



MacIntyre Academies
Quest Academy

QUEST ACADEMY

Year 9 Options 2024 – 2026



Quest Academy
Anderson Avenue
Rugby
CV22 5PE

Dear Parent(s)/Carers, Learner,

Subject: Embracing the Power of Choice: The Importance of Choosing Qualifications

I hope this letter finds you well. As we enter a new chapter in your child's academic journey, I wanted to take a moment to emphasise the remarkable power of choice and the profound impact it can have on your child's future.

At Quest Academy, we believe in nurturing the potential within every learner and guiding them towards a path of success and fulfilment. As parents and carers, you play an invaluable role in helping your child make important decisions that shape their educational trajectory. One such decision that lies before us is the choice of qualifications.

Qualifications are not just certificates or pieces of paper; they represent stepping stones towards endless possibilities. The qualifications your child selects will not only provide them with essential knowledge and skills but will also unlock doors to new opportunities, open up diverse career paths, and shape their personal growth.

It is crucial to instil in our learners the understanding that choosing qualifications goes far beyond simply meeting academic requirements. It is an opportunity for self-discovery, for exploring their passions, and for developing a profound sense of purpose. By encouraging them to choose qualifications that align with their interests and strengths, we empower them to pursue subjects they are genuinely enthusiastic about, fostering a love for learning that will last a lifetime.

I implore you to engage in meaningful conversations with your child, to listen attentively to their aspirations, and to support them as they navigate the decision-making process. Together, let us inspire our children to dream big, to set ambitious goals, and to understand that their choices today have the power to shape their tomorrow.

Thank you for your continued trust in Quest Academy as we work together to empower our learners and shape their destinies.

Yours sincerely,

Laura Thackaberry

Principal of Quest Academy

Introduction

Dear Learner,

Welcome to an exciting phase of your education where you have the power to make important decisions that will shape your future in amazing ways!

In the past year, you've heard words like "Options," "Careers," "Future," and "Choice," and now it's your turn to decide which path you want to take. This is a thrilling time filled with possibilities. Our school's curriculum is carefully designed to give you a wide range of choices and support you as you explore "The Way Ahead" and discover your true abilities.

Inside this booklet, you'll find helpful information and guidance to help you and your parents/carers make informed decisions about your courses. We are here for you every step of the way as you embark on this journey of self-discovery.

Today, it's more important than ever to have the skills to be independent and take responsibility for who you are and who you want to become. Education is the key that opens countless doors, allowing you to adapt and thrive in a world that is always changing. It's normal to explore different careers throughout your life, so being well-informed is crucial for making smart decisions that will shape your future.

We are excited to work with each one of you. Together, we'll have thoughtful discussions and careful considerations as you choose the path that feels right for you.

Although Quest Academy only run **two (2)** qualifications per learner for each cycle, you are required to choose at least **four (4) options** as we may not be able to run all the qualifications on offer, this will largely depend on learner intake, as well as capacity within the timetable. You will be given at **least one (1)** of your four **(4)** choices so please rank these accordingly.

Remember, the choices you make today will shape your tomorrow. Embrace this opportunity with wonder, courage, and determination. Seek guidance from those who care about your success, as they can offer wisdom and support to help you along the way.

With confidence in your potential,

Tyla Owen
Deputy Principal

'Education is the most powerful weapon which you can use to change the world.'

– Nelson Mandel



Important Do's and Don'ts...



DO choose subjects that you enjoy and feel happy to participate in



DO look carefully at how some of the work is assessed. Would this suit you and the way in which you work?



DO look to choose subjects that offer variety



DO talk through your choices with as many people as possible!



DON'T choose a subject without asking lots of questions about it



DON'T choose a subject because you think you will have an easy time. Work in all subjects in Years 10 and 11 require consistent effort and exams are designed to be equally demanding across the subjects



DON'T choose a subject because your friends have done so. This is your choice and yours only. Your friends cannot take the examination for you or share qualifications! What you do now will affect the rest of your life, whereas there may be friends that you do not see after leaving school...



