



# **Jack Hunt School Governing Body**



## **CURRICULUM POLICY STATEMENT Academic Year 2021/22**

**Version 1.1**

**September 2021**

**Governing Body Committee: Local Governing Body  
Reviewed by SLT: September 2021  
Date Policy Reviewed: September 2021  
Date of Next Review: September 2022**

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## **1. Peterborough Keys Academies Trust Curriculum Intents and Core Principles**

- 1.1 Unlocking children's passion to succeed in their school career and beyond through a carefully considered, broad, rich, deep and ambitious curriculum, built through sequenced and interleaving learning, with its opportunities for purposeful 'exhibition standard' work, which meets the differing needs of all our children. Building together strong foundations to acquire the key skills, values, attitudes and attributes for life-long learning; and the resilience and courage to apply them.
- 1.2 Personal Best
- We will challenge, support and inspire each other and ourselves to achieve our Personal Best
  - We take pride in ourselves as we confidently take responsibility for our behaviours to achieve our dreams and aspirations
  - We are self-aware learners who take care of our Physical and Mental wellbeing.
- 1.3 Leadership
- We form positive relations and grow ourselves as leaders
  - Our leadership skills will have a positive impact on others
  - Our leadership skills are transferrable to the next stage of our education and beyond
- 1.4 Learning
- We will collaborate to create deep, independent, curious and resilient learners
  - We acquire, apply and retain powerful and essential knowledge and skills which we are able to transfer and use across our lives
  - We are educated citizens who have been introduced to the best that has been thought and said, who are able to appreciate the best of human creativity and achievement.
- 1.5 Opportunity
- We make the most of every opportunity open to us
  - We recognize that the opportunities offered in and beyond the classroom broaden and enrich us.
  - Our participation in the opportunities offered build our cultural capital needed to succeed in life
- 1.6 Community
- We are caring citizens who engage with the world and change it for the better
  - Our actions support our believe in 'Being different and belonging together'
  - We will develop a holistic set of values for success in the modern world with its diverse and ever changing community

## **2. School Context**

- 2.1 The Headteacher must prepare a policy for the secular curriculum of the school for adoption by the Governing Body. The Headteacher must also:
- Implement the curriculum policy.
  - Carry out an annual review.
  - Report to the Governing Body any changes which may be necessary as a result of the review.
- 2.2 The Governing Body must consider, amend if necessary and adopt the curriculum policy. They must monitor, evaluate and review the implementation of the curriculum policy and consider any changes proposed by the Headteacher.

### **3. The National Framework for the Curriculum**

- 3.1 A new National Curriculum is now in place for all subjects for both KS3 and 4. The key elements of the framework are outlined below.
- 3.2 To offer a curriculum which is balanced and broadly based and which:
  - a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 3.3 The curriculum comprises all learning and other experiences that the school plans for its pupils. The National Curriculum forms one part of the school curriculum
- 3.4 To make provision for a daily act of collective worship and to teach religious education and sex and relationship education to pupils at Key Stage 3 and 4.
- 3.5 To follow the statutory National Curriculum which sets out in programmes of study, on the basis of Key Stages, subject content for those subjects that should be taught to all pupils.
- 3.6 To publish the school curriculum by subject and academic year online.
- 3.7 To make provision for personal, social, health and economic education (PSHE), drawing on good practice.
- 3.8 To include other subjects or topics in planning and designing a programme of education should this be appropriate.

### **4. Aims of the National Curriculum**

- 4.1 The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- 4.2 The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

### **5. CURRICULUM POLICY STATEMENT**

The aims and values stated in Section 1 will be pursued through a number of different strands.

#### **5.1 National Curriculum – 2014 Reform**

- a) The revised National Curriculum is followed by all subjects at KS3 and 4. The KS4 *entitlement* for every student to study, and take a qualification in, one arts subject, one humanity, one design technology and one language remains.
- b) Students have a single attainment target for each subject at the end of each Key Stage. The process for tracking, recording and reporting students' progress is no longer

nationally prescribed and schools are free to produce their own system. Jack Hunt has designed a new 'steps' based system which is in operation in all KS3 year groups.

## 5.2 2014 National Curriculum

All Key Stage 3 statutory subjects are taught at Jack Hunt:

- a) Core subjects – English, Maths, Science
- b) Foundation Subjects - Art and Design, Citizenship, Computing, Design and Technology, Languages, Geography, History, Music, Physical Education (taught by the Physical and Health Department), Sex and Relationship Education and Religious Education (taught by the Religion, Philosophy and Ethics Department RPE). The National Curriculum also includes non-statutory PSHE (Personal, Social, Health and Economic Education) programmes of study which are taught at Jack Hunt School through PDE and SEAL
- c) In addition, at Jack Hunt, Drama is taught to all students at Key Stage 3 both to develop the expressive arts and to provide a medium for exploring, in an active way, the aims and underpinning values of the National Curriculum.
- d) In September 2018 a new curriculum was introduced in year 7 which utilizes project based learning to deliver a number of subjects in combination. 'My World' integrates History, Geography, RPE, PDE and IT and 'Create' delivers Drama, Art and Design and Technology through discrete lessons. My World and Create are linked by a common project. At Key Stage 4 the statutory subjects that the National Curriculum requires students must study are delivered at Jack Hunt School by the teaching of English, Computing, (across the whole curriculum), Mathematics, Physical Education, Science and Religious Education. Careers education, Citizenship and Work Related Learning (WRL) are taught in PDE.
- e) In line with the National Curriculum Key Stage 4 students at Jack Hunt are entitled to follow a GCSE course of study in a subject within each of four entitlement areas. These entitlement areas are:
  - Arts, (Art and Design, Music, Drama and Graphical Communication).
  - Design Technology (Food, Design Technology, Engineering)
  - Humanities (Geography, History).
  - Modern Foreign Languages (Spanish, French, Urdu).
- f) All of these are available at Jack Hunt school to students as well as Religious Education, Citizenship, IT, Sport Science, Sociology, Business Studies, English Literature and a broad range of vocational courses (Health and Social Care, Sport, Food, Engineering and Business).
- g) At Key Stage 4 students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs or to a course which covers the Key Stage 4 National Curriculum programme of study. As required the school offers either Science GCSE Combined Award or separate Science (Biology, Chemistry and Physics) which covers the National Curriculum programme of study;
- h) In order to satisfy the requirements of the Progress 8 performance measure that came into effect as a performance measure in summer 2016 all Key Stage 4 students are required to study three English Baccalaureate subjects which comprises Combined Science plus any one other Science, Language or a Humanity. Those who are considered able are encouraged to study one Language and one Humanity subject so that they achieve the English Baccalaureate combination.
- i) Jack Hunt School is a Specialist Language College and therefore the curriculum offers a

range of opportunities to study Modern Foreign Languages. Virtually all students study a Modern Foreign Language from the start of Key Stage 3.

