



2026-2027

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A PLACE  
TO LEARN

CHALLNEY HIGH SCHOOL FOR BOYS

# CURRICULUM GUIDE




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LEARNING  
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**This guide was produced in April 2026.**  
Changes to the choices outlined may happen if we believe it to be in the best interests of student achievement.



# INTRODUCTION

*“The quality of education at Challney High School for Boys transforms pupils’ life chances.”* Ofsted

## The aims of this guide are:

- ◆ to explain the school policy on the **Key Stage 3** and **Key Stage 4** curriculum;
- ◆ to give guidance about making the right choices, both from an educational and career point of view and to outline the procedure that will be followed in the decision making process;
- ◆ to outline the information, advice, guidance and support that is offered by the school;
- ◆ to provide both students and parents with information about the courses offered so that everyone knows what each student is studying and what is expected in each course, as well as what the various courses may lead to in terms of post 16 courses and careers.

**We hope this guide provides students and parents with the information they need to understand the principles behind the curriculum we offer and that it helps students to make the right choices for their future.**

# OUR CURRICULUM VISION, VALUES & INTENTS

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## OUR VISION

**Our vision is to continue maintaining excellence in the academic achievements of our Five-Star Challney students by:**

- **A 21st-Century Curriculum:** A framework that reflects the high aspirations of our students while delivering the new National Entitlement to a broad and balanced education.
- **The Power of Reading and Oracy:** A formal commitment to understanding the importance of reading and elevating speaking skills to the same status as writing and numeracy.
- **Equality and Inclusion:** A wider curriculum that demonstrates equality, diversity, and inclusion, ensuring our gentlemen are prepared for life in modern Britain and kept safe.
- **Digital Leadership:** The adoption of new technologies, specifically focused on AI Literacy and media safety, to enhance and support learning.
- **Global Citizenship:** Providing our young people with opportunities to become confident leaders and responsible global citizens who contribute to the development of learning beyond our own school.

**On a daily basis our commitment towards this vision will be evidenced through:**

- **Professional Leadership:** A solid support infrastructure and professional leadership that guides the school's strategic direction.

- **Student Leadership:** Impactful leadership by our Challney gentlemen, which is woven into the school's ethos.
  - **Personalised Care:** High-quality, personalised support and a 5-star working environment for all students.
  - **Academic Focus:** A clear focus on learning and standards, rebalanced by streamlining assessment to reduce student pressure and prioritise deep, meaningful mastery.
  - **Partnership & Dialogue:** Local and national partnerships and open dialogue with our gentlemen, parents, staff, and the wider community.
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## STRATEGIC INTENTS

**To develop a curriculum in which:**

- We maintain a culture of **high achievement** where all learners progress regardless of their background or prior attainment.
- Standards are raised by working together with all stakeholders to regularly review and refine our taught and wider curriculum.
- Individual subjects ensure a deep understanding of substantive and disciplinary knowledge, focusing on how these components are applied to real-world challenges.
- Individual needs and learning styles are taken into account from the outset, ensuring every student sees their own experience reflected in what they learn.
- There are rich and memorable experiences for all students that develop skills of research, independence, creativity, and reflection.

## Specific Intents:

- **Depth Before Breadth:** Learning time is maximised in all subjects, ensuring students master foundational concepts before progressing.
- **Early Intervention:** We conduct early Diagnostic Checks in English and Maths to identify and close learning gaps before students begin their Key Stage 4 journey.
- **The Enrichment Entitlement:** Every Challney gentleman is guaranteed a core offer of Arts & Culture, Sport, Outdoor Adventure, and Civic Engagement.
- **STEM and Future Fields:** We ensure the highest quality delivery in Sciences, Engineering, Mathematics, and Computer Science to meet the aspirations of our future innovators.
- **Modern Pathways:** We provide clear routes into A Levels, T Levels, and the new V Levels, supported by a robust careers (CEAIG) programme.
- **Civic Responsibility:** We maintain our commitment to PSHE, British Values, and raising money for local, national, and international charities.
- **Behaviour for Learning:** Our routines reinforce the need to be Ready, Respectful, and Safe in order to achieve our academic and personal intents.

## OUR CURRICULUM AIMS

To create 5\* Challney students who will be:

**Learners:** Individuals who embody a growth mindset and consistently embrace challenges. These active participants approach every lesson with readiness, taking immense pride in the quality and presentation of their contributions. They demonstrate significant independence through external study and are driven by a constant desire to refine their academic outcomes.

**Leaders:** Individuals who model excellence and provide vital assistance within the learning environment. Through consistent role modelling, they proactively pursue leadership opportunities, facilitate lesson segments, and ensure that group dynamics remain inclusive, allowing every peer to contribute effectively.

**Citizens:** Individuals defined by kindness, compassion, and a readiness for democratic engagement within modern society. They manifest social responsibility by actively serving the community through dedicated charity work and fundraising initiatives.

**Ambassadors:** Individuals who serve as steadfast representatives of the school, possessing the oracy skills necessary to articulate core ethical values to all stakeholders. They maintain a standard of absolute respect towards staff, peers, and property, ensuring punctuality and acting as responsible global citizens.

**Gentlemen:** Individuals distinguished by their unwavering courtesy and refinement. They possess the strength of character and resilience required to pursue and achieve their long-term aspirations.



# KEY STAGE 3 | Curriculum Changes

*“Challney gentlemen experience a broad and vibrant curriculum which provides exceptional foundations for learning and achievement in Key Stage 4.”* Ofsted

## A Foundation for Excellence

At Challney High School for Boys, we embrace the national curriculum framework as an **entitlement for all**. Our Key Stage 3 is designed to ignite curiosity and provide students with a cast-iron grip on the essential knowledge they need to become educated, confident citizens.

## Breadth Before Selection

To ensure our gentlemen make informed decisions about their futures, we provide extensive exposure to a wide range of disciplines early in their school journey:

- We are proud to introduce **French** and **Drama** from the start of Year 7. This ensures every student develops creative and linguistic confidence before making their Key Stage 4 selections.
- We place a strong emphasis on **Reading, Oracy, Writing, and Mathematics**. Students in Year 7 receive intensive, targeted support to ensure they meet and exceed national expectations.
- We believe communication is the key to success. Our curriculum elevates speaking and listening to the same status as traditional literacy, preparing our students to lead and articulate ideas in a fast-changing world.

## A Modern Two-Year Foundation

In order to meet the challenges of the 21st century and provide a “personalised” journey, our Key Stage 3 spans Years 7 and 8.

- **Year 8 Options:** Students choose their specialisms at the end of Year 8.
- **The Year 9 Transition:** Year 9 acts as a “Foundation Year” for Key Stage 4. This allows for three full years of study for GCSEs and Vocational courses (Level 1 and 2), ensuring students have the time to achieve **deep mastery** rather than rushing through content.
- **Informed Choices:** We use **Year 8 Diagnostic Checks** to identify any learning gaps early. This ensures that when students begin their three-year Key Stage 4, they are on the right trajectory to succeed.
- **Digital Preparedness:** We believe that flexibility and innovation are the keys to maximum progress. We embrace new technologies, including **AI Literacy**, to ensure our gentlemen are ready, respectful, and safe in an increasingly digital world.
- **National Entitlement:** Our model ensures that every student receives their full entitlement to a broad and balanced curriculum.