DON'T choose a subject just because you like the teacher – he or she may not be here next year! – Similarly, don't reject a subject because of the teacher.

Attendance



Now that our learners are entering Key Stage 4, they need to be at school, every day, on time, is even greater.

We provide a welcoming and caring environment whereby each member of the Quest Academy community feels wanted and secure. We work with our learners and their families to ensure each young person attends regularly and punctually, so that their school experience is a happy and fruitful one.

At Quest Academy, we work to ensure that all our learners receive a full time education which maximizes opportunities for each of them to reach their true potential: good attendance (averaging 95% or above) and good punctuality are a vital part of this and we want all learners to strive towards this.

Government statistics show that children with poor attendance are 47% less likely to meet their potential examination results compared to learners with good attendance.

We have incentives and rewards that acknowledge the efforts of our learners to improve their attendance and timekeeping. We will challenge both learners, and their parents / carers who do not make a positive attitude to learning, attending school, on time, a priority in preparing our young people for their lives beyond school.

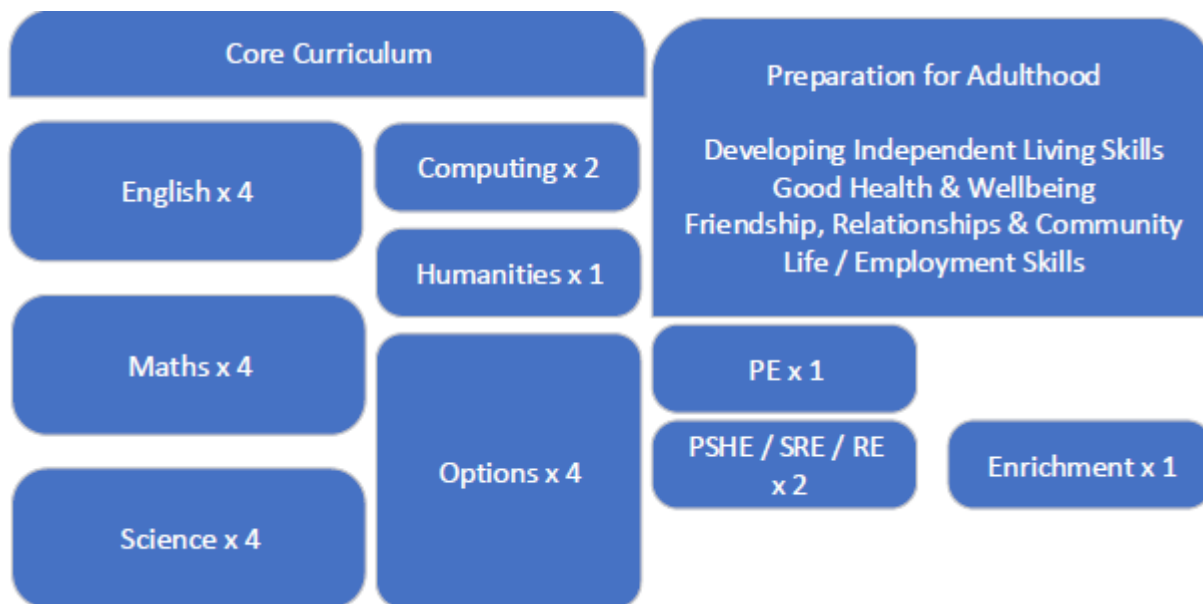
We have procedures regarding our communication with learners, parents and appropriate agencies to provide information, advice and support to all in offering a “strict but caring, understanding service” to both learners and parents. We require parents/carers to contact school in a timely way if their child is absent due to illness or emergency appointments. All holidays are required to be taken in school holiday periods, unless there are extenuating circumstances that the Principal might authorise on request. There is NO automatic right for a holiday to be authorised during term time.

We have strong procedures relating to truancy and expect all parents / carers to actively support us in ensuring that their children are in school, safe, at all times. We have a wide variety of links with support agencies across Warwickshire and work in partnership with them to combat truancy – It is a proven fact that learners who truant are 80% more likely to become involved in teenage crime. We also aim to hold all parents that give low priority to good school attendance accountable.