- j) Students on the English Baccalaureate (EBacc) pathway in Key Stage 4 all study a language in Years 10 and 11. Those not on the EBacc pathway can also choose to study a language if they so wish. The option to study a second language is available to students considered suitably able.
- k) Modern Foreign Languages are offered as A Level options in Year 12 and 13. Jack Hunt School became a Specialist Sports College in Summer 2007 and therefore a greater emphasis is placed upon sport in the curriculum. Most students in Year 9 have two hours of Physical Education each week. However students with a particular aptitude for Music do only one hour of PE a week in Year 9 and one hour of Music. Year 10 students continue to have an entitlement to two hours of Core Physical Education decreasing to one hour in Year 11. Students can also opt to study GCSE Sport Science or Cambridge National in Sport in Years 10 and 11.

### **5.3 Progression and Continuity**

The Curriculum facilitates progression and continuity for each student's learning. There are clear progression routes for all subjects from Key Stage 2 to Key Stage 3 to Key Stage 4. Again the opportunity for progression and continuity is a feature of option choices post 16. Progression is available for all courses between Key Stage 4 and 5 whether at Jack Hunt school or at other schools or Peterborough Regional College.

### **5.4 Assessment**

The curriculum incorporates frequent and regular assessment in accordance with the school's Assessment Policy. These assessments are augmented by external data. The combination facilitates target setting to help raise educational standards. Assessment information is also used to identify strengths and weaknesses in learning and so to inform future learning, teaching and intervention. Students also sit external assessments as and when required.

### **5.5 Equal Opportunities**

- a) Jack Hunt School aims to provide equal opportunity for all. The curriculum is open to all students unless a course is unsuitable for academic reasons. A key element of the work in all curriculum areas, supported by the Learning Support Department, is the desire to ensure that the curriculum is accessible to all students.
- b) Different pathways do emerge for some students at Key Stage 4. Students are guided onto appropriate courses/pathways by staff based on reliable current assessment data and estimates. We continue to review and develop our curriculum to match the needs, strengths and aspirations of our students.

### **5.6 Complaints about the Curriculum**

For curriculum complaints please refer to the 'Complaints Policy and Procedure' document available on the school website.

## 6. CURRICULUM ORGANISATION AND DELIVERY

These pages support the Curriculum Policy Statement for Academic Year 2021/22

### CURRICULUM ORGANISATION

#### 6.1 Key Stage 3 (Years 7, 8 and 9) - the Present Picture

- a) The Key Stage 3 curriculum is delivered as outlined in 5.2 with the following additions.
- b) There are several intervention groups in year 7 which allow a highly personalised and supported transition from Key Stage 2 to 3 for students who otherwise might find this move very difficult. The groups cater specifically for
  - Nurture Group – students who have particularly low levels of prior attainment at KS2 and/or who have a variety of social needs for whom the general structure of Year 7 would pose a challenge.
  - Fresh Start Group – students who need intensive literacy support.
- c) All students still do their core English and Maths in mainstream, but may be withdrawn from other lessons.
- d) The table below indicates the subjects taught and the number of lessons allocated at Jack Hunt School for each subject. The Jack Hunt School figures are based on fifty hours of taught time per fortnight over an assumed 38 week academic year. This model is constantly under review.

Subject	Year 7	Year 8	Year 9 musicians	Year 9 Non-musicians
My World	12	0	0	0
Art	2	2	2	2
Music	2	2	2	0
Drama	2	2	2	2
Physical and Health	4	4	2	4
Maths	8	7	6	6
English	8	7	6	6
Science	6	6	8	8
Technology	2	4	4	4
1st Foreign Language	4	4	4	4
History	0	3	4	4
Geography	0	3	4	4
* Computing	0	2	2	2
Religion Philosophy and Ethics **	0	2	2	2
Personal Development ** Education (PDE) (including Citizenship)	0	2	2	2
<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>

\*Computing and ICT skills are also developed in other subjects across the curriculum.

\*\*Some Religious Education is covered within PDE as is Citizenship, Work Related Learning and Enterprise Education. However Citizenship, Work Related Learning and Enterprise Education are also taught in other subjects across the curriculum.

Students in Year 9 with a particular aptitude study Music for one hour a week. Other students will take an additional hour of Physical Education instead of studying Music having completed the statutory requirements for Music by the end of Year 8.

- The National Curriculum programmes of study are delivered across the whole of Key Stage 3.
- High Performance Learning is integrated into all lessons and discretely taught in PDE and within Tutor Time.

## 6.2 Key Stage 4 (Years 10 and 11) - the Present Picture

The Key Stage 4 curriculum is delivered as outlined in Section 5.2.

- a) All Curriculum Areas are now working to new specifications. Maths and English have been working to the new specifications since September 2015. All new specifications will be graded on the new GCSE number scale (9-1).
- b) Alternative pathways are provided for a number of students. Details of this provision is given in Section 7.4.
- c) At Key Stage 4 students study their subjects for the hours shown below (figures are for a two week timetable).

<b>Subject</b>	<b>Year 10</b>	<b>Year 11</b>
English	8	8
Mathematics	8	8
Science (Combined Award)	8	10
Physical and Health	4	2
Personal Development Education (PDE) (including Citizenship, Work Related Learning and Enterprise Education)	1	1
Religion Philosophy and Ethics	1	1
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5

- d) Appendix 1 shows the current Year 10 and Year 11 provision in the form of a diagram. This shows the many routes through the curriculum which enable a more personalised approach.
- e) In Year 10 students follow 4 option courses. Students considered capable of achieving the English Baccalaureate (EBacc) performance measure are required to select either Geography or History as one option choice and a Modern Foreign Language as another. Thus leaving two further choices.
- f) All other students must select any one Ebacc subject from Separate Science, a Modern Foreign Language, Geography or History leaving any three other subjects to choose. This is to satisfy the requirements of the Progress 8 and Attainment 8 Performance measures. Where this is considered an inappropriate route for some students an alternative package of subjects are delivered as part of the 'Altern8' programme.

