams in the summer of Year 11. The RE GCSE course is single tier with all students sitting the same papers. There is no controlled assessment or coursework, just the written examinations at the end of the course.

The second religion will be determined by the school for Religious Studies.

### Opening doors

A qualification in Religious Studies is a valuable entry qualification to post-16 education, whether it be in Religious Studies, Philosophy, Critical Thinking or any other advanced studies subject. Many employers will welcome knowledge and appreciation of other peoples' beliefs and practices and the ability to debate and communicate clearly.



For further course details contact Miss Sanders ([n.sanders@fareham-academy.co.uk](mailto:n.sanders@fareham-academy.co.uk))



## Sports Studies

### Qualification

OCR Level1/level2 Cambridge National in Sport Studies (GCSE Equivalent)

### Exam board

OCR

### No. of lessons

6 lessons per fortnight

### Objectives

This qualification focuses on practical sports coaching and teaching alongside the issues within sports participation and the media

### Overview

This course is designed to enable students to Understand and apply the fundamental principles and concepts of Sport Studies. To Understand topical and contemporary issues in sport, including; why people do and do not participate in sport. Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions. To Explore the relationship that media has with sport and understand how linked they are. Also, for pupils to take part in outdoor and adventurous activities in natural settings to gain an understanding of the benefits that these activities offer to people.

### Skills

Students will develop an understanding of adapting their own ideas and responding to feedback, completing research, responding to data, independent working, working to deadlines and efficient use of resources. Students will also gain the skills to be able to work with others, plan training programmes, evaluate and make recommendations to help improve performance and develop their own leadership skills.

### Course content

Students will sit one exam which is worth 40% of their final grade. Practical performance and leadership in sporting activities which is worth 40% of their final grade, and then coursework in the third unit which is worth 20% of their final grade. The following topics will include contemporary sports issues studying what factors affect sporting participation at every level. Performance and leadership in sports activities, which will involve pupils designing a sporting lesson, delivering the lesson and evaluating the lesson. Also, finally sport and the media discovering the link between the media and sport both negative and positive influences the media has in sport.

### Assessment

1hr 15 minute Contemporary issues in sport exam: **40%** of the final grade

Practical Performance and leadership in sports activities: **40%** of final grade

Sport and the media assignment: **20%** of final grade

### Opening doors

This course may lead pupils into further study, which could be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media. Other Post graduate opportunities such as; Physiotherapist, sports development officer, Coach or Teacher .



For further course details contact Mr Bradshaw ([b.bradshaw@fareham-academy.co.uk](mailto:b.bradshaw@fareham-academy.co.uk))



## Textiles

### Qualification

GCSE Textiles

### Exam board

AQA

### No. of lessons

6 lessons per fortnight

### Objectives

GCSE Textiles provides students with a broad, balanced, dynamic and contemporary opportunity to explore a variety of specialist Fashion and Textile materials, techniques and processes. Students will study a range of fashion designers, textiles artist, source imagery and artefacts to inspire their creative process.

### Overview

Component one is coursework, students will undertake a sustained project responding to set themes.

Component two is the exam and students respond to themes set by the awarding body.

Students are expected to complete a minimum of two hours of independent learning per week.

### Skills

Students will explore a variety of new skills such as dyeing fabrics, batik, stitching, mixed media construction, felt making, and fabric manipulation. They will produce work demonstrating an understanding of how to use colour, line, shape, texture, pattern, harmony, contrast and repetition.

Through their coursework projects students will demonstrate different approaches to:

- **Observational Studies:** Recording imagery through using techniques which could include drawing, photography, print-making and specialist textiles processes
- **Artist Research:** Research and analysis of fashion designers and textile artists and responding to these
- **Initial Ideas:** Creating inspired individual and original artwork
- **Developed Ideas:** Reflecting, refining and developing ideas
- **Final Piece:** Concluding the project by creating an outcome which responds to the theme
- **Analysis:** All practical work is supported with written reflections and evaluations

### Course content

The Coursework and Externally Set Assignment (exam) are marked to the same Assessment Objectives. Students must demonstrate their ability to:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Assessment

**40% Terminal examination**

**Component 1:** Portfolio of work (Coursework): **60%** of final grade

**Component 2:** Externally Set Assignment (10 hour Exam): **40%** of final grade

### Opening doors

Post 16 options which include Technical and Professional, Apprenticeship or A Level Art routes.