# KEY STAGE 3 | Curriculum Plan

*“The time allocated for learning in key stage 3 is used extremely well. Leaders have thoughtfully constructed subject plans that fulfil the aims and scope of the national curriculum programmes of study.”* Ofsted

## Year 7 Subjects

<b>English</b> Language & Literature	<b>4</b> Lessons
<b>Mathematics</b>	<b>4</b> Lessons
<b>Science</b>	<b>4</b> Lessons
<b>History</b>	<b>2</b> Lessons
<b>Geography</b>	<b>2</b> Lessons
<b>PE / Sport</b>	<b>3</b> Lessons
<b>Culture</b>	<b>1</b> Lesson
<b>Music</b>	<b>1</b> Lesson
<b>Drama</b>	<b>2</b> Lessons
<b>Religious Education</b>	<b>1</b> Lesson
<b>PSHCE</b>	<b>1</b> Lesson
<b>Reading</b>	<b>1</b> Lesson
<b>Food Tech</b>	<b>2</b> Lessons
<b>Art/Graphics Photography</b>	<b>2</b> Lessons
<b>Computing</b>	<b>2</b> Lessons
<b>French</b>	<b>2</b> Lessons
<b>Lifeskills</b>	<b>1</b> Lesson

## Year 8 Subjects

<b>English</b> Language & Literature	<b>4</b> Lessons
<b>Mathematics</b>	<b>4</b> Lessons
<b>Science</b>	<b>4</b> Lessons
<b>French</b>	<b>4</b> Lessons
<b>History</b>	<b>2</b> Lessons
<b>Geography</b>	<b>2</b> Lessons
<b>Computing</b>	<b>2</b> Lessons
<b>PE / Sport</b>	<b>3</b> Lessons
<b>Religious Education</b>	<b>1</b> Lessons
<b>PSHCE</b>	<b>1</b> Lessons
<b>Reading</b>	<b>1</b> Lessons
<b>Enterprise</b>	<b>1</b> Lessons
<b>OPTION</b> <b>Engineering</b> <b>Food Tech</b> <b>Art</b> <b>Graphics</b> <b>Photography</b> <b>Music</b> <b>Drama</b>	<b>2</b> Lessons

# KEY STAGE 4

*“By the time pupils leave in Year 11, they are well qualified and well prepared, as they move into high quality post 16 education.”* Ofsted

## Choosing Your Key Stage 4 Pathway

**Your Future, Your Choice** At Challney High School for Boys, we believe education should be an **“evolution, not a revolution”**. Our Key Stage 4 pathways are designed to meet the new National Entitlement for a broad education while allowing you to specialise in fields that ignite your curiosity.

**What is changing?** The government has introduced reforms to ensure your qualifications are fit for the future. They intend to:

- Reduce the total GCSE exam time by 10% and move away from “memory-heavy” testing to focus on deep mastery.
- Remove the EBacc measure to ensure that Creative Arts, Humanities, and Languages hold equal status.
- Embed Communication skills as a core part of the national framework. Every pathway will develop your ability to articulate ideas with confidence. This is called the power of oracy.

## How to Choose Your Pathway

To ensure every Challney gentleman receives a broad and balanced education, we offer two distinct pathways. Both routes provide the same Core Entitlement - including English, Maths, and Science - but allow for different specialisations.

- **Option 1:** The Global & Academic Pathway This route is designed for students aiming for traditional A Levels and university. It prioritises Global Communications and Humanities. Students will study a Modern Foreign Language (French) and then have the choice to study Computer Science and Engineering. They will also choose from a broad range of other subjects, including History and Geography.
- **Option 2:** The Professional & Technical Pathway This route is for students who prefer the practical application of knowledge and are looking towards T Levels or the new V Level qualifications. Students select from a wider range of high-status technical and creative specialisms, and also have the choice of selecting a Humanities subject (History or Geography).

## The Core Entitlement (All Students)

Every Challney gentleman follows a rigorous core curriculum designed to provide a “cast-iron grip” on the essential foundations required for future success.

- **English Language & English Literature**
- **Mathematics**
- **Science** (Combined or Triple Science Entitlement)
- **Religious Education** (RE)
- **Physical Education**
- **PSHE**

“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

## Personalised Option Choices


In line with the new curriculum reforms, we have modernised our curriculum to ensure it is fit for your future and reflects the government requirements.

Below is a table of all the subjects available to you in Key Stage 4:

Academic Specialisms	Professional & V Level Specialisms	Creative & Enrichment Specialisms
History or Geography	Business & Enterprise	Art, Graphics & Photography
French	Computer Science & AI	Music
Triple Science	Engineering	Drama
Religious Studies	Health & Fitness	Creative iMedia
	Economics	
	Politics & Law	

## Which Option Will You Take?

### OPTION 1

CORE	A1	C1
*(COMPULSORY)*	*(Choose 1 Option)*	*(Choose 1 Option)*
<b>ENGLISH LANGUAGE</b> (1 GCSE) <b>ENGLISH LITERATURE</b> (1 GCSE) <b>MATHEMATICS</b> (1 GCSE) <b>SCIENCE</b> (2 or 3 GCSEs) <b>RELIGIOUS EDUCATION</b> (1 GCSE) <b>PHYSICAL EDUCATION</b> (Practical) <b>FRENCH</b> (1 GCSE) <b>PSHE</b>	<b>COMPUTER SCIENCE</b> GCSE <b>ENGINEERING</b> GCSE 	<b>ART</b> GCSE <b>GRAPHICS</b> GCSE <b>HISTORY</b> GCSE <b>GEOGRAPHY</b> GCSE <b>BUSINESS</b> GCSE <b>ECONOMICS</b> GCSE <b>POLITICS &amp; LAW</b> GCSE <b>BUSINESS ENTERPRISE</b> (Tech Award) <b>HEALTH &amp; FITNESS</b> (Tech Award) <b>ENGINEERING</b> GCSE

OPTION ONE

### OPTION 2

CORE	A2	B2	C2
*(COMPULSORY)*	*(Choose 1 Option)*	*(Choose 1 Option)*	*(Choose 1 Option)*
<b>ENGLISH LANGUAGE</b> (1 GCSE) <b>ENGLISH LITERATURE</b> (1 GCSE) <b>MATHEMATICS</b> (1 GCSE) <b>SCIENCE</b> (2 or 3 GCSEs) <b>RELIGIOUS EDUCATION</b> (1 GCSE) <b>PHYSICAL EDUCATION</b> (Practical) <b>PSHE</b>	<b>ART</b> GCSE <b>GRAPHICS</b> GCSE <b>PHOTOGRAPHY</b> GCSE <b>FRENCH</b> GCSE <b>MUSIC</b> GCSE <b>DRAMA</b> GCSE	<b>BUSINESS ENTERPRISE</b> (Tech Award) <b>BUSINESS</b> GCSE <b>POLITICS &amp; LAW</b> GCSE <b>CREATIVE iMEDIA</b> (ICT) Tech Award <b>HEALTH &amp; FITNESS</b> (Tech Award)	<b>ART</b> GCSE <b>GRAPHICS</b> GCSE <b>HISTORY</b> GCSE <b>GEOGRAPHY</b> GCSE <b>BUSINESS</b> GCSE <b>ECONOMICS</b> GCSE <b>POLITICS &amp; LAW</b> GCSE <b>BUSINESS ENTERPRISE</b> (Tech Award) <b>HEALTH &amp; FITNESS</b> (Tech Award)

OPTION TWO

# DECISION TIME | Choices for Key Stage 4

In the summer term of Year 8 students will need to make their choices about which courses they wish to study in Years 9, 10 and 11. They will be given guidance and help with their choices during careers lessons.