## 6.2 Key Stage 5 (Years 12, 13 and 14) - the Present Picture

- a) In the Sixth Form a broad curriculum of 26 level 3 courses is offered enabling students of all abilities to find suitable progression routes into post 16 education at the school. A Levels in French, Spanish, Urdu and Sports Studies are available reflecting our Specialisms. Of the 26 level 3 courses 4 are vocationally based qualifications in Applied Science, Health and Social Care, Criminology and Psychology. If students achieve the entrance requirements they have access to a personalised learning programme provided through an option system of 4 option columns. Students in Year 12 have the opportunity to work towards a Higher Sports Leader Award Certificate. In Year 13 students are offered Physical Education and there is a continuation of the Higher Sports Leaders Course.
- b) At both Key Stages 4 and 5 we continue to work closely with the Peterborough Local Authority in supporting potential NEETs (students Not in Education, Employment or Training) in providing impartial Information, Advice and Guidance (IAG) and for Work Related Learning (WRL). However Local Authority services have been severely reduced.



## **7. CURRICULUM DELIVERY**

### **7.1 The number of teaching groups for each subject, the number of periods each group is taught and the size of each group**

A standard curriculum diagram for each Year group for the current academic year appears as Appendix 2. The notation is standard with the subscript referring to the number of periods allocated in each fortnight. The timetable comprises 25 one hour periods per week excluding tutor time and assemblies (30 minutes). At the beginning of the 2021/22 academic year the timetable structure has been altered to enable measures to remain in place to counteract the effect of the COVID pandemic. The taught curriculum time remains the same.

### **7.2 The method(s) of allocating students to teaching groups**

- a) On entry to the school students will be allocated to one of 84 Vertical Tutor groups. These will normally consist of 19 or 20 students with approximately 3 or 4 students from each year group of the school in each vertical tutor group. They will be in the care of a personal tutor who will see the students for 30 minutes each day at 'lesson 1'. High Performance Learning will be integrated into materials, together with academic mentoring, leadership development activities, inter-house and inter-form activities, and assemblies.
- b) Students will also be placed in 12 socially mixed teaching groups containing a balance of level of attainment, gender and ethnicity. This is based upon information from primary schools such as prior attainment, behaviour, special needs etc. Teaching group size will normally be approximately 30 students.
- c) In Key Stage 3 students are taught in mixed ability teaching groups for all subjects apart from Mathematics, where sets are in operation throughout the Key Stage, and Science where sets are used in Year 9. Group sizes will vary with lower attaining sets having smaller numbers where possible.
- d) In Key Stage 4 students are taught in mixed ability groups in most subjects. However Curriculum Area Leaders may, where possible, adjust groups within options to cater for individual student needs. The resulting groups are still mixed ability. Setting is used in Science and Mathematics. In English, loose ability groups are initially created, and further refined, according to target grades, as the course progresses. Group sizes in the option subjects in Key Stage 4 will depend on the subject and the popularity of the course but rarely exceed 30.
- e) In practical subjects students are arranged in smaller mixed groups for Design Technology through Key Stage 3 and each group will comprise approximately 18 students. At Key Stage 4 Design Technology sets do not exceed 20 for Health and Safety reasons.
- f) All Key Stage 5 teaching is in mixed ability groupings although the entrance requirements do limit the range of the ability. Entrance requirements for A Level are a minimum of 6 GCSEs at grade 4 or above including English and Maths. Groups vary in size according to subject. In all A level courses the school endeavours to limit the group to no more than 25 students. Each subject also has its own specific entry requirements.
- g) The curriculum is designed to be as cost effective as possible without impacting negatively on the quality of it. Further details regarding Sixth Form entrance requirements are available in the Sixth Form Admissions Policy and the Sixth Form Handbook.

## 7.4 An indication of where and how much support/withdrawal teaching is provided

- a) For a comparatively small number of students, special arrangements may be made to adapt and modify the curriculum in various ways. This may be due to sensory or physical impairment or for those with learning, literacy, language difficulties, or for those who are learning English as an additional language. Where relevant, outside agencies may be consulted and parents, as well as students, are always involved in any discussions and decisions. All of the arrangements are made on the basis of individual needs.
- b) Physically Impaired (PI) students start Year 7 with a full timetable but this is assessed as time passes. Participation in Physical Education (PE) is modified for the majority of PI students, and currently all have physiotherapy and/or swimming hydrotherapy in their PE lessons.
- c) Literacy assessments are conducted with students during their first term at the school and those with literacy difficulties are identified. In Year 7, 8 and 9 Learning Support and English staff teach 12 % of students in small groups, for an additional hour of English intervention per week. Further support is offered, when staffing permits, to a number of students through 1:1 sessions, when they are withdrawn from a subject on a rotating basis. Some of the learners who have literacy difficulties may also be identified for our Nurture Programme where learners will study throughout the week at a pace more suitable for their needs, whilst still accessing mainstream English, Maths and PE sessions.
- d) In Years 8 and 9, approximately 10% have literacy lessons 'Moving On' which replace a Modern Foreign Language as well as further extraction and reading classes. Students are offered Moving On following discussion between Modern Foreign Languages and Learning Support. In many cases these are the same students as those who receive the extra help outlined in the paragraph above.
- e) In Key Stage 3 the main Numeracy support is in smaller Mathematics classes, set by ability, supported by Teaching Assistants (TAs) and a Higher Level Teaching Assistant (HLTA). Numeracy is reinforced alongside Literacy in Nurture and Moving On lessons, in Years 7, 8 and 9. Further intervention programmes are available through Key Stage 4 when we support learners to develop their core studies whilst working towards alternative qualifications at the same time.
- f) Students who join Jack Hunt School at various stages of acquiring English as an additional language (EAL) are integrated into mainstream lessons as soon as possible so that they can learn English through studying the curriculum and through everyday social interaction. This may mean adjusting the language support timetable every two or three weeks in order to ensure that this difficult transition is carried out as smoothly as possible. Personal tutors encourage their new students to join after school activities, sports and clubs, knowing that this is one of the most effective and enjoyable ways to make friends, to feel part of the school – and to develop English language skills through active learning.
- g) Wherever possible, students in the earlier stages of acquiring English are given support in class by EAL staff. A larger number of more advanced EAL learners benefit from collaboration between EAL and mainstream teachers. The school's CPD programme regularly gives high profile to strategies which support the development of good communication. All teaching and support staff are encouraged to place a high value on focused pupil talk. This inclusive approach has been shown to work to the benefit of **all** students, not just those with EAL.
- h) In mainstream subjects which are set or banded, great care is taken to place newly arrived students, as far as possible, in classes appropriate to their ability and potential rather than defaulting to smaller, lower sets. Because accurate assessment is often not possible on arrival, subjects such as Maths will usually offer places in good middle sets so that movement is feasible in either direction as and when a student's potential becomes more evident.

