

# Curriculum & Pathways Information

2024 - 2025



**MARSHALLS PARK  
ACADEMY**

SOUTH WEST ESSEX COMMUNITY EDUCATION TRUST

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Dear Parent/Carer,

At Marshalls Park Academy, we aim to provide our students with a curriculum which is broad, balanced and relevant to our learners. All year groups follow the National Curriculum, studying subjects such as English, Mathematics, Science, Religious Education, Computing and PE. Our students also study PSHE through registration, Period 6 lessons on Mondays, and Drop Down Days.

Students are taught and assessed in a wide range of skills that help to prepare them for the rigours of GCSE and further/higher education. To ensure nobody is left behind, our curriculum also has the flexibility to allow targeted students to have their own bespoke programmes so that they too can achieve success in a curriculum relevant to their needs; by careful planning, any such programmes are implemented for selected students with minimal disruption to their regular curriculum.

Our PSHE program teaches students financial management, study skills, sex and relationships education, mental health awareness and work related learning; Britishness and what it means to be British is also studied.

The MPA curriculum is further enriched by a wealth of extracurricular activities on offer, such as the DofE Award programme, theatre visits, sporting events, musical instrument tuition, drama productions, activity holidays, revision classes and art gallery visits.

Students automatically gain the **English Baccalaureate (EBacc)** qualification if they achieve GCSE's with grades 9 to 5 in English, Mathematics, two Sciences (either through Combined Science or Separate Sciences), a Foreign Language and either History or Geography. The expectation is that students who have the potential to achieve this, will continue with these subjects in Years 10 and 11.

Between **Years 7 and 11**, ALL students will study the following **subjects as core (compulsory)**:

- English (Language and Literature)
- History or Geography (or both if chosen as an additional option subject in Year 10)
- Mathematics
- Core PE
- Religious Studies
- Separate Sciences (Biology, Chemistry and Physics)
- French or Spanish

Students who speak and write a Modern Foreign Language at home are encouraged to pursue this, and where possible, we will facilitate GCSE entries in these subjects in addition those listed above.

In **Year 9**, students are given the option to specialise in 3 of the following subjects:

- Art
- Music
- Drama
- DT
- Dance
- Food

At the end of Year 9, students will be guided towards a reduced number of subjects to allow for a greater depth of study in **Years 10 and 11**. Further details of Optional and Core subjects can be found in the remainder of this booklet.

The deadline and method for submitting your option choices will be outlined separately to you via email or letter from the school office.

Due to the changes that often take place in education, specifications are subject to change; staff are constantly reviewing the best qualifications and specifications in their subject areas, and final decisions on entries will generally be made midway through Year 10. In exceptional cases where students would benefit from a change of qualification or specification in Year 11, this will be done in consultation with parents.

We hope that the information in this booklet and the school website, as well as the information provided by teachers, will give a flavour of what to expect in each subject during your child's remaining years at MPA. In addition to yourselves, we also expect that students refer to this booklet when to help understand the options process.

Once you have read through the contents of this booklet, please submit your preference of subjects to us via the link provided to you from the school office – this will be given to you in a separate letter/email.

**Please note the following important points:**

- If numbers are not viable, courses will not run
- Where possible, students will be allocated their first choice subjects, but not all combinations will be possible
- If a course is oversubscribed, a student's commitment to the subject will be taken into account as well as the mix of other options they have chosen
- We actively encourage our students to maintain a good balance of National Curriculum subjects until the end of Year 9 and as such, in processing applications, we will guide you towards making your selections if a healthy balance is not achieved.
- **Once students have made their choices, and timetables have been put in place, it will not be possible to make changes to choices.** It is essential therefore, that students and parents research and make informed decisions.

If you have questions or require support of any kind, please email us at [pathways@mpa.swecet.org](mailto:pathways@mpa.swecet.org)

Yours sincerely



A Rahman  
Assistant Headteacher

# CORE AND OPTIONAL CURRICULUM

The remainder of this document is intended to focus only on the Core and Optional Curriculum subjects on offer between Years 9 and 11

A full breakdown of all subjects, for all other year groups, can be found on the school website

At the end of Year 9, you will be guided towards a reduced number of subjects to allow for a greater depth of study. Depending on the pathway you are on, you may not have access to all your preferred subjects. The school will inform you of your pathway during the Options window

The information in this booklet is correct at the time of print

## English is **COMPULSORY** for all Year Groups

The English department at MPA looks to engage, support and stretch students through a curriculum that is challenging, thought provoking and relative to our students and the world they live in.

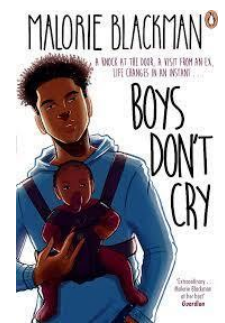
In Year 9, the curriculum is designed around the central theme of relationships and lessons are designed to push students to maximise on their potential through a diverse range of classroom and homework activities such as independent research, group work, close text analysis and formal presentations. Students will be supported in writing a range of extended pieces to develop their extended writing skills.

The Year 9 curriculum is designed specifically to equip students with the necessary knowledge and expertise to access the demands of the GCSE specifications in both English Language and English Literature, preparing students to work to their full potential throughout their GCSE courses.

### **Autumn 1 – Modern Novel**

*Boys Don't Cry* by Malorie Blackman

Students explore contemporary issues (teenage pregnancy, homophobia) through different characters in the novel and complete a Literature-style reading assessment on how writers present messages on society through a character.



### **Autumn 2 – Non-fiction Writing**

*Language Change Over Time*

Students begin this topic by exploring the origins of the English language and how it has developed over time. They then use this information to create a piece of formal opinion writing.