During Years 7 and 8 students will have received careers lessons and will have worked with form tutors, subject teachers and our Information, Advice and Guidance (CIAG) Manager.

Information and guidance is also given through assemblies, presentations and interviews as well as information within subjects. Students are encouraged to seek advice from all these adults as well as parents and relatives.

During April/May students and parents are invited to attend a Options Evening in which further information about courses offered is available and subject staff can speak to parents and students individually. Advice will be given about whether courses are suitable for the individual student based upon prior attainment in a variety of subjects.

Students will then need to complete choices forms ONLINE where they can indicate their preferences. We always try to give students their first choice but this is not always possible due to class size and staffing constraints.

Students should always choose subjects they enjoy and where they know they will achieve their best.

Advice will be given to students based on:

- discussions that are held with students in the preparation for the decision
- our knowledge of the student's ability and interests
- our professional opinion about what choices are suitable for the individual

**Students will need to choose a combination of subjects that give them the opportunity to achieve the progress.**

*“Pupils achieve very well by the end of Year 11. Pupils speak positively about the comprehensive information and guidance that they receive about future careers, education and apprenticeships. Very many pupils progress to higher level study in sixth form colleges or colleges of further education. Pupils are exceptionally well prepared for the next stage of education, employment or training.” Ofsted*

# GOOD REASONS FOR STUDENTS TO CHOOSE SUBJECTS

You are now approaching a very important stage of your education where key decisions need to be made.

It is important that you think carefully about these choices as they will have a direct impact on later decisions about potential Level 3 courses (A Level equivalents) and apprenticeships and ultimately about university routes should that be your preference. And, of course, the world of work.

## **Build on success:**

✓ Choose subjects in which you feel you will do well.

✓ Use your target grade and school reports to help you make an informed choice.

## **Go for motivation:**

✓ Choose subjects which interest you.

✓ You are then likely to work hard and do well.

## **Choose subjects which match your learning needs:**

✓ You might prefer a course with a large quantity of 'project' work and independent learning, others prefer exams. Think about what type of assessment suits you best. Do you do better with coursework or do you prefer written exams? Different courses will suit different students because of the way they are assessed.

✓ Look carefully at subject areas in which you are successful and at new courses that you have not studied at school so far.

## **Think about your future career:**

✓ Try to consider a balance of subjects. You might have ideas about your future but you could change your mind! That is why we offer a broad curriculum which keeps options for the future open.

We want to make sure that you are educated in a way that means you can adapt to changes during your working lives and respond to future opportunities. Use the internet and U-Explore to find out which subjects are required for any career you might be interested in.

✓ If you do have an idea about the specific career you want to follow, check out the qualifications you need.

## **Beyond 16:**

✓ You will be expected to stay in some form of education or training beyond the age of 16. Many students will go on to a Sixth Form, where the courses cater for a wide range of ability and interests; however, an apprenticeship or employment is also an option.

✓ Some students will continue their education and training at college or with an employer. Ask for advice from your teachers, parents and other students, especially those older students in your House, who have started these courses already.

# BAD REASONS FOR STUDENTS TO CHOOSE SUBJECTS

**X** Picking a subject just because your friend is doing it - the subject might not suit you and you may not be in the same class anyway!

**X** Your parents enjoyed it when they were at school - it will probably have changed since then, and you may have different talents from your parents in any case.

**X** It's new and you're not sure what it's like but you hope it might be good.

**X** Pick a subject for positive reasons, not just because you can't think of anything else... and find out something about it first!

**X** You like the teacher you've got this year and you'd really like to work with them next year – there is no guarantee you will get the teacher you want as many departments have more than one teacher at this level.

**X** Assuming you know what you need for a career without actually checking – for example, many people assume that you need biology A Level to become a doctor, when in fact the essential subject is chemistry.

**IF YOU MAKE THE WRONG CHOICE...**

**...there can be some limited scope to change, but this will depend on spare places being available in another subject, and the amount of work that you have missed.**

**READY  
RESPECTFUL  
SAFE**

# WHAT IS A GCSE COURSE?

GCSE is the primary qualification you will work towards during Key Stage 4. It is more than just a certificate; it is a "**passport**" that opens the doors to your future career, whether you choose to go to university, start an apprenticeship, or enter the professional world.

## A Modern Way of Learning

The government has updated GCSEs to ensure they are fit for the 21st century. You will notice a shift in how you learn:

- **Deep Mastery:** Instead of just memorising facts for a test, you will focus on "deep mastery"—learning how to apply your knowledge to solve real-world problems.
- **Reduced Pressure:** To support your wellbeing, the total exam time for many subjects is being reduced by 10%. This allows more time for high-quality classroom learning and less time on "memory-heavy" testing.
- **Future Skills:** Every course now embeds essential modern skills, including **Digital Literacy, AI Safety, and Oracy** (the art of effective speaking).

## Your Core Subjects

To ensure you have a "cast-iron grip" on the essentials, every student at Challney High School for Boys studies a core set of subjects:

- **English Language & English Literature**
  - **Mathematics**
  - **Science** (Combined or Triple Science Entitlement)
  - **Religious Education** (RE)
  - **Physical Education**
  - **PSHE**
-

# WHAT IS A TECHNICAL OR VOCATIONAL COURSE?

A Technical or Vocational course is a high-quality qualification that focuses on the **practical application of skills**. While GCSEs are often more theoretical, technical courses allow you to learn by doing, preparing you for specific professional sectors like Engineering, Business, or Digital Media. Our technical courses are primarily evaluated through coursework graded by your instructors, with a final examination accounting for **40%** of your overall grade.

## A Hands-On Approach to Excellence

These courses are designed for students who enjoy applying what they learn to real-life scenarios.

- **Applied Knowledge:** You will solve challenges that professionals face in the workplace, ensuring your learning is always relevant and purposeful.
- **Continuous Mastery:** Unlike traditional GCSEs that may rely heavily on final exams, technical courses often include various ways to show what you know, helping you build confidence throughout the year.

- **Modern Standards:** Our technical curriculum is updated to include the latest industry requirements, such as AI Literacy and Sustainability, ensuring you are ready for the modern workforce.

## What Happens After GCSEs?

The subjects you choose now will help you decide which path to take at age 16. There are now three prestigious “pillars” for your next steps:

- 1. A Levels:** For those who enjoy traditional academic study and aim for university.
- 2. T Levels:** For those who want to master a specific technical trade or industry.
- 3. V Levels:** New, high-status vocational qualifications for those who prefer practical learning in broader professional sectors like Business, Engineering, or the Arts.