- i) Recognition and value is given to students' first or any other language they have acquired. They are encouraged to make notes in their preferred language until they feel ready to switch to English. When possible and appropriate, peer speakers will support one another. Wherever available, bilingual TAs will give support in mother tongue. Within a year or two of arrival, every student who is fluent and literate in a language for which there is a GCSE will be offered the opportunity to achieve that extra qualification. Such students have taken or will be taking GCSE exams in Arabic, Chinese (Mandarin and Cantonese), Farsi, French, Italian, Polish, Portuguese, Russian and Spanish. Some go on to take the language to A level.
- j) In addition to this, a core group of EAL students make frequent use of the support offered by EAL staff before school, at lunchtime and after school.
- k) At Key Stage 4, newly arrived EAL students in Year 10 and Year 11 will often study one option subject fewer than the majority of students and instead will be given the opportunity to develop and enhance English language and literacy skills, study skills, revision and examination techniques, whilst being given extra opportunities to complete homework and coursework under supportive supervision. EAL students who arrive in the UK late in Year 10 or during Year 11 may, depending on numbers, be offered the chance to take up a place in Year 10 to increase their chances of succeeding at GCSE.
- l) A small number of students in Key Stage 3 and 4 are offered alternative curriculum opportunities. These students are provided with individual personalized timetables including twilight lessons for some. To support students in Key Stage 4 who have difficulty accessing the curriculum, an 'Altern8' programme has been developed where more suitable learning is organised on courses that lead to level 1 qualifications or below.

*For the curriculum in Key Stage 4 and the Sixth Form (Key Stage 5) the accreditation towards which the course is aimed is defined within Appendices 3 and 4*

## 8. Version History

Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Compiled	Alex FORD	01/09/2021
1.1	Annual review and approval by Governors	Alex FORD	27/09/21

# APPENDIX 1

16% time	16% time	16% time	2% time	2% time	8% time	10% time	10% time	10% time	10% time
English Language and Literature GCSE	Mathematics GCSE	Triple Science GCSE	Religion Philosophy and Ethics	PDE, Citizenship, Work Related Learning, Enterprise Education	Physical and Health (Core)	Option 1 GCSEs, Cambridge Nationals, BTECs	Option 2 GCSEs, Cambridge Nationals, BTECs	Option 3 GCSEs, Cambridge Nationals, BTECs	Option 4 GCSEs, Cambridge Nationals, BTECs
		Combined Science GCSE							
PDE, Work Related Learning, Citizenship, Enterprise Education									

APPENDIX 1 - Year 11

16% time	16% time	20% time	2% time	2% Time	4% time	10 % time	10 % time	10 % time	10 % time
English Language and Literature GCSE	Mathematics GCSE	Separate Science GCSE	Religion Philosophy and Ethics	PDE, Citizenship, Work Related Learning, Enterprise Education	Physical and Health (Core)	GCSE Option 1 GCSEs, Cambridge Nationals, BTECs	GCSE Option 2 GCSEs, Cambridge Nationals, BTECs,	GCSE Option 3 GCSEs, Cambridge Nationals, BTECs	GCSE Option 4 GCSEs, Cambridge Nationals, BTECs
Combined Science GCSE		<p style="text-align: center;">← PDE, Work Related Learning, Citizenship, Enterprise Education →</p>							