### **Spring 1 – Poetry Past and Present**

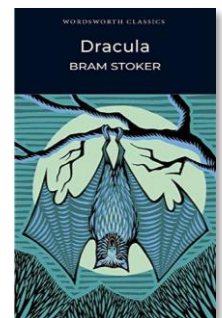
*Love and Relationships Poetry Anthology*

Students engage with a range of poems that explore different forms of love, making comparisons between the form, structure, language and contexts in an analytical essay.

### **Spring 2 – 19<sup>th</sup> Century Novel**

*Dracula* by Bram Stoker

Students use the Gothic novel as inspiration for their own creative writing, incorporating Gothic elements and techniques into their own description.



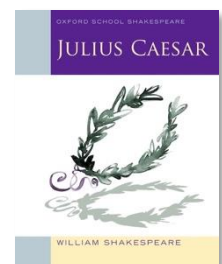
### **Summer 1 – Shakespeare *Julius Caesar* by William Shakespeare**

Students explore the life and times of Julius Caesar and Shakespeare's portrayal of the ruler, considering how a theme is presented across a whole play in an analytical essay.

### **Summer 2 – Contextual Development**

*Victorian Britain Extract Anthology*

Students are exposed to a range of sources and extracts from the Victorian era and explore perspectives, lives and society in this time period.



# Maths

Maths is **COMPULSORY** for all Year Groups

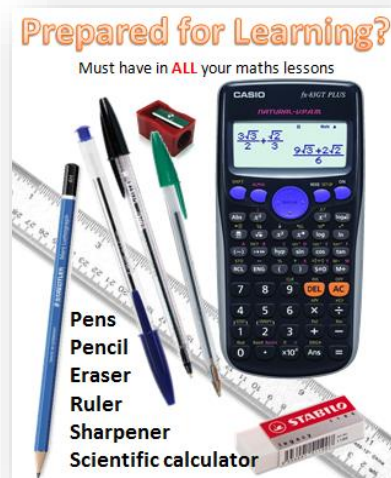
In Year 9, Mathematics gives students the opportunity to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Termly assessment will give students clear feedback on progress.

Strengths and weaknesses will be identified and guidance given on how to improve weaker skills.

Students are taught in either Foundation or Higher Tier. This continues in Years 10 & 11 (when final decisions are made on students' ability and tier entries).



Year 9 Maths						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
Higher Tier	Number Algebra	Interpreting & Representing Data	Fractions, Ratios & Percentages Angles and Trigonometry	Graphs	Area & Volume	Transformations & Constructions
Foundation Tier	Number Algebra	Graphs, Tables & Charts	Fractions and Percentages	Equations, Inequalities and Sequences	Angles	Averages & Range

# Religious Education

RE is COMPULSORY for all Year Groups

Our Year 9 programme of study has been purposely designed to challenge our students, broadening their understanding of Religious Education as an academic discipline.

Thematically structured to complement the AQA GCSE specification they will move on to in KS4, students will build on their KS3 knowledge and enhance their understanding of the six main world religions as they progress through the modules. Students will study six units, each one focusing on a different ethical or moral theme to encourage independence and critical thinking skills.

## Religion, Peace and Conflict

- Students begin year 9 by considering the morality of war
- Students will look at the international rules of war
- Students will formulate arguments for and against nuclear foreign policies, and consider whether these fit into a Christian understanding of a just war.
- Students will finally consider the Islamic teachings of lesser and greater Jihad.

## Religion, Crime and Punishment

- In this unit, students consider the complex factors that lead people to commit crime and the social implications that arise thereafter
- Students evaluate both individualist and collectivist approaches to lawbreakers
- Students are introduced to capital punishment and consider different viewpoints from around the world.

## Social Injustice



- Students begin this unit by looking at stereotyping, prejudice and discrimination. This leads them to consider the potential consequences of unconscious bias
- Students look at the policy of apartheid in South Africa before they move on to consider different religious approaches to the holocaust

## Relationships and Families

- Sociological concepts are integrated again in this unit as students consider the ever-changing nature of the family, considering its purpose in society.
- Students look at different religious attitudes towards sexual relationships, marriage, divorce, contraception and assisted conception.

## Religion and Life

- In this unit, students try to reconcile the quality of a person's life with the value it is therefore attributed. Morality and Euthanasia are also explored in this topic.

## Creation

- The unit endeavours to enhance student's understanding of prominent religious beliefs about creation, but also provides opportunities for students to research and engage with alternatives such as Norse mythology and Chinese tradition



# Science

Science is **COMPULSORY** for all Year Groups

Science GCSE pathways will differ for students in Years 10/11. You will be informed of this in Year 10.