# CORE SUBJECTS

## ENGLISH LANGUAGE

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
5 or 6 lessons  
(Combined with Literature)

### ASSESSMENT:

The 2017 English course will reflect the revised National Curriculum and will be 100% terminal exam. In addition, there will be a single tier of entry.

### LEADS TO:

Any related Level 3 course. English language is an essential requirement for A Levels and many other Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students will be required to follow the English Language course.

### WHAT WILL I STUDY?

#### PAPER 1:

Explorations in Creative Reading and Writing.

#### Section A:

Reading - one literature fiction text.

#### Section B:

Writing - descriptive or narrative writing.

#### PAPER 2:

Writers' Viewpoints and Perspectives.

#### Section A:

Reading - one non-fiction text and one literary non-fiction text.

#### Section B:

Writing - writing to present a viewpoint.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

### POTENTIAL CAREERS:

Useful for all careers and essential for some, including teaching and journalism.

# CORE SUBJECTS

## ENGLISH LITERATURE

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
5 or 6 lessons  
(Combined with Language)

### ASSESSMENT:

The 2017 English course will reflect the revised National Curriculum and will be 100% terminal exam. In addition, there will be a single tier of entry.

### LEADS TO:

Any related Level 3 course. English language is an essential requirement for A levels and many other Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students will be required to study the English Literature course.

### WHAT WILL I STUDY?

**PAPER 1:** Shakespeare and the 19th Century novel (40%)

#### Section A:

Shakespeare - students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B:** The 19th-century novel - students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**PAPER 2:** Modern texts and poetry (60%)

**Section A:** Modern texts - students will answer one essay question from a choice of two on Blood Brothers.

**Section B:** Poetry - students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C:** Unseen poetry - Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### POTENTIAL CAREERS:

Useful for all careers and essential for some, including teaching and journalism.

## MATHEMATICS

**QUALIFICATION:** GCSE

**BOARD:** EDEXCEL

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:** 4 lessons

### ASSESSMENT:

100% examination.  
Two calculator and non calculator exam papers.

### LEADS TO:

Any related Level 3 course. Mathematics is an essential requirement for A Level Mathematics, A Level Further Mathematics and many other Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students study Mathematics.

### WHAT WILL I STUDY?

Number | Algebra | Statistics  
Ratio, proportion and rates of change  
geometry and measures | Probability

### POTENTIAL CAREERS:

Useful for all careers and essential for some, including teaching.

# CORE SUBJECTS

## AQA TRILOGY

(COMBINED)

## SCIENCE

QUALIFICATION: GCSE

BOARD: AQA

GCSE GRADES OR EQUIVALENTS: 2 GCSEs

KEY STAGE 4 CURRICULUM TIME: 5 Hours

ASSESSMENT: Examination 100%

### LEADS TO:

Students who study double award will be able to progress to most A Level or Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students study one of the courses delivered in Science. Some students will study three separate sciences, while others will complete a course which combines all three sciences into two GCSE awards.

### WHAT WILL I STUDY?

#### BIOLOGY

Cell Biology | Photosynthesis | Moving and Changing Materials | Health Matters | Coordination and Control | Genetics | Variation and Evolution Ecology in Action

#### CHEMISTRY

Atomic Structure | Structure, bonding and properties | Chemical Quantities and Calculations Chemical Changes | Energy Changes | The rate and extent of Chemical Change | Hydrocarbons | Chemical Analysis | The Atmosphere | Sustainable Development

**PHYSICS** Energy | Electricity | Particle model of matter | Atomic Structure | Forces | Waves | Electromagnetism

**POTENTIAL CAREERS:** Students who study triple or double science will be able to progress onto careers in: Science, medicine, engineering.

## AQA TRIPLE SCIENCE

QUALIFICATION: GCSE

BOARD: AQA

GCSE GRADES OR EQUIVALENTS: 3 GCSEs

ASSESSMENT: Examination 100%

### LEADS TO:

Related courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Anyone who loves Science and wants to continue with science at Level 3.

It is another whole GCSE in addition to the 2 you do in core time. Entry to this course is reserved for those achieving high grade 6 and grade 7/8 (as a minimum) in their final Key Stage 3 exams.

### WHAT WILL I STUDY?

#### BIOLOGY

Cell Biology | Photosynthesis | Moving and Changing Materials | Health Matters | Coordination and Control Genetics | Variation and Evolution | Ecology in Action

#### CHEMISTRY

Atomic Structure | Structure, bonding and properties | Chemical Quantities and Calculations | Chemical Changes Energy Changes | The rate and extent of Chemical Change | Hydrocarbons | Chemical Analysis | The Atmosphere Sustainable Development

#### PHYSICS

Energy | Electricity | Particle model of matter | Atomic Structure | Forces | Waves | Electromagnetism | Space

**POTENTIAL CAREERS:** Students who study triple or double science will be able to progress onto careers in: Science, medicine, engineering.

# CREATIVE SUBJECTS

## ART & DESIGN

(FINE ART)

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

Portfolio of work worth 60%

- a sustained project.

Externally set assignment worth 40% - students are given a period to prepare this which is then followed by 10 hours supervised time.

Both elements are internally assessed then externally moderated.

### LEADS TO:

Level 3 Art and Design courses.

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys art and design or has a flare for drawing and wants to develop their creative skills further.

### WHAT WILL I STUDY?

Painting in both poster and acrylic paints, drawing, stencil cutting and spray painting.

A different scheme of work every term with references to artists, genres in art, art history as well as focusing on a variety of different drawing and painting techniques and skills.

### POTENTIAL CAREERS:

Fine Artist | Graphic Designer | Architect  
Interior Designer | Internet/Web Designer  
Product Designer | Graffiti Artist

## ART & DESIGN

(GRAPHIC COMMUNICATIONS)

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
2-3 Hours

### ASSESSMENT:

60% internally set assessment.

40% assignment set by the Exam Board.

Both elements are moderated by the Exam Board.

### LEADS TO:

Further vocational or A Level courses.

### WHO SHOULD STUDY THIS COURSE?

If you are interested in Graphic design - use of computers to generate techniques within art and have an artistic flair.

### WHAT WILL I STUDY?

Communication Graphics and Illustration

### POTENTIAL CAREERS:

Advertising art director | Animator  
Graphic designer | Illustrator | Printmaker  
Production designer, theatre/television/film  
Exhibition designer | Fine artist  
Photographer | Interior and spatial designer  
Landscape architect | Medical illustrator  
Multimedia specialist

# CREATIVE SUBJECTS

## ART & DESIGN

(PHOTOGRAPHY / DIGITAL LENS MEDIA)

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

Portfolio of work worth 60% - a sustained project. Externally set assignment worth 40% - students are given a period to prepare this which is then followed by 10 hours supervised time.

Both elements are internally assessed then externally moderated.

of fine art - applying techniques and processes appropriate to student's personal intentions, For example: Drawing / Sketching, Painting, Print-making, Assemblage, Collage, Photo-montage, Pen & Ink, Digital image editing and manipulation.