# APPENDIX 2

Band	7: i	50	J	Classes	6	J	ENGLISH	8	J	MATHS	8	J	My World	12	W	DTW(J)	2	X	DTX(J)	2	Y	LANGY(J)	4	Z	LANGZ(J)	4	J	PE	4	
			J1	Mu <sub>2</sub> Sc <sub>4</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	15	Dt <sub>2</sub>	2	15	Ad <sub>2</sub>	2	17	Dr <sub>2</sub> Sc <sub>2</sub>	4	17	Fr <sub>4</sub>	4	17	Pe <sub>4</sub>	4	
		100	J2	Sc <sub>6</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	15	Dt <sub>2</sub>	2	15	Mu <sub>2</sub>	2	17	Fr <sub>4</sub>	4	17	Ad <sub>2</sub> Dr <sub>2</sub>	4	17	Pe <sub>4</sub>	4	
			J3	Ad <sub>2</sub> Sc <sub>4</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	14	Dt <sub>2</sub>	2	14	Dr <sub>2</sub>	2	17	Mu <sub>2</sub> Sc <sub>2</sub>	4	17	Sp <sub>4</sub>	4	17	Pe <sub>4</sub>	4	
			J4	Ad <sub>2</sub> Mu <sub>2</sub> Sc <sub>2</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	14	Dr <sub>2</sub>	2	14	Dt <sub>2</sub>	2	17	Sp <sub>4</sub>	4	17	Sc <sub>4</sub>	4	17	Pe <sub>4</sub>	4	
			J5	Ad <sub>2</sub> Sc <sub>4</sub>	6	16	Ee <sub>8</sub>	8	16	Ma <sub>8</sub>	8	16	Mw <sub>12</sub>	12	14	Mu <sub>2</sub>	2	14	Dt <sub>2</sub>	2	16	Dr <sub>2</sub> Sc <sub>2</sub>	4	16	Ur <sub>4</sub>	4	16	Pe <sub>4</sub>	4	
			J6	Dr <sub>2</sub> Sc <sub>4</sub>	6	16	Ee <sub>8</sub>	8	16	Ma <sub>8</sub>	8	16	Mw <sub>12</sub>	12	14	Ad <sub>2</sub>	2	14	Dt <sub>2</sub>	2	16	Ur <sub>4</sub>	4	16	Mu <sub>2</sub> Sc <sub>2</sub>	4	16	Pe <sub>4</sub>	4	
															14	Dt <sub>2</sub>	2													
Band	7: h	50	H	Classes	6	H	ENGLISH	8	H	MATHS	8	H	My World	12	A	DTA(H)	2	B	DTB(H)	2	C	LANGC(H)	4	D	LANGD(H)	4	H	PE	4	
			H1	Dr <sub>2</sub> Sc <sub>4</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	15	Dt <sub>2</sub>	2	15	Mu <sub>2</sub>	2	17	Ad <sub>2</sub> Sc <sub>2</sub>	4	17	Fr <sub>4</sub>	4	17	Pe <sub>4</sub>	4	
		100	H2	Dr <sub>2</sub> Sc <sub>4</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	15	Dt <sub>2</sub>	2	15	Ad <sub>2</sub>	2	17	Fr <sub>4</sub>	4	17	Mu <sub>2</sub> Sc <sub>2</sub>	4	17	Pe <sub>4</sub>	4	
			H3	Ad <sub>2</sub> Mu <sub>2</sub> Sc <sub>2</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	14	Dt <sub>2</sub>	2	14	Dr <sub>2</sub>	2	17	Sc <sub>4</sub>	4	17	Sp <sub>4</sub>	4	17	Pe <sub>4</sub>	4	
			H4	Ad <sub>2</sub> Dr <sub>2</sub> Mu <sub>2</sub>	6	17	Ee <sub>8</sub>	8	17	Ma <sub>8</sub>	8	17	Mw <sub>12</sub>	12	14	Sc <sub>2</sub>	2	14	Dt <sub>2</sub>	2	17	Sp <sub>4</sub>	4	17	Sc <sub>4</sub>	4	17	Pe <sub>4</sub>	4	
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															14	Dt <sub>2</sub>	2													

## Key – Year 7

Ee	8	<b>means</b>	English	8 hours a fortnight
Ee			English	
Mw			My World	
Fr			French	
Sp			Spanish	
Ur			Urdu	
Ma			Mathematics	
Mu			Music	
Pe			Physical Education	
Sc			Science	
DT			Design Technology	
Ad			Art	
Dr			Drama	

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## Key – Year 8

Ee 7 **means** English 7 hours a fortnight

Ad	Art and Design	Ma	Mathematics
Dr	Drama	Mu	Music
Dt	Design and Technology	Pd	Citizenship / PDE
Ee	English	Pe	Physical Education
Fr	French	Re	Religious Education
Gg	Geography	Sc	Science
Hi	History	Sp	Spanish
It	ICT	Ur	Urdu

Band	9: i	50	J	J CLASSES	10	J	ENGLISH	6	J	MATHS	6	J	SCIENCE	8	W	DTW(J)	4	X	DTX(J)	4	Y	LANGY(J)	4	Z	LANGZ(J)	4	J	PE	2	X	PE/MUSIC	2
100	J1	17	Gg <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub> Pd <sub>2</sub> Re <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	15	Dt <sub>4</sub>	4	15	Ad <sub>2</sub> Hi <sub>2</sub>	4	17	Fr <sub>4</sub>	4	17	Dr <sub>2</sub> Gg <sub>2</sub>	4	15	Pe <sub>2</sub>	2	15	Mu <sub>2</sub>	2	
	J2	17	Ad <sub>2</sub> Gg <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub> Pd <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	15	Dt <sub>4</sub>	4	15	Hi <sub>2</sub> Re <sub>2</sub>	4	17	Dr <sub>2</sub> Gg <sub>2</sub>	4	17	Fr <sub>4</sub>	4	15	Pe <sub>2</sub>	2	15	Pe <sub>2</sub>	2	
	J3	17	Ad <sub>2</sub> Dr <sub>2</sub> Gg <sub>2</sub> Hi <sub>2</sub> Re <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	14	Dt <sub>4</sub>	4	14	It <sub>2</sub> Pd <sub>2</sub>	4	17	Gg <sub>2</sub> Hi <sub>2</sub>	4	17	Sp <sub>4</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
	J4	17	Ad <sub>2</sub> Gg <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub> Re <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	14	Gg <sub>2</sub> Hi <sub>2</sub>	4	14	Dt <sub>4</sub>	4	17	Sp <sub>4</sub>	4	17	Dr <sub>2</sub> Pd <sub>2</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
	J5	16	Ad <sub>2</sub> Gg <sub>2</sub> Hi <sub>2</sub> Pd <sub>2</sub> Re <sub>2</sub>	10	16	Ee <sub>6</sub>	6	16	Ma <sub>6</sub>	6	16	Sc <sub>8</sub>	8	14	Gg <sub>2</sub> Hi <sub>2</sub>	4	14	Dt <sub>4</sub>	4	16	Ur <sub>4</sub>	4	16	Dr <sub>2</sub> It <sub>2</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
	J6	16	Ad <sub>2</sub> Dr <sub>2</sub> Gg <sub>2</sub> It <sub>2</sub> Re <sub>2</sub>	10	16	Ee <sub>6</sub>	6	16	Ma <sub>6</sub>	6	16	Sc <sub>8</sub>	8	14	Gg <sub>2</sub> Hi <sub>2</sub>	4	14	Dt <sub>4</sub>	4	16	Hi <sub>2</sub> Pd <sub>2</sub>	4	16	Ur <sub>4</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
														14	Dt <sub>4</sub>	4	14	Dt <sub>4</sub>	4													