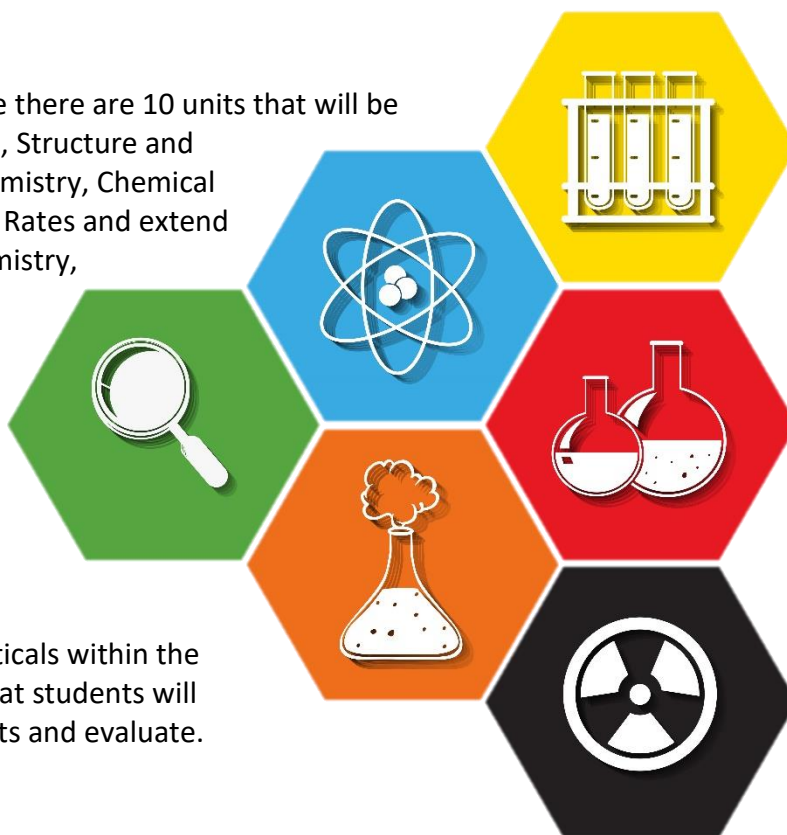
The GCSE Science programme commencing in Year 9 will follow the AQA Single Sciences GCSE course consisting of the 3 Sciences: Biology, Chemistry and Physics. Depending on performance, Science GCSE pathways will differ for students in Years 10 and 11

## Biology

- Over the Biology course there are 7 units that will be covered: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis, Inheritance, variation and evolution and Ecology.
- Biology is the study of the living organisms and their structure, life-cycle, adaption and environments. There are 10 required practicals within the Biology specification that students will investigate, produce results and evaluate.

## Chemistry

- Over the Chemistry course there are 10 units that will be covered: Atomic structure, Structure and bonding, Quantitative chemistry, Chemical Changes, Energy changes, Rates and extend of reactions, Organic Chemistry, Chemical analysis, The Atmosphere and Using resources.
- Chemistry is the study of the composition, behaviour and properties of matter, and of the elements of the Earth and its atmosphere.
- There are 8 required practicals within the Chemistry specification that students will investigate, produce results and evaluate.



## Physics

- Over the Physics course there are 8 units that will be covered: Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Electromagnetism and Space.
- Physics is the study of energy, forces, mechanics, waves, and the structure of atoms and the physical universe.
- There are 10 required practicals within the Physics specification that students will investigate, produce results and evaluate.

# Computer Science / iMedia

Computing is **COMPULSORY** between Years 7 to 9 and **OPTIONAL** in Years 10 and 11

The Computing programme on offer in Year 9 will consist of a mixture of ICT and Computer Science. For Years 10 and 11, students can choose to study Computer Science or Creative iMedia

The ICT components will focus on being able to use computers competently in multiple disciplines, such as:

- **Creating websites/HTML**

This unit will enable students to understand and explore creating multipage websites. It will enable students to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms.

- **Games design / Scratch Programming**

This unit will enable students to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of programming games and gain the knowledge to create a games design concept. This unit will also enable students to understand the basics of planning and designing games for the creative digital media sector.



- **Image editing**

Gaming technologies, mobile phones and multimedia websites all use digital imagery to enhance and inform their content. The unit will enable students to understand where digital imagery is used in the media industry such as television, film, web applications or computer gaming. The students will also learn how these technologies are developed to reach an identified target audience.



- **Desktop Publishing/Documents/Spreadsheets/Databases**

The aim of these combined unit is for students to understand the concepts of digital editing for the creative and digital sector. They will learn where and why such documents / software's are used and what techniques are involved in their creation. This unit will develop students understanding and core concepts of ICT to enable them to use effectively in industry.



The Computer Science components develop students' understanding and application of the core concepts of computer technology. The units covered will include:

- **Computer systems**

- Systems architecture
- Memory and storage
- Computer networks, connections & protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

- **Computational thinking, algorithms and programming**

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic-Programming languages and Integrated Development Environments



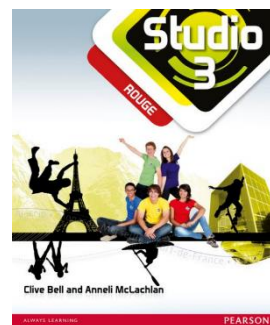
# French

French and Spanish are both **COMPULSORY** in Year 7  
Between Years 8 to 11, students have to study either French or Spanish

The Year 9 French curriculum is taught innovatively through an interactive, online textbook. It continues to provide opportunities for students to consolidate their understanding of key vocabulary and grammatical concepts, and to build upon this with more complex structures, in new contexts.

Students will have more exposure to the four key skills (listening, speaking, reading and writing), in a variety of different topics, including:

- Social Life
- Body and Health
- Jobs
- Holidays
- The World Around Me
- School



Students will also develop more advanced skills: such as dictation, translation and spontaneous talk.

## Assessment

- At the end of each half-term, students will be assessed on either their writing and reading skills or speaking and listening skills on the module that they have just studied.
- The assessments will involve students reading and listening to information in French, and answering questions in English.
- The speaking assessment will involve students taking part in a conversation or giving a short presentation about a chosen topic.
- The writing assessment will involve students creating a French paragraph of approximately 90 words about a given topic.

## Cross-Curricular Skills

- **Literacy:** Students will revisit the present tense of a range of important verbs, to consolidate understanding. They will also look at irregular and reflexive verbs.
- **Numeracy:** Students will also spot patterns in grammar and learn how to use numbers in context.
- **Thinking Skills:** Students will take part in a range of paired and group-work activities to develop their teamwork skills. They will also be encouraged to infer the meaning of new vocabulary and deduce patterns in grammar.