Quest Academy KS4 Curriculum

The following diagrams outline both our Core Curriculum and the Options/Non-Option courses available here at Quest Academy for the 2024-2026 Period.



In addition, you will be **GUIDED** towards **TWO** subjects from the following list below below.

OPTIONS (Qualifications)	
Art and Design	Health & Fitness
Digital Media	Food and Cookery
Music Technology	Production & Performing Arts
Non-Options	
Prince's Trust	Forest School

All option specifications are provisional and will be confirmed before the end of the academic year. These will be equitable, where appropriate. Once your child has chosen their qualification of interest the final specification will be shared.

ENGLISH LANGUAGE

GCSE AQA English Language (Grades 1 to 9) OR Entry Level English (Entry Level 1, 2 or 3)

Learners at Quest will have an opportunity to sit *either* the GCSE English Language qualification or an Entry Level qualification in English. Learners and parents will be guided towards what is most appropriate for their child.

SUBJECT DESCRIPTION

The AQA English Language course is designed to inspire and motivate the learners, providing appropriate stretch and

COURSE STRUCTURE

challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all learners. It enables the learners to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.

Learners will be prepared to answer questions across 2 examination papers over two sittings.

- **Exam 1:** Explorations in creative reading and writing (50% of total mark)
Section A: Reading – One literature fiction text (25%)
Section B: Writing: Descriptive or narrative (25%)
- **Exam 2:** Writer's viewpoints and perspectives (50% of total mark)
Section A: Reading – One non-fiction text and one literary non-fiction text (25%)
Section B: Writing – writing to present a viewpoint. (25%)

The following Assessment Objectives will be studied across the two-year course:



- Identify and interpret explicit and implicit information and ideas.
Select and synthesise evidence from different texts
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Evaluate texts critically and support this with appropriate textual references
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- Demonstrate presentation skills in a formal setting
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- Use spoken Standard English effectively in speeches and presentations.

Non – examination Assessment: Spoken Language (0% weighting of the GCSE)

This is a mandatory assessment marked by the teacher. Learners will be able to choose a subject they would like to talk about with time devoted to develop and practise their speaking and listening skills. The assessment will be recorded and then sent away to the AQA examination board for moderating.

SKILLS DEVELOPED AND CAREER OPPORTUNITY

GCSE English Language is designed to develop and enhance personal skills of reading, writing, speaking and listening, and to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare learners to make informed decisions about further learning opportunities and career choices and to use language to participate effectively in society and employment.

Mathematics

GCSE AQA Maths Foundation or Higher (Grades 1 to 9), Functional Level 1 Maths, Entry Level Maths 1,2,3.

SUBJECT DESCRIPTION

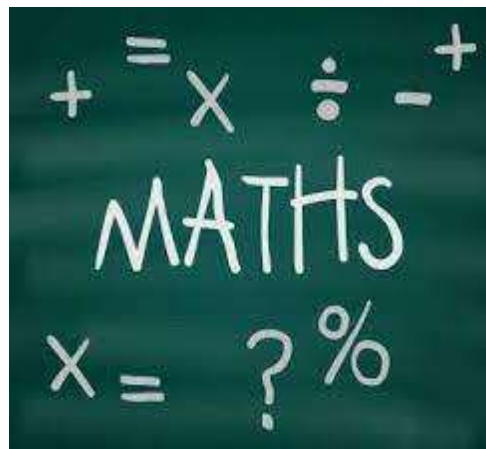
Learners at Quest will have an opportunity to sit the Entry level Maths qualification at the beginning of year 10

If this is achieved they will follow the GCSE schemes of work, moving onto the Functional Skills content towards the end of the year.

They will move on in year 11 to take the Functional Skills qualification in the first sitting of the year.

Through teacher assessment and the GL formal assessment process we use, learners and parents will be guided towards what is the most appropriate pathway for that learner.

The AQA Maths courses are designed to inspire and motivate the learners, providing appropriate stretch and challenge whilst ensuring that the assessments and exams are, as far as possible, accessible to all learners, meaning that all learners have the best opportunity of leaving Quest Academy with an appropriate Maths qualification.