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Band	9: h	50	H	H CLASSES	10	H	ENGLISH	6	H	MATHS	6	H	SCIENCE	8	A	DTA(H)	4	B	DTB(H)	4	C	LANGC(H)	4	D	LANGD(H)	4	H	PE	2	A	PE/MUSIC	2
100	H1	17	Gg <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub> Pd <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	15	Dt <sub>4</sub>	4	15	Ad <sub>2</sub> Dr <sub>2</sub>	4	15	Fr <sub>4</sub>	4	15	Gg <sub>2</sub> Re <sub>2</sub>	4	15	Pe <sub>2</sub>	2	15	Mu <sub>2</sub>	2	
	H2	17	Dr <sub>2</sub> Gg <sub>2</sub> Hi <sub>2</sub> Re <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	15	Dt <sub>4</sub>	4	15	Ad <sub>2</sub> Gg <sub>2</sub>	4	15	It <sub>2</sub> Pd <sub>2</sub>	4	15	Fr <sub>4</sub>	4	15	Pe <sub>2</sub>	2	15	Pe <sub>2</sub>	2	
	H3	17	Gg <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub> Pd <sub>2</sub> Re <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	14	Dt <sub>4</sub>	4	14	Ad <sub>2</sub> Hi <sub>2</sub>	4	14	Dr <sub>2</sub> Gg <sub>2</sub>	4	14	Sp <sub>4</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
	H4	17	Ad <sub>2</sub> Dr <sub>2</sub> Gg <sub>2</sub> Re <sub>2</sub>	10	17	Ee <sub>6</sub>	6	17	Ma <sub>6</sub>	6	17	Sc <sub>8</sub>	8	14	It <sub>2</sub> Pd <sub>2</sub>	4	14	Dt <sub>4</sub>	4	14	Sp <sub>4</sub>	4	14	Hi <sub>2</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
	H5	16	Dr <sub>2</sub> Gg <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub>	10	16	Ee <sub>6</sub>	6	16	Ma <sub>6</sub>	6	16	Sc <sub>8</sub>	8	14	Gg <sub>2</sub> Re <sub>2</sub>	4	14	Dt <sub>4</sub>	4	14	Ad <sub>2</sub> Pd <sub>2</sub>	4	14	Ur <sub>4</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
	H6	16	Ad <sub>2</sub> Dr <sub>2</sub> Hi <sub>2</sub> It <sub>2</sub> Re <sub>2</sub>	10	16	Ee <sub>6</sub>	6	16	Ma <sub>6</sub>	6	16	Sc <sub>8</sub>	8	14	Gg <sub>2</sub> Pd <sub>2</sub>	4	14	Dt <sub>4</sub>	4	14	Ur <sub>4</sub>	4	14	Gg <sub>2</sub> Hi <sub>2</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	
														14	Dt <sub>4</sub>	4	14	Dt <sub>4</sub>	4	14	Sp <sub>4</sub>	4	14	Fr <sub>4</sub>	4	14	Pe <sub>2</sub>	2	14	Pe <sub>2</sub>	2	

## Key – Year 9

Ee 6 *means* English 6 hours a fortnight

Ad	Art and Design	Ma	Mathematics
Dr	Drama	Mu	Music
Dt	Design and Technology	Pd	Citizenship / PDE
Ee	English	Pe	Physical Education
Fr	French	Re	Religious Education
Gg	Geography	Sc	Science
Hi	History	Sp	Spanish
It	ICT	Ur	Urdu