The Arts and Culture sector contributes to £7.7billion to the UK economy. Employment areas included roles in Theatre and Costume, Interior Design, Fashion and Accessory Design and Arts Education.



For further course details contact Miss Pearson ([c.pearson@fareham-academy.co.uk](mailto:c.pearson@fareham-academy.co.uk))





## Triple Science

### Qualification

3 separate GCSEs in Biology, Chemistry and Physics

### Exam board

AQA

### No. of lessons

14 lessons per fortnight - 8 Core science lessons and 6 extra lessons from the option choice time

### Objectives

At the end of the course, students will have developed a keen interest in science and be able to apply skills, knowledge and understanding of how science works and the essential role of science in society. They will also develop a critical approach to scientific evidence and methods.

### Overview

Opting for Triple Science will use one of a student's option choices. Students' performance so far in Science across Biology, Chemistry and Physics topics will help identify the new cohort of Triple Scientists. This group of students will have been identified as being capable of succeeding in the new and demanding courses. These students are likely to fulfil all of the following criteria: already working at a consistent grade 9.7 or above across all three disciplines, as well as having an excellent attitude in all science lessons, have excellent attendance and an excellent home learning record. An outstanding mindset for learning is required. (Final selection will be the responsibility of the Head of Science).

### Skills

Students will continue to develop the four key areas of science:

- How Science Works (practical skills in Science)
- Biology
- Chemistry
- Physics

### Course content

All 6 official exams will be taken at the end of Year 11 .

### Assessment

#### 100% Terminal examination

Each of the three GCSEs consist of two exams, totalling 6 exams at the end of Year 11:

- **Biology Exams:** 2 x 1 hour and 45 minutes
- **Chemistry Exams:** 2 x 1 hour and 45 minutes
- **Physics Exams:** 2 x 1 hour and 45 minutes

### Opening doors

GCSE Triple Science allows students to progress and develop the skills as mentioned on the previous Core Science page. However, the Triple Science route is suitable for those students who are interested and competent in Science and are aiming to follow a career path into Science A-Levels and traditional Science degrees, including Medicine, Veterinary Surgery, Astrophysics, Engineering, Biochemistry and many more careers directly requiring accomplished scientists.



For further course details contact Mrs Beard ([a.beard@fareham-academy.co.uk](mailto:a.beard@fareham-academy.co.uk))



# Summary of Qualifications

Subject	Exam Board	Level 2 Qualification	Controlled Assessment	Terminal Examination	Exams
Art & Design	AQA	GCSE	60%	40%	One Set Assignment at 10hrs
Business Studies	Pearson/Edexcel	Technical Award	0%	1000%	Two Papers at 1hr 45mins
Child Development	Pearson/Edexcel	Technical Award	60%	40%	One Paper at 2hrs
Combined Science	AQA	2 GCSEs	0%	100%	Six Papers at 1hr 15mins
Computer Science	OCR	GCSE	0%	100%	Two Papers at 1hr 30mins
Dance	Pearson/Edexcel	Technical Award	100%	0%	None
Drama	Eduqas	Technical Award	100%	0%	None
Engineering Design	Pearson/Edexcel	GCSE	50%	50%	One Paper at 1hr 45mins
English Language	AQA	GCSE	0%	100%	Two Papers at 1hr 45mins
English Literature	AQA	GCSE	0%	100%	One Paper at 1hr 45mins, One Paper at 2hrs 15mins
French/Spanish	Pearson/Edexcel	GCSE	0%	100%	Three papers and a 10– 12min speaking assessment
Geography	AQA	GCSE	0%	100%	Two Papers at 1hr 30mins, One Paper at 1hr 15mins
Graphic Design	AQA	GCSE	60%	40%	One Set Assignment at 10hrs
Health & Fitness	NCFE	Technical Award	60%	40%	One Paper at 1hr 30mins
History	Pearson/Edexcel	GCSE	0%	100%	Three papers of different lengths
Mathematics	Pearson/Edexcel	GCSE	0%	100%	Three Papers at 1hr 30mins
Media Studies	AQA	GCSE	30%	70%	Two Papers at 1hr 30mins
Music	Eduqas	Technical Award	100%	0%	None
Photography	AQA	GCSE	60%	40%	One Set Assignment at 10hrs
Product & Manufacturing	AQA	GCSE	60%	40%	One Set Assignment at 10hrs
Religious Studies	AQA	GCSE	0%	100%	Two papers at 1hr 45mins
Sports Studies	OCR	Technical Award	60%	40%	One Paper at 1hr 15mins
Textiles	AQA	GCSE	60%	40%	One Set Assignment at 10hrs
Triple Science	AQA	3 GCSEs	0%	100%	Six Papers at 1hr 45mins