COURSE STRUCTURE

AQA Entry Level Maths

This qualification is made up of 8 short assessments that are class room based.

- Component 1: properties of number.
- Component 2: the four operations.
- Component 3: ratio.
- Component 4: money.
- Component 5: the calendar and time.
- Component 6: measures.
- Component 7: geometry.
- Component 8: statistics.

AQA Functional Skills

The Functional Skills qualification comprises of two formal assessments, with the content below.

1. Use of number and the number system
2. Use of measures, shape and space
3. Handling information and data

AQA Level 1 and 2 Functional Skills in Mathematics are linear. Learners must sit both papers in the same series. For both levels, 25% of the total marks are allocated to the assessment of underpinning skills and 75% of the total marks are allocated to the assessment of problem solving.

AQA GCSE

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series. Please see the content below.

- [1 Number](#); [2 Algebra](#); [3 Ratio, proportion and rates of change](#)
- [4 Geometry and measures](#); [5 Probability](#); [6 Statistics](#)

SKILLS DEVELOPED AND CAREER OPPORTUNITY

The Mathematics pathways at Quest are designed to develop and enhance learners' skills and mathematical reasoning. It will prepare learners to make informed decisions about further learning opportunities and career choices in the future. The content in all the above courses contain topics that will feed into real life examples of where you could be using maths in the future.

SCIENCE

Pearson Entry Level Certificate in Science (1 – 3) and Pearson Entry Level Certificate in Further Science (1 – 3)

At Quest, we enable students to engage, explore, enjoy and succeed in science with an aim shape success in science for every learner.



SUBJECT DESCRIPTION

In year 10, learners will take the Pearson Edexcel Entry Level Certificate in Science (NSCO), followed by the Pearson Edexcel Entry Level Certificate in Further Science (NSFO) in year 11.

Entry Level Certificates (ELCs) are nationally recognised qualifications which give students the opportunity to achieve a certificated award. The ELC Science specification is co-teachable with the GCSE (9-1) Combined Science.



COURSE STRUCTURE

The aims are to encourage learners to develop their understanding and experience of working scientifically in:

- acquiring a body of basic scientific knowledge and an understanding of some important scientific ideas consistent with the programme of study
- developing basic experimental and investigative abilities
- developing a basic understanding of some of the important technological and environmental applications of science and the economic, ethical and social implications consistent with the programme of study
- developing an interest in science leading to further study at a higher level, e.g. GCSE in Combined Science.

The assessment is on demand so our learners can complete assignments at the end of each topic, helping to keep them motivated and allowing focus on the science to achieve the results they deserve. Externally-set tests are administered and marked by the centre and moderated by Pearson. Each assessment is worth 25 marks (16.67%) of the qualification for the ELC science and ELC Further Science respectively.

Content overview
Each of the six externally-set tests will focus on a specific area of content from the specification, shown as follows:
Paper 1: Biology 1A – Cells, genetics, inheritance and modification Cells, Genetics, Inheritance and modification
Paper 2: Biology 1B – Health, disease and the development of medicines Disease, Prevention and medicines, Health
Paper 3: Chemistry 1A – Atoms, compounds and states of matter Atomic structure, The periodic table, Ionic bonding, Covalent bonding, Metallic bonding, States of matter
Paper 4: Chemistry 1B – Separating mixtures, breaking down substances, acids and metals Methods of separating and purifying substances, Breaking down ionic compounds, Acids, Metals
Paper 5: Physics 1A – Forces, movement and energy Motion, Forces, Energy
Paper 6: Physics 1B – Waves and radiation Waves, Electromagnetic spectrum, Atoms, Radiation

Content overview
Each of the six externally-set tests focuses on a specific area of content from the specification, shown as follows:
Paper 1: Biology 2A – Plants and ecosystems Plants, Ecosystems
Paper 2: Biology 2B – Human biology Hormones, Regulation, Circulation
Paper 3: Chemistry 2A – Chemical reactions: patterns, energy and rates of reaction Group 1, Group 7, Group 0, Heat energy changes in chemical reactions, Rates of reaction
Paper 4: Chemistry 2B – Chemistry in our world: fuels and the Earth's atmosphere Fuels, Earth's atmosphere
Paper 5: Physics 2A – Electricity and magnets Electrical circuits, Magnets, Electricity in the home
Paper 6: Physics 2B – Energy and particles Work and energy, Particles, Stretching