Band 70	Source 10:j 165 10 JH:a 10	<b>J</b> English 8 ?? 28 Ee <sub>8</sub> 8 ?? 28 Ee <sub>8</sub> 8 ?? 28 Ee <sub>8</sub> 8 ?? 27 Ee <sub>8</sub> 8 ?? 27 Ee <sub>8</sub> 8 ?? 27 Ee <sub>8</sub> 8	<b>J</b> Maths 8 28 Ma <sub>8</sub> 8 28 Ma <sub>8</sub> 8 28 Ma <sub>8</sub> 8 27 Ma <sub>8</sub> 8 27 Ma <sub>8</sub> 8 27 Ma <sub>8</sub> 8	<b>J</b> Science 10 ?? 28 Sc <sub>10</sub> 10 ?? 28 Sc <sub>10</sub> 10 ?? 28 Sc <sub>10</sub> 10 ?? 27 Sc <sub>10</sub> 10 ?? 27 Sc <sub>10</sub> 10 ?? 27 Sc <sub>10</sub> 10	<b>A</b> Option A 8 20 Ah <sub>8</sub> 8 20 Cz <sub>8</sub> 8 20 Fd <sub>8</sub> 8 20 Gg <sub>8</sub> 8 20 Hh <sub>8</sub> 8 20 Hi <sub>8</sub> 8 20 It <sub>8</sub> 8 19 Pe <sub>8</sub> 8 19 Re <sub>8</sub> 8 19 So <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Fd <sub>8</sub> 8	<b>B</b> Option B 5 21 A8 <sub>5</sub> 5 21 Ad <sub>5</sub> 5 21 Ah <sub>5</sub> 5 21 Bs <sub>5</sub> 5 21 Bs <sub>5</sub> 5 21 Cz <sub>5</sub> 5 21 Fd <sub>5</sub> 5 21 Fi <sub>5</sub> 5 21 Gg <sub>5</sub> 5 21 Hi <sub>5</sub> 5 21 Hi <sub>5</sub> 5 20 Hi <sub>5</sub> 5 20 Re <sub>5</sub> 5 20 Sp <sub>5</sub> 5 20 Ur <sub>5</sub> 5 20 Di <sub>5</sub> 5 20 So <sub>5</sub> 5	<b>C</b> Option C 8 24 Bg <sub>8</sub> 8 24 Bs <sub>8</sub> 8 24 Cz <sub>8</sub> 8 24 Dt <sub>8</sub> 8 24 En <sub>8</sub> 8 24 En <sub>8</sub> 8 24 Gg <sub>8</sub> 8 24 Hi <sub>8</sub> 8 23 Hi <sub>8</sub> 8 23 It <sub>8</sub> 8 23 Mu <sub>8</sub> 8 23 So <sub>8</sub> 8 23 Ur <sub>8</sub> 8 23 Mu <sub>8</sub> 8	<b>D</b> Option D 5 21 A8 <sub>5</sub> 5 21 Ad <sub>5</sub> 5 21 Ag <sub>5</sub> 5 21 Bs <sub>5</sub> 5 21 Dt <sub>5</sub> 5 21 Dt <sub>5</sub> 5 21 En <sub>5</sub> 5 21 Fd <sub>5</sub> 5 21 Gg <sub>5</sub> 5 21 Gg <sub>5</sub> 5 20 Hh <sub>5</sub> 5 20 Hi <sub>5</sub> 5 20 Re <sub>5</sub> 5 20 Sc <sub>5</sub> 5 20 Sc <sub>5</sub> 5 20 Sp <sub>5</sub> 5	<b>J</b> PDE/RE 2 28 Pd, Re <sub>1</sub> 2 28 Pd, Re <sub>1</sub> 2 28 Pd, Re <sub>1</sub> 2 27 Pd, Re <sub>1</sub> 2 27 Pd, Re <sub>1</sub> 2 27 Pd, Re <sub>1</sub> 2	<b>J</b> PE 6 28 Pe <sub>6</sub> 6 28 Pe <sub>6</sub> 6 28 Pe <sub>6</sub> 6 27 Pe <sub>6</sub> 6 27 Pe <sub>6</sub> 6 27 Pe <sub>6</sub> 6
Band 70	Source 10:h 165 10 JH:a 10	<b>H</b> English 10 28 Ee <sub>10</sub> 10 28 Ee <sub>10</sub> 10 28 Ee <sub>10</sub> 10 27 Ee <sub>10</sub> 10 27 Ee <sub>10</sub> 10 27 Ee <sub>10</sub> 10	<b>H</b> Maths 10 ?? 28 Ma <sub>10</sub> 10 ?? 28 Ma <sub>10</sub> 10 ?? 28 Ma <sub>10</sub> 10 ?? 27 Ma <sub>10</sub> 10 ?? 27 Ma <sub>10</sub> 10 ?? 27 Ma <sub>10</sub> 10	<b>H</b> Science 8 ?? 28 Sc <sub>8</sub> 8 ?? 28 Sc <sub>8</sub> 8 ?? 28 Sc <sub>8</sub> 8 ?? 27 Sc <sub>8</sub> 8 ?? 27 Sc <sub>8</sub> 8 ?? 27 Sc <sub>8</sub> 8	<b>A</b> Option A 8 19 So <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Sv <sub>8</sub> 8 19 Fd <sub>8</sub> 8	<b>B</b> Option B 5 21 Gg <sub>5</sub> 5 21 Gg <sub>5</sub> 5 20 Hi <sub>5</sub> 5 20 Re <sub>5</sub> 5 20 Sp <sub>5</sub> 5 20 Ur <sub>5</sub> 5 20 Di <sub>5</sub> 5 20 So <sub>5</sub> 5	<b>C</b> Option C 8 23 Mu <sub>8</sub> 8 23 So <sub>8</sub> 8 23 Ur <sub>8</sub> 8 23 Mu <sub>8</sub> 8	<b>D</b> Option D 5 21 Gg <sub>5</sub> 5 21 Gg <sub>5</sub> 5 20 Hh <sub>5</sub> 5 20 Hi <sub>5</sub> 5 20 Re <sub>5</sub> 5 20 Sc <sub>5</sub> 5 20 Sc <sub>5</sub> 5 20 Sp <sub>5</sub> 5	<b>H</b> PDE/RE 2 28 Pd, Re <sub>1</sub> 2 28 Pd, Re <sub>1</sub> 2 28 Pd, Re <sub>1</sub> 2 27 Pd, Re <sub>1</sub> 2 27 Pd, Re <sub>1</sub> 2 27 Pd, Re <sub>1</sub> 2	<b>H</b> PE 4 28 Pe <sub>4</sub> 4 28 Pe <sub>4</sub> 4 28 Pe <sub>4</sub> 4 27 Pe <sub>4</sub> 4 27 Pe <sub>4</sub> 4 27 Pe <sub>4</sub> 4

## Key – Year 10

Ee 8 *means* English 8 hours a fortnight

A8	Alternate Curriculum	IT	Information Technology Cambridge National
Ad	Art and Design GCSE	Ma	Mathematics GCSE
Ag	Art and Design Graphic Communication GCSE	Mu	Music GCSE
Ah	Ancient History GCSE	Pd	PDE Core
Bg	Business Enterprise BTEC	Pe	Physical Education Core
Bs	Business Studies GCSE		Sport Science GCSE
Cz	Citizenship GCSE	Sv	Sport Cambridge National
Dr	Drama GCSE	Dt	Design and Technology GCSE
Ee	English Language and Literature GCSEs	Re	Religious Education GCSE
En	Engineering Vocational		Religious Education Core
Fd	Food Vocational	Sc	Double or Triple Award Science GCSE
Fr	French GCSE	So	Sociology GCSE
Gg	Geography GCSE	Sp	Spanish GCSE
Hh	Health and Social Care Cambridge National	Ur	Urdu GCSE
Hi	History		