### POTENTIAL CAREERS:

Professional Photographer | Photo-Journalist/Press Photographer | Sports/wildlife Photographer  
Animator | Film & TV Camera Operator | Documentary Film-Maker | Location Scout | Graphic designer  
Magazine features editor | Medical illustrator | Advertising art director | Digital marketer | Film director  
Film/video editor | Media planner | Secondary school teacher | Stylist | Visual merchandiser  
Web content manager | Web designer

### LEADS TO:

Further vocational or A-Level courses.

### WHO SHOULD STUDY THIS COURSE?

If you are interested in Photography - i.e using a variety of digital lens-based media and computing, such as: DSLR Camera's, Video Camera's, Animation and Photographic image-editing software, to generate techniques within Art. You should be creative, have innovative and original ideas and an interest in achieving technical proficiency using DSLR cameras.

### WHAT WILL I STUDY?

You will explore a range of professional photographic techniques such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation.

You will also develop skills within the context

## MUSIC

**QUALIFICATION:** GCSE

**BOARD:** EDUQAS

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
2-3 Hours

### ASSESSMENT:

30% Composition internally assessed, externally moderated  
30% Performance internally assessed, externally moderated

40% Exam- appraising music - 1hr 30min exam, listening to music

### LEADS TO:

Further vocational or A Level courses.

### WHO SHOULD STUDY THIS COURSE?

If you are interested in music, playing instruments, composing, arranging or sequencing music.

### WHAT WILL I STUDY?

The elements of music through different styles of music, how to compose music and regularly perform/sequence music.

### POTENTIAL CAREERS:

Performing as a musician, composing, teaching music, working in music production or sound engineering, managing artists or events, or pursuing roles in music journalism or administration.

# CREATIVE SUBJECTS

## DRAMA

**QUALIFICATION:** GCSE

**BOARD:** AQA\* (provisional)

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KS4 CURRICULUM TIME:**  
2-3 HOURS

**ASSESSMENT:**  
40% written exam  
60% practical

### POTENTIAL CAREERS:

Drama can specifically lead on to acting, working in a theatre or in the media and entertainment industry. However, the development of confidence and how we present ourselves will also greatly help in job interviews and future employment as communication and confidence will be enhanced.

### LEADS TO:

Further vocational or A-Level courses.

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys being creative and participating in more practical activities. This is a great course for those who are already confident or for those who wish to improve their confidence which is a vital skill for future life and employment.

### WHAT WILL I STUDY?

Students will gain exposure to texts that will greatly support their GCSE English qualifications and will be exposed to how key elements of a theatre work. Students will explore a range of texts and theatrical conventions and will explore how they can develop confidence and present themselves well to an audience.

## ENGINEERING

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**ASSESSMENT:**  
Examination 50%  
Design and Make Project 50%

### LEADS TO:

An A-level in Product Design (3D), Engineering, Physics and Mathematics

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys being creative and has an affinity for drawing, design, maths, physics & problem-solving, all within a real world context.

### WHAT WILL I STUDY?

New and emerging technologies

- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

### POTENTIAL CAREERS:

Engineering | Product Designer | Architect  
CAD Designer | Industrial Designer  
Systems Engineer | CAD Designer  
Manufacturing Engineer | Civil Engineering.

# HUMANITIES

## RE - THE STUDY OF RELIGIONS

QUALIFICATION: GCSE

BOARD: AQA

GCSE GRADES OR EQUIVALENTS: 0.5 GCSE

KEY STAGE 4

CURRICULUM TIME: 3 Lessons

### ASSESSMENT:

All examinations to take place at the end of the two Years of study (exam to take place in Year 10). Students will complete 1 paper in 1 hour and 45 minutes for **The Study of Religion** and 1 paper in 1 hour 45 minutes for **Thematic Studies**. 100% exam. **The Study of Religion** paper will contribute 50% of the final mark. The other 50% will be achieved by completing the **Thematic Studies** exam.

### LEADS TO:

Any A Levels or other courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Any student who seeks to understand the nature of human existence and debate the challenging questions of religion and belief in today's society.

### WHAT WILL I STUDY?

Christian Beliefs | Christian Practices  
Islam Beliefs | Islam Practices

### POTENTIAL CAREERS:

Having a clear understanding of RE will lead to success in all careers.

## RE - THEMATIC STUDIES

QUALIFICATION: GCSE

BOARD: AQA

GCSE GRADES OR EQUIVALENTS: 0.5 GCSE

KEY STAGE 4

CURRICULUM TIME: 3 Lessons

### ASSESSMENT:

All examinations to take place at the end of the two Years of study (exam to take place in Year 10). Students will complete 1 paper in 1 hour and 45 minutes for **The Study of Religion** and 1 paper in 1 hour 45 minutes for **Thematic Studies**. 100% exam. **The Study of Religion** paper will contribute 50% of the final mark. The other 50% will be achieved by completing the **Thematic Studies** exam.

### LEADS TO:

Any A Levels or other courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Any student who seeks to understand the nature of human existence and debate the challenging questions of religion and belief in today's society.

### WHAT WILL I STUDY?

**Theme A:** Relationships and Families  
**Theme B:** Religion and Life  
**Theme D:** Religion, Peace and Conflict  
**Theme E:** Religion, Crime and Punishment

### POTENTIAL CAREERS:

Having a clear understanding of RE will lead to success in all careers.

# A PLACE TO LEARN

# HUMANITIES

## GEOGRAPHY

**QUALIFICATION:** GCSE  
**BOARD:** AQA SPECIFICATION A

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

#### Paper 1

35% Written exam: 1 hour 30 minutes

#### Paper 2

35% Written exam: 1 hour 30 minutes

#### Paper 3

30% Written exam: 1 hour 30 minutes

### LEADS TO:

Related courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

If you have an average of Level 5 by the end of Year 9 and enjoy learning about the world you live in.

### WHAT WILL I STUDY?

#### Living with the physical environment

**Section A:** The challenge of natural hazards

**Section B:** Physical landscapes in the UK

**Section C:** The living world

#### Challenges in the human environment

**Section A:** Urban issues and challenges

**Section B:** The changing economic world

**Section C:** The challenge of resource management

**Geographical applications - Section A:** Issue evaluation **Section B:** Fieldwork

**Geographical skills -** Geographical skills

### POTENTIAL CAREERS:

This is a valued and sought after subject by many professions, such as law, accountancy, public services, building and construction. It shows a depth of knowledge about the world, and social and environmental issues. Explorer and adventurer.

## HISTORY

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

Final Examination  
(2 exam papers with 2 sections each).

### LEADS TO:

Related courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Anyone who is good at writing essays and has at least a C grade at the end of Year 8. Also if you are thinking about an academic career and will be studying A Levels.

### WHAT WILL I STUDY?

**Paper 1:** Germany 1890-1945,  
Conflict and Tension 1918-1939 -  
The Inter War Years

**Paper 2:** Britain: Health and the Nation,  
Elizabethan England, this includes  
The Historical Site

### POTENTIAL CAREERS:

The skills learnt are valuable in any career but could lead to:  
Teaching | Medicine | Law | Archaeology | Media | Journalism  
Archive and Restoration work | Business retail and management  
Politics | Architecture and Design.