SKILLS DEVELOPED AND CAREER OPPORTUNITY

As an approved Entry Level qualification, the ELC Science specification provides excellent progression to GCSE studies. The ELC provides flexibility, but on a clear progression pathway. The certificate supports advancement in science by cementing core understanding and maximising engagement with the subject. It equips students with skills and knowledge transferable to both educational and career settings, and provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning. Learners can go on to further education or seek jobs within the scientific community.

HEALTH & FITNESS

Level 1/2 Technical Award in Health and Fitness

SUBJECT DESCRIPTION



The study of health and fitness involves understanding the functions of your body and the body systems. Learners will look at the principles of training and how to better understand effective exercise, and knowing how the body reacts in the short and long term to fitness activities.

Learners will also look at how to apply health and fitness to their lifestyle, understand and replicate specific fitness tests and look into how to create a fitness programme for a person with specific goals.

The qualification focuses on an applied study of the health and fitness sector, meaning the course will cover both practical and theory-based elements of health and fitness.

COURSE STRUCTURE

Unit 01 Introduction to body systems and principles of training in health and fitness (40% Written Exam)

- LO1 Understand the structure and function of body systems and how they apply to health and fitness
- LO2 Understand the effects of health and fitness activities on the body
- LO3 Understand health and fitness and the components of fitness
- LO4 Understand the principles of training

Unit 02 Preparing and planning for health and fitness (60% Coursework Project)

- LO1: Understand the impact of lifestyle on health and fitness
- LO2: Understand how to test and develop components of fitness
- LO3: Understand how to apply health and fitness analysis and set goals
- LO4: Understand the structure of a health and fitness programme and how to prepare safely

SKILLS DEVELOPED AND CAREER OPPORTUNITY

Learners who achieve Level 1 or 2 in this course will have the skill set and knowledge to continue their studies into Level 3 courses related to health, fitness and physical education. Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations which are available within the sector, such as Health Assistants, Fitness Instructors or Personal Trainers.

ART & DESIGN

8201 - AQA GCSE Art, Craft and Design (Grade 1-9)

SUBJECT DESCRIPTION



This course suits a learner who enjoys the process of making art. It explores a wide range of techniques which may include drawing and painting, mixed

media, sculpture, ceramics, printmaking, digital graphics and photography. Learners will understand how these areas overlap, contrast and support each other.

This qualification has been designed to allow learners to develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources.

This will allow them to develop the skills to explore, create and communicate their own ideas. They will demonstrate their learning and explore their own realms of creativity in order to meet the project brief.



COURSE STRUCTURE

The course consists of two components covering four assessment objectives;

Component 1	Portfolio - 60% of GCSE Must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.
Component 2	Externally Set Assignment - 40% of GCSE Learners respond to a separate externally set paper with one starting point (7 options - provided by AQA) relating to their subject title, evidencing coverage of all four assessment objectives. Learners get preparation time, plus ten hours of supervised time.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

PROGRESSION OPPORTUNITIES

Vibrant and dynamic, this qualification provides learners with the skills, knowledge and understanding of Art and Design to support their progression into the industry. This qualification will inspire and bring out the best in learners, equipping them with the skills to continue the subject with confidence at AS, A-level as well as vocational pathways.

Career opportunities include: Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media • Teaching.

If you don't want to take your A&D studies further, the transferable skills are still invaluable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Food and Cookery

NCFE Level 1 & 2 Certificate in Food and Cookery Skills

SUBJECT DESCRIPTION



The Level 1 / 2 Certificate in Food and Cookery is designed for learners who want an introduction to food and cookery that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the food industry or progress onto further study.