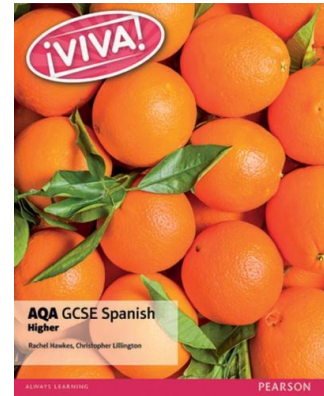
# Spanish

French and Spanish are both **COMPULSORY** in Year 7  
Between Years 8 to 11, students have to study either French or Spanish

The Year 9 Spanish curriculum is taught innovatively through an interactive, online textbook. It continues to provide opportunities for students to consolidate their understanding of key vocabulary and grammatical concepts, and to build upon this with more complex structures in new contexts.

Students will have more exposure to the four key skills (listening, speaking, reading and writing), in a variety of different topics, including:

- Social Life
- Body and Health
- Jobs
- Holidays
- The World Around Me
- School



Students will also develop more advanced skills: such as dictation, translation and spontaneous talk.

## Assessment

- At the end of each half-term, students will be assessed on either their writing and reading skills or speaking and listening skills on the module that they have just studied.
- The assessments will involve students reading and listening to information in Spanish and answering questions in English.
- The speaking assessment will involve students taking part in a conversation or giving a short presentation about a chosen topic.
- The writing assessment will involve students creating a Spanish paragraph of approximately 90 words about a given topic.

## Cross-Curricular Skills

- **Literacy:** Students will revisit the present tense of a range of important verbs, to consolidate understanding. They will also look at irregular and reflexive verbs.
- **Numeracy:** Students will also spot patterns in grammar and learn how to use numbers in context.
- **Thinking Skills:** Students will take part in a range of paired and group-work activities to develop their teamwork skills. They will also be encouraged to infer the meaning of new vocabulary and deduce



# Geography

Geography is **COMPULSORY** between Years 7 to 9

Between Years 10 and 11, students must choose to either continue with Geography or History, or study both

The Geography programme on offer in Year 9 will encompass both physical and human Geography topics.

The key topics that will be delivered during the course of Year 9 are as follows:

## Changing climate

- This part of the course is particularly topical in the 21<sup>st</sup> century and can be applied to many real life situations.
- Students will travel back in time, learning about climatic patterns from thousands of years ago
- This topic also considers the causes of climate change, taking into account both natural and human causes,
- Students also explore the global impacts of warmer temperatures



## Global hazards - Climatic

- During the year 9 course, students will focus on tropical storms and droughts. They will learn how both of these hazards are caused, as well as the impacts and responses to these events.
- Students will explore and evaluate two real case studies in depth – Typhoon Haiyan in the Philippines and the UK drought of 2012.
- This topic provides great scope for students to develop their written communication skills with these in depth studies, as well as opportunities for decision making.



## Population challenges

- This topic will focus initially on world population, taking consideration as to how our population structure is changing over time
- This will then lead into a focus on UK population trends, including the benefits and challenges of an ageing population

## The UK physical Geography

- This topic will pull together knowledge gained across KS3, to focus on the UK's physical geography and how and why our landscape has changed
- This is particularly helpful to consolidate this knowledge ahead of progressing to KS4 – as it will support with some of our GCSE topics, including Hazards, Landscapes and the UK in the 21<sup>st</sup> Century.

## Resources under stress

- Students will complete the year by making links between topics studied over the year to consider the impacts of resource availability worldwide
- The main focus will consider food availability and the different influences on global food security.

Aside from the content studied, Geography also provides opportunities for students to develop a wide range of skills, which can be transferrable across many other subjects. For example: Written communication, numeracy, data analysis, map skills, conducting an enquiry, fieldwork and data collection



# History

History is **COMPULSORY** between Years 7 to 9

Between **Years 10 and 11**, students must choose to either continue with **Geography or History**, or study **both**

The History programme on offer in Year 9 will be a mixture of KS3 History and GCSE History. You will continue to develop the assessment objective skills that you have been working on since Year 7, including knowledge and written organisation, second order concepts (change and continuity, cause and consequence, similarity and difference, and significance), and source and interpretation skills.

- **The British Empire**

This unit allows students to gain an understanding of different experiences of the British Empire and how they varied in different colonies. We will look at a selection of case studies, like the Sepoy rebellion or the Tasmanian massacre. This sets the context for the world stage prior to WW1 and helps students to understand imperialism which helps them for the next topic.

- **Causes and key events of WWI**

This unit will allow students to gain contextual knowledge of the causes, consequences, and harsh realities of WWI. They will look at how politics, including empire building, militarism and alliances can have a huge impact on the world and why WWI is still remembered and honoured during Armistice. This unit will also give them contextual understanding of their GCSE course – Weimar and Nazi Germany 1918-1939.



- **Weimar and Nazi Germany 1918-1939 (Edexcel History 9-1)**



This unit forms part of the GCSE History course and is examined at the end of year 11. It is worth 30% of the overall grade.

During this unit, students will explore what happened in Germany after their defeat in WWI. They will learn about the consequences of setting up a new government, becoming dependent on American loans and how failure to deal with economic problems led to the rise of Adolf Hitler. Students will look at how Hitler managed to control Germany, and how different people were treated under his dictatorship.

- **The Holocaust**

Students will study the historical context of the Holocaust, including the different minorities groups that were affected by Nazi persecution, and the process that preceded the murder of approximately 11 million people, including 6 million Jewish people.