# HUMANITIES

## POLITICS & LAW

QUALIFICATION: GCSE

GCSE GRADES OR EQUIVALENTS: 1 GCSE

### ASSESSMENT:

#### Paper 1

50% of GCSE

Written Exam 1 hour 45 minutes

#### Paper 2

50% of GCSE

Written Exam 1 hour 45 minutes

### LEADS TO:

Related Level 3 courses. This GCSE will give you a head start in college if you plan to take Politics, Law or History.

### WHO SHOULD STUDY THIS COURSE?

If you are aiming for a minimum of a 5 by the end of your time at Challney and interested in how politics influences every aspect of society, you care about social issues and making a difference.

### WHAT WILL I STUDY?

**Paper 1: Theme A** - Living together in the UK.

**Theme B** - Democracy at work in the UK.

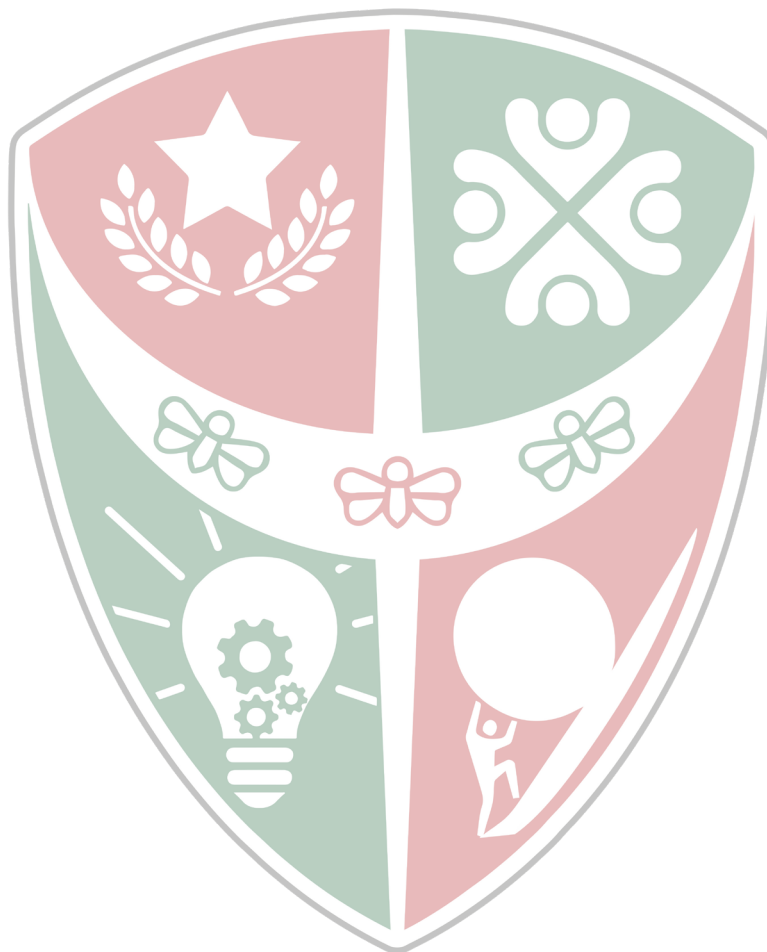
**Theme C** - Law and justice.

**Paper 2: Theme D** - Power and influence.

**Theme E** - Taking Citizenship Action.

### POTENTIAL CAREERS:

Member of Parliament | Lawyer | Civil Service | Journalist | Human Rights Worker | Media.



# MODERN FOREIGN LANGUAGES

## FRENCH

QUALIFICATION: GCSE

BOARD: EDEXCEL

GCSE GRADES  
OR EQUIVALENTS: 1 GCSE

KEY STAGE 4  
CURRICULUM TIME: 4 Lessons

### ASSESSMENT:

Listening examination – 25%

Speaking examination – 25%

Reading examination – 25%

Writing examination – 25%

Business careers | Retail | Translator | Having a GCSE in a language is useful in most careers

### LEADS TO:

Related Level 3 courses. Having a language qualification is valued highly at university.

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys studying languages. You should have a basic knowledge of French in order to take this course.

### WHAT WILL I STUDY?

You will study the 4 skills of listening, reading, speaking and writing in different contexts.

### You will cover topics such as:

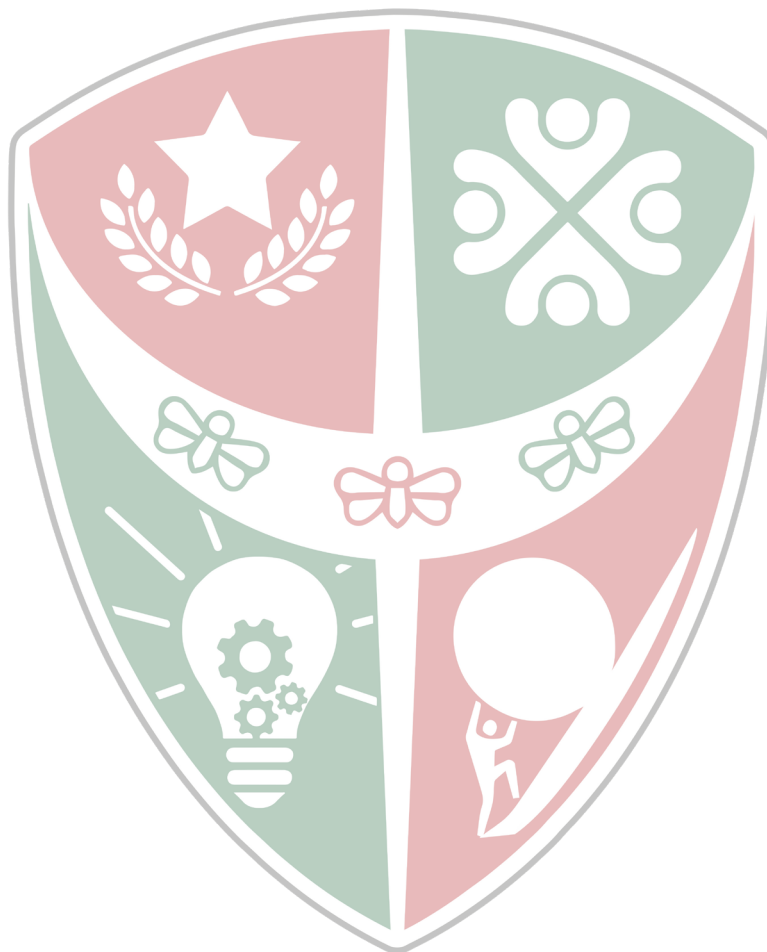
Holidays | Free time and leisure

Travel and tourism | Future plans

### POTENTIAL CAREERS:

Journalist | Travel agent

Jobs in the travel industry | Teacher



# COMPUTING

## GCSE COMPUTER SCIENCE

**QUALIFICATION:**  
GCSE (9-1) COMPUTER SCIENCE

**BOARD:** OCR

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:**  
3 Lessons

**ASSESSMENT:**  
**J277/01: Computer systems**  
Written paper: 1 hour and 30 minutes  
50% of total GCSE  
80 marks

**J277/02: Computational thinking,  
algorithms and programming**  
Written paper: 1 hour and 30 minutes  
50% of total GCSE  
80 marks

- ◆ analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs

### POTENTIAL CAREERS:

Computer Scientist | Software Applications Developer | Computer Systems Analyst  
Computer Programmer | Network/Computer Systems Administrator | Computer User Specialist  
Software Engineer | Web Developer | Artificial Intelligence | Tester | Program Designer  
Engineer | Robotics.