The Level 1 / 2 Certificate in Food and Cookery complements GCSE qualifications. It is aimed at 14 to 16-year olds studying key stage 4 (KS4) curriculum who are interested in the food and hospitality sector. This qualification is designed to match the rigor and challenge of GCSE study. The qualification is presented as a portfolio of work that is graded at level 1 / 2 pass/merit/distinction.

COURSE STRUCTURE

There are 4 units to the course and can be awarded separately if required:

- **Preparing to Cook (H/506/7550)**
- **Understanding Food (K/506/7551)**
- **Exploring Balanced Diets (M/506/7552)**
- **Plan and Produce Dishes in Response to a Brief (T/506/7553)**

SKILLS DEVELOPED AND CAREER OPPORTUNITY

The course is a great introduction into the catering industry as well as giving the learners a valuable life skill. Depending on the grade the learner achieves in this qualification there are a range of further qualifications that can be undertaken post-16. Further information regarding these courses can be found in the course specification.

This course could also give learners the understanding and skills required to progress on to an apprenticeship in the food industry through a variety of occupations within the food sector, such as but not limited to; kitchen assistant, catering assistant, chef and sous chef.



Certificate in Performance Skills

NCFE Level 1 Certificate in Performance Skills (500/9177/3)

SUBJECT DESCRIPTION

This qualification is designed for learners who aspire to work in, or continue to study performing arts. It develops knowledge of the principles of performance skills.

The primary purpose of this qualification is to introduce the skills, knowledge and qualities needed in the performing arts sector. The learner will develop skills in a wide variety of performance types, such as drama, dance, music, stand-up comedy, and puppetry, with a view to progressing onto further qualifications. The learner will develop fundamental practical skills and focus on developing their performance ability and critical awareness. This qualification will:

- focus on the study of Performance Skills within the Arts sector.
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Important Notice: Learners will be required to perform to an audience as part of the **assessment process**.

SKILLS DEVELOPED AND CAREER OPPORTUNITY

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Performance Skills

It may also be useful to learners studying qualifications in the following sectors:

- Theatre
- set design.



If learners were to further their studies in this field, this could open doors to careers such as a; choreographer lighting technician, broadcasting/film/video, music producer, production designer, theatre/television/film, sound technician, broadcasting/film/video, special effects technician, theatre director, theatre manager, theatre stage manager.

COURSE STRUCTURE

Mandatory units

Unit number	Unit title
Unit 01	Preparing performing arts work
Unit 02	Develop performance skills
Unit 03	Presenting performing arts work

Optional units

Unit number	Unit title
Unit 04	Promoting a performing arts event
Unit 05	Working in the performing arts
Unit 06	Exploring design skills for performing arts
Unit 07	Exploring technical support for stage performance
Unit 08	Introduction to the performing arts
Unit 09	Professional development in the performing arts industry
Unit 10	Working in the performing arts industry
Unit 11	Starting to develop performance skills
Unit 12	Taking part in a performance

DIGITAL MEDIA

OCR Level 1/2 Cambridge National in Creative iMedia (2 Years)

SUBJECT DESCRIPTION

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. This course is for learners wanting to develop applied knowledge and practical skills suitable for use within media industries such as television, advertising, film, magazines, newspapers, web design and video games.



Over the two years, you will be:

- learn how to photograph images and digitally edit them.
- learn how edit videos for YouTube and advertising
- planning, creating and reviewing video games and comic books.

This will help you to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to a solve problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem

SKILLS DEVELOPED AND CAREER OPPORTUNITY

When you have completed the qualification, you will have developed a practical understanding of creative media production skills. You will have acquired knowledge and developed practical skills, which are not generally covered in GCSE courses. This will give you a better idea of whether the creative media sector is for you, and if so, which part of it you may want to study further.

MUSIC TECHNOLOGY

NCFE Level 1 / 2 Award/ Diploma in Music Technology

SUBJECT DESCRIPTION



Music Technology is an ever growing and changing subject area.

Music technology has been developing since the late 1970s and the introduction of electronic devices in the 1980s made the use of music technology leap into mainstream music.

Fast forward to the present day, and we have many devices and opportunities to create, record, and publish music than ever before.