## Exam board Websites:

**AQA:** [www.aqa.org.uk](http://www.aqa.org.uk)

**RSL:** [www.rslawards.com](http://www.rslawards.com)

**OCR:** [www.ocr.org.uk](http://www.ocr.org.uk)

**NCFE:** [www.ncfe.org.uk](http://www.ncfe.org.uk)

**Pearson/Edexcel:** [qualifications.pearson.com](http://qualifications.pearson.com)

**Eduqas:** [eduqas.co.uk](http://eduqas.co.uk)



- Students are not able to select a combination of Textiles, Graphics, Art & Design or Product & Manufacturing.
- Students are not able to select a combination of Music, Drama and Dance.
- Students are not able to select a combination of Sports Science and Health and Fitness
- Students must choose one subject from each block without replication.

Non-opted subjects	Option Block 1 Choose between Geography and History preference	Option Block 2 Set 1 & 2 will be advised to take a modern foreign language.	Option Block 3	Option Block 4
GCSE English Language	GCSE Geography	GCSE Art & Design	GCSE Art & Design	BTEC L1/2 Child Development
GCSE English Literature	GCSE History	GCSE Business Studies	GCSE Business Studies	L1/2 Drama
GCSE Mathematics		GCSE Graphics	BTEC L1/2 Child Development	GCSE Media Studies
GCSE Combined Science		L1/2 Dance	GCSE Computer Science	L1/2 Music
Core PE (no qualification)		GCSE French	GCSE Engineering	GCSE Photography
		GCSE Geography/History	GCSE Spanish	GCSE Religious Studies
		GCSE Photography	L1/2 Health and Fitness	L1/2 Sports Studies
		GCSE Product & Manufacturing	GCSE Textiles	GCSE Triple Science
			GCSE Media Studies	



Please scan this QR code to direct you to the following website so you can make your option choices:

<https://www.sims-parent.co.uk/>

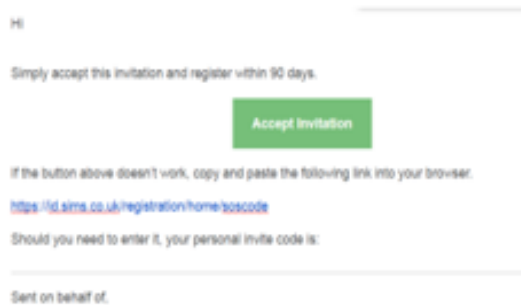
## SIMS OPTIONS ONLINE GUIDE

For our options process we use an online system. Parents will need to register on behalf of their child to be able to use the system (Go to step 3 if you have already registered).

### Step 1 – Receiving your invitation

A registration email has been sent to all parents/carers of year 9 students at the school (sent to primary email on school system).

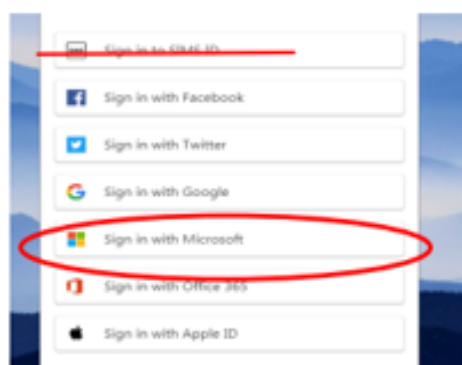
The email will come from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) and will look similar to the example below.



### Step 2 – Setting up your account

Click on the “Accept Invitation” green button.