### LEADS TO:

Computer Science A Level or other Level 3 related courses.

### WHO SHOULD STUDY THIS COURSE?

Anyone who wants to get to grips with the computational thinking aspects of Computer Science and develop great problem solving skills.

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding, but to engage learners and get them thinking about real world application.

### WHAT WILL I STUDY?

- ◆ think creatively, innovatively, analytically, logically and critically
- ◆ understand the components that make up digital systems, and how they communicate with one another and with other systems
- ◆ understand the impact of digital technology to the individual and to wider society
- ◆ apply mathematical skills relevant to Computer Science.
- ◆ understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation

# COMPUTING

## GCSE CREATIVE I MEDIA

**QUALIFICATION:**  
CAMBRIDGE NATIONAL  
CERTIFICATE IN CREATIVE  
IMEDIA (J834)

**BOARD:** OCR

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:**  
3/4 Lessons

**ASSESSMENT:**

**Unit R093**  
Creative iMedia in the media industry  
(Exam - 40%)

**Unit R094**  
Visual identity and digital graphics  
(Coursework - 25%)

**Unit R097**  
Interactive digital media (Coursework - 35%)

### LEADS TO:

Progression onto other related study, such as qualifications in IT, Digital Media and Computer Science.

### WHO SHOULD STUDY THIS COURSE?

Cambridge Nationals in Creative iMedia is media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field, from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across a whole range of learning styles and abilities, effectively engaging and inspiring all students, to achieve great things.

Developing knowledge and understanding of how ICT systems have changed the way people go about their daily lives including communication, shopping, gaming, entertainment, education and training, banking and financial services, social networking, and online/remote working etc. Students are encouraged to think about how digital technology has changed the lives of their parents and carers and as a consequence, they are expected to look forward to the changes that they may encounter in their future lives.

### WHAT WILL I STUDY?

This qualification will teach the learner to understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations

Learners will also understand the practical skills that can be applied to real-life contexts and work situations by thinking creatively, innovatively, analytically, logically and critically

They will develop independence and confidence in using skills that would be relevant to the media industry and more widely. They will also design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

### POTENTIAL CAREERS:

IT Technician | Software Engineer | Software Developer | Project Manager | IT Consultant  
Network Manager | Web Design | Digital Graphics Design | Video Games Design  
Desktop Support | Sound engineering technician | Film and video editor and Apprenticeships  
in areas such as Digital Marketer or Business Administrator.

# BUSINESS

## BUSINESS

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
3 Lessons

### ASSESSMENT:

#### Paper 1

Influences of operations and HRM on business activity 50%

#### Paper 2

Influences of marketing and finance on business activity 50%

### LEADS TO:

Progression opportunities for students wishing to continue their studies in A Levels in Business, Economics and Accounting

### WHO SHOULD STUDY THIS COURSE?

Anyone who has an interest in business, money and enterprise.

### WHAT WILL I STUDY?

Enterprise, Marketing, Finance, Operations, Investment, Starting a Business, Business ethics, People in Business, Recruitment, Management styles, Business growth, overseas expansion and writing Business plans.

### POTENTIAL CAREERS:

Management consultancy  
Commodities and stock market trader  
Chartered accountancy | Advertising  
Investment banking | Bank management

Teaching, particularly with head-teacher roles | Retail buying  
Distribution and logistics management | Insurance underwriting Marketing executive  
Market research executive | PR officer | Retail management | Sales.

## BTEC LEVEL 1/2 ENTERPRISE TECH AWARD

**QUALIFICATION:** BTEC

**BOARD:** PEARSON

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
3 Lessons

### ASSESSMENT:

**Component 1:** Controlled assessment.

**Component 2:** Controlled assessment.

**Component 3:** External Exam.

Written Exams: 2 hours = 60 marks.

### LEADS TO:

Progression opportunities for those wishing to continue their studies to Level 3 qualifications.

### WHO SHOULD STUDY THIS COURSE?

Anyone who has an interest in business, money and enterprise, as well as any students who wish to understand how to start, run and manage a business and students who are hard working.

### WHAT WILL I STUDY?

Enterprise, Marketing, Finance, Operations, Investment, Starting a Business, Business ethics, People in Business, Business growth and writing Business plans.

### POTENTIAL CAREERS:

Management consultancy  
Commodities and stock market trader  
Advertising | Bank management  
Teaching | Retail buying  
Distribution and logistics management  
PR officer | Retail management | Sales.

# BUSINESS

## ECONOMICS

QUALIFICATION: GCSE

BOARD: OCR

GCSE GRADES  
OR EQUIVALENTS: 1 GCSE

KEY STAGE 4  
CURRICULUM TIME:  
3 Lessons

### ASSESSMENT:

Paper 1: Introduction to Economics

Paper 2: National and International Economics

### Written exams:

1 hour 30 minutes = 80 marks

### LEADS TO:

Progression opportunities for students wishing to continue their studies in A Levels in Business and Economics.

### WHO SHOULD STUDY THIS COURSE?

Anyone who is interested in knowing how the economy works, to benefit them personally and professionally for years to come.

### WHAT WILL I STUDY?

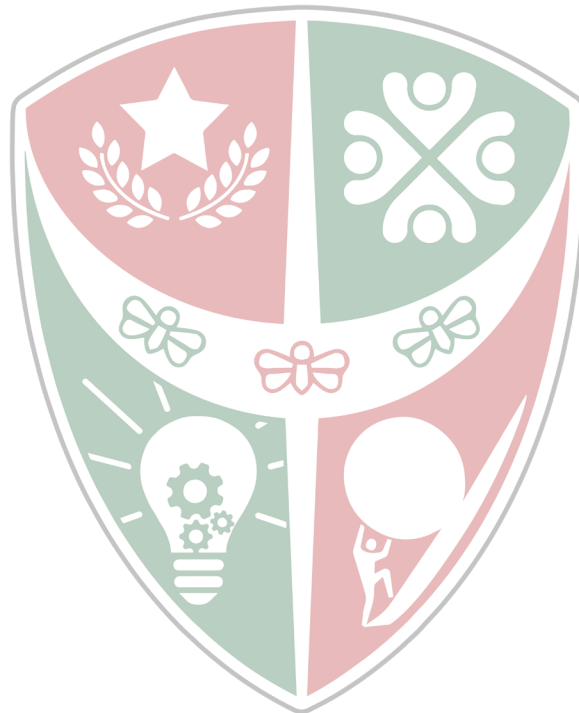
Economic foundations, resource allocation, how prices are determined, production, costs, revenue and profit, competitive and concentrated markets, market failure, introduction to the national economy, government objectives, how the government manages the economy, international trade and global economy, and the role of money and financial markets.

### POTENTIAL CAREERS:

Actuarial Analyst | Chartered Accountant

Compliance Officer Data Analyst | Economist | External Auditor

Financial Risk Analyst | Investment Analyst | Political Risk Analyst | Risk Manager | Statistician | Stockbroker.