- **WWII and Beyond**

After Hitler invades Poland, the world is once more plummeted into war. Students will learn about the key events of WWII, including battles on the European and Pacific Theatres. They will learn how the Modern Period became a period of war, from WWII, the Cold War, and the Vietnam war. Students will consider how these events shaped the world we live in today.



**Key Events of the 20<sup>th</sup> Century** Students will spend the rest of the year studying key events that have shaped the modern world. They will start at the turn of the century and look at a range of different events, some more famous than others. They will then move on to some lesser-known events that have shaped our world, such as the Stonewall Riots and the British Civil Rights movement.



## Art is COMPULSORY between Years 7 to 8 and OPTIONAL between Years 9 and 11

Students develop their visual and conceptual understanding through the GCSE Fine Art disciplines of painting, drawing, printmaking and sculpture including ceramics. Students evaluate each unit of work through written evaluations and sketchbook annotations using advanced specialist terminology.

*Component 1 = 60% of final grade*

*Personal portfolio with a 25% written component*

*Students study two themed units of work for Component 1: Cubism – Brutalism & Natural World*

*Component 2 = 40% of final grade*

*10 hour externally set assignment (period of sustained focus) in year 11 term 3 over 2 days.*

*The preparatory period begins in term 2; Edexcel Pearson exam board sets the theme.*

### **Fine Art Drawing**

Drawing is one of the formal elements in Art; students draw from direct observation using primary and secondary sources. Students explore a variety of techniques and media to record ideas.

### **Fine Art Painting**

The use of a range of painting materials, tools and techniques such as watercolour, acrylic and ink allow students to learn and refine new processes on a larger scale.

### **Fine Art Printmaking**

Students learn how to transfer images to communicate ideas through the technical process of reduction printmaking and intaglio drypoint etching using our department etching press.

### **Fine Art Sculpture**

The creation of form through manipulation of three-dimensional materials to communicate ideas. Students construct card maquettes and learn about ceramics using various clay and glazing techniques. We use our department kiln to bisque and glaze fire.

### **Written communication**

Students learn about artists as well as presenting their own informed opinions appropriate to their intentions. Students will be expected to write detailed project evaluations and written annotations using specialist terminology.



# Dance

Dance is COMPULSORY between Years 7 to 8 and OPTIONAL between Years 9 and 11

The Dance curriculum on offer in Year 9 will consist of a mixture of Technique development in Jazz and Contemporary dance styles and exploration of professional dance repertoire.

During Year 9, students will learn a variety of skills and techniques within a range of different dance styles.



- Jazz Technique
- Leg Kicks
- Spins
- Turns
- Leaps
- Core Strength and Flexibility



- Contemporary Technique
- Strong core
- Exploration of Ballet and Modern dance movement
- Expressive dance
- Fluid and strong

- Students will learn how to work as part of a team and build skills such as communication, cooperation, and teamwork
- Students will take on roles such as a performer, choreographer, dance critic
- Students will learn a variety of styles such as Jazz, Contemporary, Ballet and tap dance and learn how to perform to an audience
- Students will be expected to complete written work to enable them to evaluate and analyse their performance both in class and on the stage
- Students will have to perform in-front of live audiences.
- Students will have to wear dance uniform including black leggings, black top and bare feet (for contemporary dance).



# Drama

Drama is COMPULSORY between Years 7 to 8 and OPTIONAL between Years 9 and 11

## Term 1

Component 1 Independent research on a given stimuli to create a powerful devised Drama:

- Students explore a newspaper article of the story of 'Alan' and focus on the image-laden language used by Nikki Foster in 'A Dislocated Life'.
- Students are encouraged to form their own opinions on the text and the characters involved, taking into account that it is a true story.
- Students are expected to be sensitive and open minded to other perspectives.
- This is then developed into a devised performance using their own creative ideas and also ideas from Practitioner workshops.



## Term 2

Component 2 Study and performance of two Willy Russell plays with  
Component 3a written GCSE style questions for homework:

- Students learn to effectively bring the texts of 'Our Day Out' and 'Blood Brothers' by Will Russell to life exploring the themes and characters of the plays.



- Pupils will be required to learn lines and communicate well-known plays effectively to an audience.
- The two plays allow students to gain understanding of nature Vs nurture, different cultures within England and a different time period.
- Students then answer questions about their performance based around the Component 3 written paper.



## Term 3

Component 3b Explore reviewing the live performance of 'The Railway Children':

- Students watch a recorded live performance of 'The Railway Children' focusing on analysing and evaluating the effectiveness of production elements
- Students then complete a written paper (Mock examination of Component 3- 2B)



### Theatre in Education Project

- Students devise Drama around the stimulus of 'Change' to perform to the year 6 cohort at a local primary school
- We also provide the opportunity for students to experience performing in front of a live audience by taking their devised Theatre in Education pieces to local primary schools.
- This allows students to develop professionalism and performance skills

# Design and Technology

D&T is **COMPULSORY** between Years 7 to 8 and **OPTIONAL** between Years 9 and 11

The Design Technology course takes a broad look at technology in our modern world. In Year 9 students will get exposure to the 3 key areas of study at GCSE:

- Demonstrating & recording iterative design to arrive at a functional prototype that fulfils the clients' requirements.
- Materials and their working properties including sustainable design
- Building a GCSE style portfolio. We expect students to have pride in their work and showcase their skills

Students will carry out a range of practical and design tasks to further develop their skills in these areas.

- This will involve work with resistant materials, systems and control and graphical media.
- Students will learn to use CAD/CAM as an integral part of the design process.