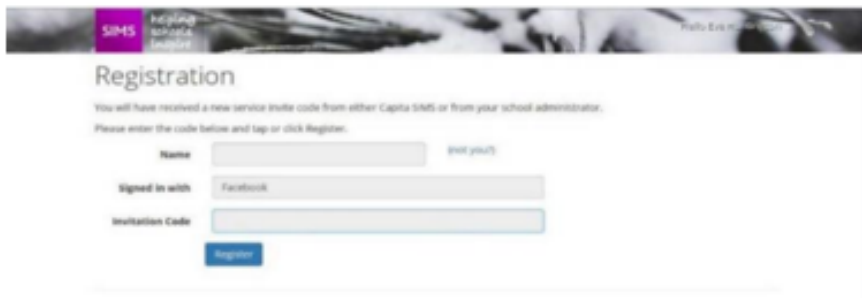
On the sign in screen choose a sign in method you wish to use. Parents/carers can choose any method as long as you have an account for it. The only one that will not work is the SIMS ID option.



Not SIMS ID

Eg. Microsoft

The first screen will be where your details are confirmed (your name and invite code will show here automatically).



On the second screen you will be asked to confirm your child's date of birth for authentication purposes.



Once the registration process has been completed successfully, your account will have been created and you will then be able to access the Options Online system.

### Step 3 – Signing In

Go to the SIMS Options log in page or via the link on the school website.

Sign in with the chosen account you used during the registration process.

Students will then need to select their choices by following the instructions on-screen and within the following pages – steps 4 to 6.

### Step 4 – Read the 2023-2025 Options Booklet and watch the subject videos (school website)



## Step 5 – Making Option Choices

Please read the instructions provided on the screen to guide you.

You will be presented with a screen similar to this. In this example, the first section is a 'humanities' choice – the screen currently shows that 0 choices have been made but that 1 choice must be made in this section.

The second section is a Subject Choice A – the screen currently shows that 0 choices have been made but that 1 choice must be made in this section.

To select a course, you simply click on the name.

For example, if you want to choose Geography, you click on 'Geography' and the bar changes colour to blue as below.

The screen also updates to show that you have chosen one subject from this section. In a similar manner, you choose subjects from the other sections that are available to you.

Once you have made all of your choices, your screen will look something like the one below. We can see that the correct number of choices have been made from each section and this is confirmed by the green ticks. On the right-hand side of the screen, the chosen courses.

Please NOTE: In options blocks 2, 3 and 4 you can choose a reserve option. To select a reserve merely select the reserve button next to the subject you wish to be your second choice. We have a few subjects that are either very popular or do not always run. To support with this, it is suggested that you select a reserve to ensure best possible choices for all.

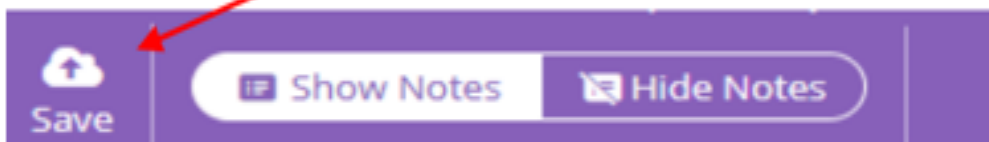
### Step 6 – Comments and Saving your Option Choices

There is a student comments box at the bottom of the page if you wish to add any comments with regard to option choices.



**Save your option choices.**

It is vital you press the save button at the top of the screen otherwise your choices will be lost when you close the browser.



Approval' tick box to approve your child's option choices. There is also a comment box if you wish to add a comment.

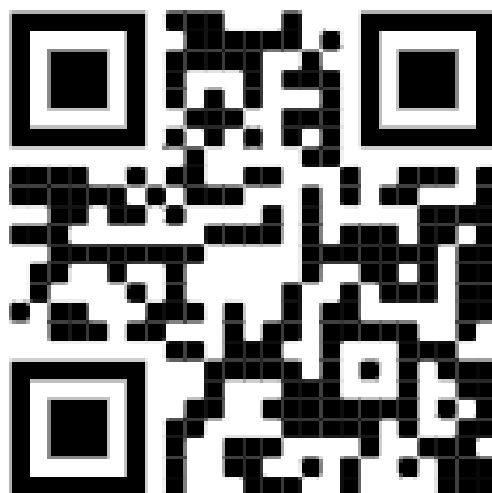


**Click on save at the top of the screen before closing your browser.**

Your choices have now been made and the options process is now complete. Ensuring that you have clicked save, you can close your browser.

If you have not received a registration email from us, and you have checked your junk mail, this will be because we do not hold a valid email address on our system for contact number one.