# PHYSICAL EDUCATION

## NCFE LEVEL 1/2 TECHNICAL AWARD IN HEALTH & FITNESS

**QUALIFICATION:**  
VOCATIONAL NCFE  
TECHNICAL AWARD

**BOARD:** NCFE

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**ASSESSMENT:**  
60% Non-examined assessment  
40% Examined assessment

### LEADS TO:

A Level Physical Education, Level 3 Physical Education qualifications, personal trainer apprenticeship.

### WHO SHOULD STUDY THIS COURSE?

Anyone who has an interest in PE and sport, in particular someone who is passionate about fitness and performance - from the structure and function of the body systems and the effects of health and fitness activities on the body, through to the anatomy and physiology of the body.

### WHAT WILL I STUDY?

**Content Area 1:** Structure & functions of the body systems

**Content Area 2:** Effects of health & fitness activities on the body

**Content Area 3:** Health & fitness and the components of fitness

**Content Area 4:** Principles of training

**Content Area 5:** Testing & developing components of fitness

**Content Area 6:** Impact of lifestyle on health & fitness

**Content Area 7:** Applying health & fitness analysis and setting goals

**Content Area 8:** Structure of a health & fitness program and how to prepare safely

### POTENTIAL CAREERS:

PE Teacher | Personal Trainer | Sports Coach | Physiotherapist  
Performance Sports Scientist | Sports Development Officer  
Sports and Exercise Psychologist | Outdoor Activities Manager  
Sports Journalist | Sports Commentator.

# EXTENDED LEARNING

We have a comprehensive range of extra learning opportunities outside normal school hours that include:

- Opportunities to study extra subjects
- A wide range of sporting opportunities
- Revision classes and booster classes in examination Years
- Opportunities for independent learning and research in the school library

As part of this extended school provision we are able to offer students the opportunity to extend their curriculum in 'Period 7'. This is often made up of revision sessions for Years 10 and 11.

## Other statutory subjects at Key Stage 3 and Key Stage 4

### Sex and Relationship Education

It is a statutory requirement for all schools to teach sex and relationship education to all students up until the age of 16. In Years 7 and 8 it is taught within form groups and focuses on healthy living and healthy relationships.

### Spiritual, Moral, Social and Cultural Education

Our promotion of student's spiritual, moral, social and cultural development is wide ranging and delivered through:

- The Subject Curriculum;
- The Pastoral Curriculum including Support and Guidance systems;
- Assemblies and collective worship;
- Our extra-curricular provision;
- Our programme for Personal, Social, Health and Citizenship Education (PSHCE); which includes sex and drugs education;
- Our Careers and Work Experience Programme;
- Our approaches to teaching and learning.

### Religious Education (RE) and Collective Worship

Our RE syllabus follows the Luton agreed syllabus and covers all of the world's main faiths.

We aim to teach students how to live in a tolerant multi-faith society. Most students are taught RE up to Year 11 and most students opt to follow a GCSE.

Each year group has a weekly assembly based on a moral, spiritual or citizenship theme. Within tutor time and assemblies, groups are given time to reflect on moral issues which relate to their lives and society.

## **Enterprise Education**

Enterprise education forms an important part of our curriculum, where we teach students about financial and economic awareness as well as what it means to be enterprising.

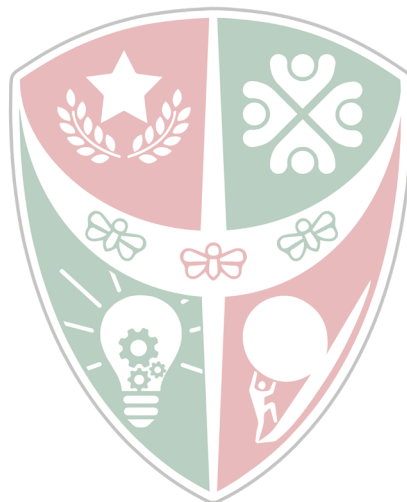
Years 9 and 10 benefit from further enterprise activities that include Global Enterprise Week and having the opportunity to run their own company as part of the Young Enterprise Company Scheme. In Key Stage 4 enterprise forms an important part of the applied learning courses.

## **Sport in the Curriculum**

Our students benefit from an extensive sporting curriculum where they can take part in a wide variety of activities and pursue sporting and leadership qualifications. Qualifications, range from the vocational Sport to GCSE in Physical Education at Key Stage 3 all students experience a wide and varied curriculum focussing on developing key principles needed to be successful in leading a healthy and active lifestyle.

Students focus on developing the advanced skills required across a range of sporting activities both on a team and individual basis. The emphasis is on learning the key skills in a positive and enjoyable way. Students also experience many leadership opportunities such as helping out with the organisation and running of primary school sports festivals. This helps to build confidence and develop students as future leaders in all walks of life.

**READY  
RESPECTFUL  
SAFE**



## Careers

### Information, Advice and Guidance and Careers Education

Our careers programme aims to provide students with knowledge, skills and attitudes associated with the successful transition from school to adult life.

This is done through collaboration between the Maths, Business and PE teams, form tutors, subject teachers and the Careers Manager to provide a thorough careers guidance programme.

The school works in partnership with external agencies such as local colleges, universities, training providers and employers to provide a programme that enables all students whatever their interests and abilities to make an informed decision about their future careers.

A wide range of information on careers and future pathways for our students is delivered through curriculum subjects and drop down lessons and days.

In addition to this students in Year 9 and 10 study a series of Careers based lessons within their Maths lessons to support key career development stages such as financial awareness, understanding the labour market and preparing for work experience. Students also have the opportunity to learn about entrepreneurship and attend college taster visits and university aspirational visits.

In Year 11 this guidance is continued through assemblies delivered by Post 16 providers and one to one careers guidance interviews with a qualified impartial careers advisor. Students also attend an apprenticeship fair in school supported by local employers showcasing the apprenticeship opportunities available for students after high school and college.

### Careers Exploration

Students are supported to use Unifrog, a careers platform for exploring careers, apprenticeships and post 16 options. This platform is used to record skills, careers activities and produce CVs for future jobs. This platform is overseen by our Careers Manager who encourages all students and parents to use in order to support career learning.

### Work Experience

Year 10 students have the opportunity to participate in a one week work experience with an employer of their choice. It is the students responsibility to be independent and motivated to go out and find their own work experience placement. Our Careers Manager supports and guides the students to use their own networks to gain work experience.

Work experience enables students to increase their knowledge about the work place outside the classroom. Students increase their self confidence, learn about the world of work and help them develop future proof skills. This also helps students to make informed choices about future education and careers and to broaden their horizons.





**AKEMAN HOUSE**  
Determination

**ERMINE HOUSE**  
Unity

**FOSSE HOUSE**  
Innovation

**WATLING HOUSE**  
Excellence

[www.challneyboys.co.uk](http://www.challneyboys.co.uk)

**Challney High School For Boys**

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01582 599921 | [admin@challneyboys.co.uk](mailto:admin@challneyboys.co.uk)

**Head Teacher**

**Mr Mark Mailer**