The emphasis of this year will be based on the design and development process. Students are expected to follow a brief and conduct independent research to design, develop and make a product.

Emphasis will also be placed on the theoretical aspect of the subject. These are vital skills, processes, techniques and pedagogy of the subject.

One of the three lessons a fortnight will be a theory based lesson highlighting the importance of theoretical knowledge in the subject. These will also include assessments in the form of open book and end of unit assessments.

**The four main projects for year 9 will be:**



## Design movements' clock

Students will explore four design movements (Art Nouveau, Art Deco, Bauhaus and Memphis). Upon completion of their research, they will choose one of the movements to base their clock designs on. This will allow students to understand how to base their design on preexisting designs.

## Desk Light

The aim of this project is to blend a variety of techniques together. Students will conduct electronics, resistant materials and graphics within this project. This will teach students to manage their time well and provide an understanding of how these skills can be combined to create a final product



## Small Business

This project aims to broaden critical thinking of students. Students will look at the steps to managing a successful business. This will include designing and creating a brand identity. They will then create bespoke items (ranging from earrings, necklaces, bracelets, keychains) using polymer clay.



## Theory

New and emerging technologies and how these have impacted society.

# Food

Food is **COMPULSORY** between Years 7 to 8 and **OPTIONAL** between Years 9 and 11

The GCSE Food Preparation and Nutrition curriculum on offer will consist of the following from year 9 onwards:

## 1. Food Commodities

Students will study the major commodity groups, which will reflect current recommended guidelines for a healthy diet. For each food commodity students will experiment and explore the physical and chemical changes that occur as a result of given actions and prepare and cook dishes using each of the commodities.



## 2. Principles of Nutrition

Students will know and understand the definition of **macronutrients and micronutrients** in relation to human nutrition. For each named macro nutrient and micronutrient, students will learn; the specific function, the main sources, dietary reference values and the consequences of malnutrition.



## 3. Diet and Good Health

Students will know and understand the **energy requirements of individuals, how to plan balanced diets** and **calculate the energy and nutritional values** of recipes, meals and diets.

## 4. The Science of Food

Students will learn about the **effect of cooking on food** and **food spoilage**. Students will have a knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food and also the microbiological food safety principles considered when buying, storing, preparing and cooking food.

## 5. Where Food Comes From

Students will learn about **food provenance**, they will know and understand; food origins, food miles, impact of food packaging, sustainability of food and the effect of food poverty. Students will also investigate **food manufacturing**, including the primary and secondary stages of processing, how processing affects the sensory and nutritional properties of ingredients, technological developments and the positive and negative effects of food modification.



## 6. Cooking and Food Preparation

Students will learn and understand the **factors affecting food choice** and demonstrate a wide range of **preparation and cooking techniques**. They will also **develop recipes and meals**.



## Assessment

### Component 1 Principles of Food Preparation and Nutrition (50% of your overall grade)

- This will be assessed by a written examination in the summer when you are in year 11.

### Component 2 Food Preparation and Nutrition in Action Nutrition (50% of your overall grade)

- In year 11 you will need to complete two non-examination tasks (NEAs).
  - Assessment 1: A Food Investigation assessment (15%).
  - Assessment 2: A Food Preparation assessment (35%).

# Music

Music is **COMPULSORY** between Years 7 to 8 and **OPTIONAL** between Years 9 and 11



The music programme at MPA focuses on providing students with a well-rounded and relevant music education.

In Year 9 students will study areas of music which are active parts of the music industry today including musical theatre, film music, pop music and jazz improvisation. In Years 10 and 11 students will work towards the Eduqas GCSE in music.

Music lessons focus on three main areas of music making, which reflect the three components being assessed in GCSE music:

## **Performance**

Students will continue to study a wide range of instruments including piano, drums, guitar, bass guitar and voice, but will choose one to begin focusing on in Year 9 so that they can develop an instrumental or vocal specialism through Years 10 and 11. If a different instrument is studied privately, students are welcome to bring it into class or we have a range of orchestral instruments available to borrow. Written homework is limited, but it is expected that students are practicing outside of class time at least twice a week in Year 9, increasing to a short practice most days in Years 10 and 11.

Students will learn how to effectively rehearse alone and with other musicians so they are prepared for a variety of solo and ensemble performances building up to a final assessed GCSE performance in Year 11. Further optional performance opportunities outside the classroom are available throughout each year.

## **Composition**

Students will apply their instrumental skills and knowledge of music theory to create their own music in a range of different styles, learning how to use notation and music technology to present and communicate their musical ideas. In Year 9 students will learn how to structure and write their own pop songs and how to improvise as a jazz ensemble. In Year 10 students will deepen their composition skills by learning how to write and harmonize instrumental melodies, and learning how to structure longer pieces of music, before completing two pieces of GCSE composition coursework in Years 10 and 11.

## **Musical knowledge and understanding**

Students will continue to develop their analytical listening skills, learning to identify key musical features, compositional devices and musical forms across a wide range of popular and classical styles. Regular practice and discussion helps support all areas of practical music-making, culminating in a final GCSE listening exam at the end of Year 11.

## Business Studies is OPTIONAL in Years 10 and 11

### Year 10 & 11 GCSE Business Studies 9-1

Business Studies is an option for students to choose in year 9. The course runs from year 10 to 11. Below are some aspects of the course you would be studying;

- The purpose of a business, the role of business enterprise and entrepreneurship. The impact that planning, location factors, ownership, aims and objectives, methods of business growth and stakeholders have on a business.
- Influences on business including external influences on business and how businesses change in response to these influences, including: technology, e-commerce and digital communication. Ethical and environmental considerations as well as the impact of economic climate and globalisation on businesses. The impact of legislation on businesses, including employment and consumer law.