The NCFE Level 1 Technical Award in Music Technology helps to give access and exposure to the relevant current technologies for those learners who are interested in all aspects of Music Production and Recording.

The qualification allows learners to learn about core values of the Music industry in terms of recording and production using the latest equipment.

Learners will have an interest in Music and its production, and this would also include learners who have instrumental experience too.

Team work is important when working in the Music Creation industry and this is a skill that is strongly encouraged throughout the qualification.

COURSE STRUCTURE

The course is structured to help prepare learners for an introduction into the Music Industry and will give them a grounding for beginning a study path into this area.

Over the course of the qualification, learners will study 1 core unit and 3 optional units that will be selected and studied looking at their strengths and interests.

The core units will be chosen from:

Unit 01	Assist with recording studio operations
Unit 02	Use multi-track loop sequencing software
Unit 03	DJ skills

The 3 optional units will be selected from:

Unit 04	MC Skills
Unit 05	Sound effects in music production
Unit 06	Sound and music technology
Unit 07	Audio effects processors in music production
Unit 08	Live sound mixing skills
Unit 09	Multi-track mixing skills
Unit 10	Microphones in music production
Unit 11	Use audio editing software
Unit 12	Public address systems
Unit 13	Multi-track audio recording

SKILLS DEVELOPED AND CAREER OPPORTUNITY

Unit 14 Location recording

Following completion of this course, learners have a variety of pathways that further develop and enhance the skills that they have developed during this course.

Some examples of this include Level 2 courses in:

- Music Technology
- Podcasting
- Radio
- Performance Skills using Music
- Creative Media (Radio)

These are available at different levels from Certificate through to Diploma.

This qualification will enhance learners' job opportunities and help them to apply their creative talents in the music industry.

Potential roles at this level could include junior roles such as:

- Sound Crew Assistants,
- Junior Sound Technicians,
- Technical Support,
- Back Stage Assistants,
- Administration Assistants,
- Volunteer Performers,
- Volunteer DJs
- Marketing Assistants.

There are a range of settings for these roles including; Studios, festivals, radio stations and performance venues.

Non-Options: Prince's Trust

The Non-Option lessons are built around developing our learners holistically, providing them with the tools and skills to become more independent, resilient and confident.

About the Prince's Trust:

PRINCE'S TRUST (The King's Trust Group)

"At The Prince's Trust, we believe that every young person should have the chance to succeed, no matter their background or the challenges they are facing. We help young people from disadvantaged communities and those facing the greatest adversity by supporting them to build



SKILLS DEVELOPED

the confidence and skills to live, learn and earn."

The Prince's Trust education offer is made up of three programmes: **Achieve, Enterprise Challenge and Mosaic**. Together, they support young people aged 11 and over to raise their aspirations and broaden their life skills.



Enterprise Challenge
An inter-school competition.



Achieve
A personal development programme.



Mosaic
Group mentoring.

Enterprise Challenge:

Delivered in school by Prince's Trust staff and volunteers, young people take part in a series of challenges. In teams of 3-5, young people play our online business simulation game. They then work with their mentor to create and deliver their business pitch.

Achieve:

Achieve is designed to support and empower students aged 11-19 (and up to 25 with SEN statement or EHCP) who may need additional assistance to succeed in education.

There is also the option for Achieve learners to gain a Prince's Trust qualification, where appropriate. Qualifications are regulated by the appropriate regulatory bodies.

The Achieve programme helps learners to develop skills and experience for life, whilst building their confidence to realise their potential.

Mosaic:

The aim of the programme is to:

- Raise learner aspirations
- Build self-belief
- Develop employability skills.

Mosaic is delivered in school by trained volunteers through a series of 1-hour sessions.

Non-Options: Forest School

The Non-Option lessons are built around developing our learners holistically, providing them with the tools and skills to become more independent, resilient and confident

FOREST SCHOOL

Forest School is an approach to education that seeks to shape teaching to an individual's learning style. It is not only focused on the acquisition of knowledge but shows that if learning is enjoyable and fulfilling a person grows and gains self-esteem through experiencing the process.