Please send an email to [adminoffice@fareham-academy.co.uk](mailto:adminoffice@fareham-academy.co.uk) and include the name and date of birth of your child, for your details to be updated.

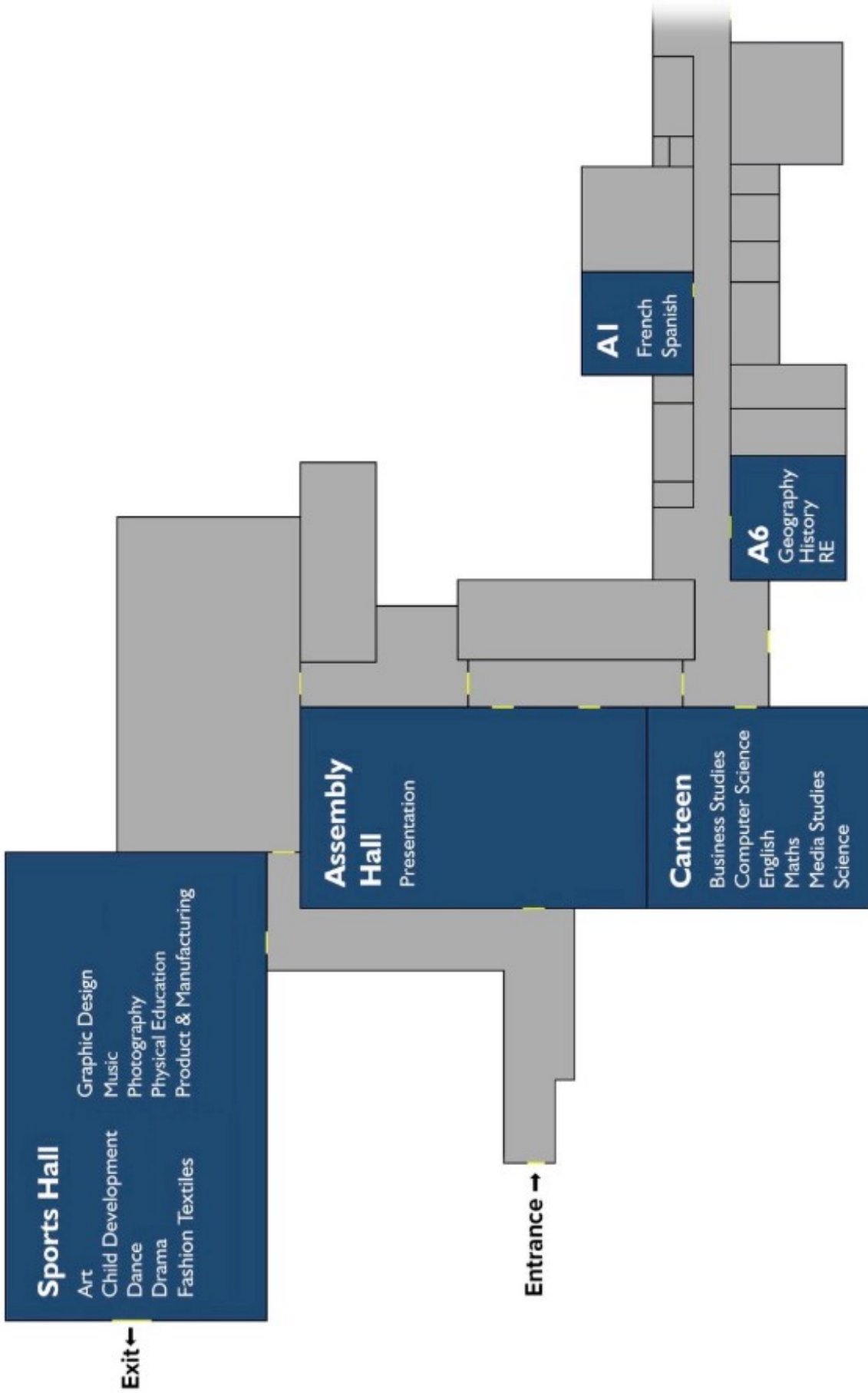


Please scan this QR code to direct you to the following website so you can make your option choices:

<https://www.sims-parent.co.uk/>

Or go to TALAXY and click the link







## Notes from the Options Evening

A series of horizontal dashed lines provided for taking notes.