- The purpose of Production/Operations. Types of production processes, the role of procurement and the impact of logistical and supply decisions on businesses. The importance of quality, including the production of goods and the provision of services. The sales process, including product knowledge, customer engagement and post-sales service



- The purpose of the Finance function, sources of finance, revenue, costs, profit and loss, including gross and net profit ratios. The importance of cash to a business and cash-flow forecasting. The use of financial information in understanding business performance and making business decisions.

- The purpose of marketing, the importance to a business of identifying and understanding its customers. Understanding segmentation to target customers, market research, and the use of qualitative and quantitative research data.

- Understand the marketing mix and its importance combined with how it is used to inform and implement business decisions.



- The purpose of Human Resources, organisational structures, communication, different job roles and responsibilities, and different ways of working. Recruitment, selection and the importance of retraining, motivating and the development of employees.

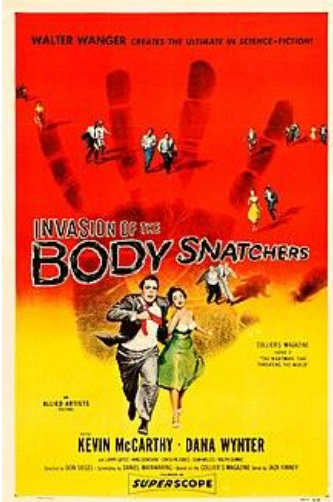


# Film Studies

Film Studies is **OPTIONAL** in Years 10 and 11

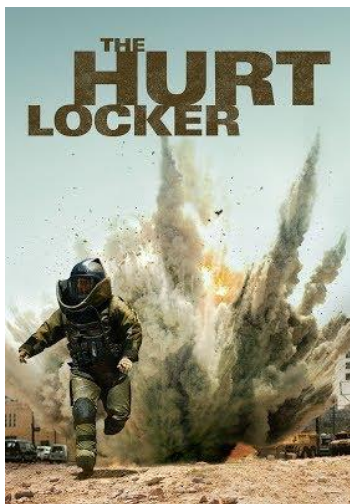
**NOTE: Film Studies is not always available as an option – please check Option Form**

GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.



## Year 10

- Introduction to Film Studies, Genre and History of Film
- Representation and Camera Work
- Film Study: *E.T.*
- Comparative Study: *Invasion of the Body Snatchers*
- Independent Film and Specialist Writing: *The Hurt Locker*
- Global Film (English language): *District 9*
- Coursework (*the coursework unit is an opportunity for students to apply their knowledge and understanding of how films are constructed to the production of their own filmmaking and screenwriting*)



## Year 11

- Aesthetics in British Film: *Skyfall*
- Global Film (non-English language): *Let the Right One In*
- Revision (examined units)



# Physical Education (GCSE)

PE GCSE is OPTIONAL in Years 10 and 11

In optional (non-core) PE, there are a number of topics that students will get to explore as we increasingly look at the theoretical concepts of movement behind physical activity. In addition:

- Students will continue to perform a range of sports within lessons.
- The lessons will predominantly be skill-based to enhance understanding of techniques, and will assist students in becoming a better performer in the sports that they participate in
- Sports will be a selection of individual and team based activities. You will be assessed in THREE sports.

The topics studied are selected so that individuals know how to improve their performance. Students will find that the topics explored could live in a number of sectors in the real world, from Physiotherapy to Sports Coaching.



Students will cover a wide range of topics in the theory including:

## Applied anatomy and physiology

- This unit will explore how the body works covering a number of different body systems. (Cardiovascular, Respiratory, Skeletal).

## Movement analysis

- This unit covers how the body moves in sport.
- An interesting topic if you were looking to be a professional coach for example

## Sports Psychology

- This unit explores how psychology in sport is important to understanding how to feedback and help guide them to become a better performer. Sports psychology is becoming even more important as performers look to gain “fine margins” to gain success

## Fitness and physical training

- This unit explores how individuals can train for specific sports. Looking at weight training to develop muscle mass to become faster for example. It also gives an insight into how targets are set to improve their fitness.



## Socio-cultural influences

- This unit looks at why certain groups play different sports and what/who influences their decision to participate in a certain sport. Does geography play a part in the sport you play?

# Statistics

## Statistics is OPTIONAL in Years 10 and 11

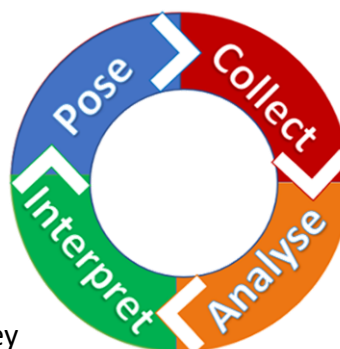
The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths, as well as supporting progression to A-level Maths.

Taught through research, real-life scenarios and projects, it will capture an interest and give an insight into the importance of statistics in the real world. Projects studied will include, “the richer the country, the better they perform in the Olympics” and “the use of technological devices affects your sleep pattern.” Students also create and analyse their own stocks and shares portfolios.

### Year 10

#### Collection of data

This area will include an introduction to all of the statistical terminology required for the course. Students will learn how to collect data and about the different types of data. They will weigh up the advantages and disadvantages of data collection and sampling methods and then be able to reason, “Why is a face to face interview sometimes better than a postal questionnaire.” They will learn how to design good questionnaires and how to overcome problems that can occur with collected data.



#### Processing and representing data

This area will enable them to develop their understanding of using relevant charts and diagrams to represent their findings. There will be some overlap with GCSE maths in studying topics, such as, pie charts and histograms, but also an introduction into why graphs can be misleading and how we can analyse detailed choropleth maps.