Forest School is a way of teaching that is attracting attention amongst education professionals. There is anecdotal evidence from teachers and others who have come into contact with Forest School that it can have a profound and positive effect on the way children and young people relate to each other and the world around them.

SKILLS DEVELOPED

Forest Schools make a difference in the following ways:

Confidence: Learners are given the freedom, time and space to learn and demonstrate independence

Social skills: Learners gain an increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play

Communication: Language development is prompted by the children's sensory experiences

Motivation: The Forest School area tended to fascinate the children and they developed a keenness to participate, and the ability to concentrate over longer periods of time

Physical skills: Improvements were characterised by the development of physical stamina and gross and fine motor skills

Knowledge and understanding: Learners develop an interest in the natural surroundings and respect for the environment



Additional Curriculum Information

Years 10 and 11 are known in education as “Key Stage 4” and this tends to be where formal qualifications are sat. We offer a range of qualifications including: GCSE, Functional skills, V-Cert and Level 1 / 2 Awards, Certificates and Diplomas.

QUEST ACADEMY AND THE GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)

- GCSEs are the exams taken by most UK learners of school-leaving age, and are widely available to all 14–19 learners and students, although there is no lower or upper age limit.
- GCSEs are qualifications at Level 1 and Level 2 in the National Qualifications Framework.
- GCSEs are mostly taken after a **two-year** subject-based course.
- Some subjects are also offered as **short-course** qualifications, which are equivalent to half a standard GCSE. The majority of GCSEs are assessed by **examination only** with the exception of, Art, Photography and Digital Media where there will still be an examination and coursework/controlled test.
- GCSEs are no longer graded using traditional A* to G Letters and instead these grades have been replaced by numbers (see table below) between 9 and 1. The highest grade is a Grade 9 and the lowest grade is a Grade 1. Grade 5 will be the standard a learner will be expected to achieve, which is the equivalent of the top of a Grade C in the traditional GCSE grading system. The bottom of a Grade 4 is broadly the same as the bottom of a Grade C and the bottom of a Grade 7 is broadly the same as the bottom of a Grade A.
- A grade 4 is seen as the minimum requirement that all learners are required to meet or exceed. Learners who do not attain grade 4 in English and Mathematics will be required to continue studying these up until they are 18. Even after that, English and mathematics will remain a staple of all that they do in future education, such is the importance of these literacy and numeracy subjects.
- GCSE mathematics is still being offered through tiers; a higher tier and a foundation tier. Grades 4 and 5 are available through both the higher and foundation tiers.
- GCSE English is no longer offered through a tiered entry and all learners nationally will sit the same one tier. This means that specifications and question papers will have to cover the full range of abilities. The Speaking and Listening test (spoken language endorsement) is certificated but no longer counts towards the overall GCSE grade.

It is important to note that whilst Quest Academy offer GCSE qualifications, this is not an essential part of our curriculum. We are able to accommodate learners within their ability range, with an ambition to help them achieve their goals.

How the new grades compare with the old ones

Old grades	New grades
A*	9
A	8
B	7
C	6 5 - STRONG PASS 4 - STANDARD PASS
D	3
E	2
F	1
G	1
U	U

OPTIONS FORM 2024 - 26

Name _____

Class _____

Please indicate your order of preference for the subjects below by writing 1st 2nd, 3rd, 4th etc. in the choices box below – You **MUST** choose at least four (4)

OPTION CHOICES 2024 - 2026

<u>CHOICES</u>	<u>RANK YOUR CHOICES</u>
DIGITAL MEDIA	
ART & DESIGN	
MUSIC TECHNOLOGY	
CERTIFICATE IN PERFORMANCE SKILLS	
FOOD AND COOKING	
HEALTH & FITNESS	
NON-OPTIONS CHOICES	
PRINCE'S TRUST	
FOREST SCHOOL	

I have discussed this at home

I have taken advice from staff at Quest Academy

Signed Learner _____ Date _____

Signed Parent _____ Date _____

NOW HAND THIS FORM IN TO YOUR FORM TUTOR BY THE **24th MAY 2024**