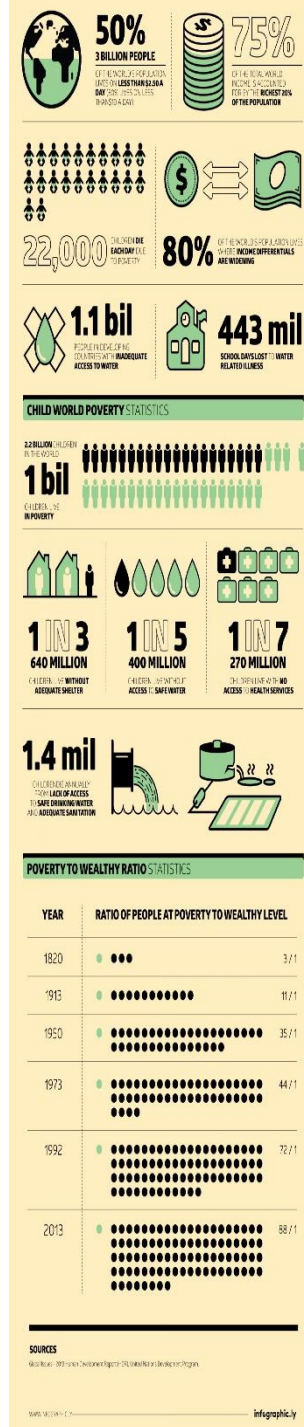


#### Project – Mayfield High

Students will study a project that they will design themselves from the Mayfield High school data set. They will choose a hypothesis, for example, “the older you are in the year group, the higher your IQ”. They will then use bivariate data to investigate their hypotheses and incorporate all of the work covered in the course to verify their findings.



### WORLD POVERTY STATISTICS





# PROGRESSION INTO YEARS 10 & 11

At the end of Year 9, you will be guided towards a reduced number of subjects to allow for a greater depth of study. Depending on the pathway you are on, you may not have access to all your preferred subjects. The school will inform you of your pathway during the Options window

The information in this booklet is correct at the time of print

## PROGRESSION INTO YEARS 10 & 11

At the end of Year 9, students will be guided towards a reduced number of subjects to allow for a greater depth of study. The information below is correct at the time of print but there may be some change to the courses offered.

The Core subjects in Years 10 and 11 will include:

English Language  
English Literature  
Maths  
Separate Sciences  
History or Geography  
French or Spanish (for the majority of students)  
RE  
Core PE  
PSHE, Citizenship and Work Related Learning programme (not examined)

The optional subjects on offer in Years 10 and 11 will generally include the following\*:

History and/or Geography  
Art  
Business Studies / Film Studies  
Computer Science  
Food and Cookery  
Dance  
Drama  
Design Technology  
Information Technology / Creative iMedia  
Music  
PE GCSE  
PE VCERT  
Statistics  
Travel and Tourism

*\* Depending on the pathway your child is on, they may not have access to all subjects from the list above*

# **CURRICULUM SUMMARY & SUBMITTING CHOICES**

## Curriculum Summary & Submitting Option Choices

Below is a summary table highlighting the Core and Optional subjects on offer depending on which year group you are in. Please refer to the key below the table, which explains the approximate time you will be asked to submit choices.

Subject	YEAR				
	7	8	9	10	11
English Language	C	C	C	C	C
English Literature	C	C	C	C	C
Maths	C	C	C	C	C
Science	C	C	C	C <sup>2</sup>	C <sup>2</sup>
Religious Education	C	C	C	C	C
Physical Education (Core)	C	C	C	C	C
Computer Science	C	C	C	O	O
French	C	C <sup>1</sup>	C <sup>1</sup>	O	O
Spanish	C	C <sup>1</sup>	C <sup>1</sup>	O	O
Geography	C	C	C	O <sup>1</sup>	O <sup>1</sup>
History	C	C	C	O <sup>1</sup>	O <sup>1</sup>
Art	C	C	O	O	O
Dance	C	C	O	O	O
Design and Technology	C	C	O	O	O
Drama	C	C	O	O	O
Food	C	C	O	O	O
Music	C	C	O	O	O
Physical Education (GCSE)				O	O
Business Studies				O	O
Statistics#				O	O
Other *					

### KEY

- C** Core/Compulsory subject
- C<sup>1</sup>** Students will be guided towards either French or Spanish (depending on performance)  
 - However, some students will be invited to study both  
 - Students/guardians will be informed of this towards the end of Year 7
- C<sup>2</sup>** Most students will be following the 'AQA Single Sciences' pathway and will receive 3 separate science grades for GCSE's  
 - Depending on performance in Science, some students will receive 2 GCSE grades (GCSE Combined Science)
- O** Optional subject; the number of subjects available will be outlined separately, but generally this will be:  
 - Year 9 - choose 3 subjects labelled 'O' - students will be asked for this in Year 8  
 - Year 10/11 - depending on your pathway, you will be guided to either 1, 2 or 3 subjects, labelled 'O'  
 - you will be asked for this in Year 9  
 - **Courses and number of courses available as option choices to students can change**
- O<sup>1</sup>** Students must choose either Geography or History, but can also choose to study both  
 - Studying both will generally remove one option choice in Year 10/11
- \*** Alternative subjects may be available to targeted students

**Please submit your preference of subjects to us via the link provided to you from the school office – this will be given to you in a separate letter/email closer to the time.**

If you have questions or require support of any kind, please email us at [pathways@mpa.swecet.org](mailto:pathways@mpa.swecet.org)