Band 50 11: j 100	<table border="1"> <tr><th>J</th><th>English</th><th>8</th></tr> <tr><td>??</td><td>17 Ee<sub>8</sub></td><td>8</td></tr> <tr><td>??</td><td>17 Ee<sub>8</sub></td><td>8</td></tr> <tr><td>??</td><td>17 Ee<sub>8</sub></td><td>8</td></tr> <tr><td>??</td><td>17 Ee<sub>8</sub></td><td>8</td></tr> <tr><td>??</td><td>16 Ee<sub>8</sub></td><td>8</td></tr> <tr><td>??</td><td>16 Ee<sub>8</sub></td><td>8</td></tr> <tr><td></td><td></td><td></td></tr> </table>	J	English	8	??	17 Ee <sub>8</sub>	8	??	17 Ee <sub>8</sub>	8	??	17 Ee <sub>8</sub>	8	??	17 Ee <sub>8</sub>	8	??	16 Ee <sub>8</sub>	8	??	16 Ee <sub>8</sub>	8				<table border="1"> <tr><th>J</th><th>Maths</th><th>8</th></tr> <tr><td>15</td><td>Ma<sub>8</sub></td><td>8</td></tr> <tr><td>15</td><td>Ma<sub>8</sub></td><td>8</td></tr> <tr><td>14</td><td>Ma<sub>8</sub></td><td>8</td></tr> <tr><td>14</td><td>Ma<sub>8</sub></td><td>8</td></tr> <tr><td>14</td><td>Ma<sub>8</sub></td><td>8</td></tr> 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<sub>10</sub>	10	??	14 Sc <sub>10</sub>	10				<table border="1"> <tr><th>A</th><th>Option A</th><th>5</th></tr> <tr><td>11</td><td>Bg<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Bs<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Cz<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Dr<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>En<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Fd<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Gg<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Hh<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Hi<sub>5</sub></td><td>5</td></tr> <tr><td>11</td><td>Hi<sub>5</sub></td><td>5</td></tr> <tr><td>10</td><td>Pe<sub>5</sub></td><td>5</td></tr> <tr><td>10</td><td>Re<sub>5</sub></td><td>5</td></tr> <tr><td>10</td><td>Re<sub>5</sub></td><td>5</td></tr> <tr><td>10</td><td>So<sub>5</sub></td><td>5</td></tr> <tr><td>10</td><td>So<sub>5</sub></td><td>5</td></tr> <tr><td>10</td><td>Sv<sub>5</sub></td><td>5</td></tr> 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<sub>5</sub>	5	13	Bs <sub>5</sub>	5	13	Bs <sub>5</sub>	5	13	En <sub>5</sub>	5	13	Fd <sub>5</sub>	5	12	Gg <sub>5</sub>	5	12	Hi <sub>5</sub>	5	12	Hi <sub>5</sub>	5	12	Hi <sub>5</sub>	5	12	Mu <sub>5</sub>	5	12	Re <sub>5</sub>	5	12	So <sub>5</sub>	5	12	Ur <sub>5</sub>	5	12	Ur <sub>5</sub>	5				<table border="1"> <tr><th>J</th><th>PDE/RE</th><th>2</th></tr> <tr><td>17</td><td>Pd<sub>1</sub> Re<sub>1</sub></td><td>2</td></tr> <tr><td>17</td><td>Pd<sub>1</sub> Re<sub>1</sub></td><td>2</td></tr> <tr><td>17</td><td>Pd<sub>1</sub> Re<sub>1</sub></td><td>2</td></tr> <tr><td>17</td><td>Pd<sub>1</sub> Re<sub>1</sub></td><td>2</td></tr> <tr><td>16</td><td>Pd<sub>1</sub> Re<sub>1</sub></td><td>2</td></tr> <tr><td>16</td><td>Pd<sub>1</sub> Re<sub>1</sub></td><td>2</td></tr> <tr><td></td><td></td><td></td></tr> </table>	J	PDE/RE	2	17	Pd <sub>1</sub> Re <sub>1</sub>	2	17	Pd <sub>1</sub> Re <sub>1</sub>	2	17	Pd <sub>1</sub> Re <sub>1</sub>	2	17	Pd <sub>1</sub> Re <sub>1</sub>	2	16	Pd <sub>1</sub> Re 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## Key – Year 11

Ee 8 *means* English 8 hours a fortnight

A8	Alternate Curriculum	IT	Information Technology Cambridge National
Ad	Art and Design GCSE	Ma	Mathematics GCSE
Ag	Art and Design Graphic Communication GCSE	Mu	Music GCSE
Ah	Ancient History GCSE	Pd	PDE Core
Bg	Business Enterprise BTEC	Pe	Physical Education Core
Bs	Business Studies GCSE		Sport Science GCSE
Cz	Citizenship GCSE	Sv	Sport Cambridge National
Dr	Drama GCSE	Dt	Design and Technology GCSE
Ee	English Language and Literature GCSEs	Re	Religious Education GCSE
En	Engineering Vocational		Religious Education Core
Fd	Food Vocational	Sc	Double or Triple Award Science GCSE
Fr	French GCSE	So	Sociology GCSE
Gg	Geography GCSE	Sp	Spanish GCSE
Hh	Health and Social Care Cambridge National	Ur	Urdu GCSE
Hi	History		

Band 78	Source 12:a	A	Option A	17	B	Option B	15	C	Option C	11	D	Option D	11	P	PDE	2	F	Core	2	S	TwS	8	X	ExtraA	1	Y	ExtraB	1
12: a	130	12	Bi <sub>15</sub>	15	12	Bi <sub>13</sub>	13	15	Ad <sub>11</sub>	11	19	Bs <sub>3</sub>	9	22	Sd <sub>2</sub>	2	9	Pe <sub>2</sub>	2	22	Pn <sub>1</sub>	1	22	Ee <sub>1</sub>	1	26	Ee <sub>1</sub>	1
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		12	Ma <sub>17</sub>	17	13	Ec <sub>12</sub>	12	15	Ch <sub>11</sub>	11	19	El <sub>11</sub>	11	22	Sd <sub>2</sub>	2	9	Pe <sub>2</sub>	2	22	Re <sub>1</sub>	1	22	Ph <sub>1</sub>	1	26	Cy <sub>1</sub>	1
		12	Pn <sub>16</sub>	16	13	Ee <sub>11</sub>	11	15	Gg <sub>11</sub>	11	19	Hh <sub>11</sub>	11	22	Sd <sub>2</sub>	2	9	Pe <sub>2</sub>	2	22	Sp <sub>2</sub> Ur <sub>1</sub>	4	22	Sb <sub>1</sub>	1	26	So <sub>1</sub>	1
		12	Ps <sub>14</sub>	14	13	Ph <sub>13</sub>	13	14	Hi <sub>11</sub>	11	18	Hi <sub>11</sub>	11	21	Sd <sub>2</sub>	2	9	Sg <sub>2</sub>	2	21	Th <sub>1</sub>	1	21	Ec <sub>1</sub>	1	26	Ur <sub>1</sub>	1
		12	Py <sub>15</sub>	15	13	Sb <sub>13</sub>	13	14	Ma <sub>11</sub>	11	18	Mf <sub>11</sub>	11	21	Sd <sub>2</sub>	2	9	Sg <sub>2</sub>	2	21	So <sub>1</sub>	1	21	Cy <sub>1</sub>	1			
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## Key - Year 12

Ee 11 **means** English 11 hours a fortnight

All KS5 Option courses have 11 lessons a fortnight. Due to the complexity of the timetable, some of these lessons may be moved out of their block into another, such as an after school lesson denoted by the prefix Tw

Ad Art and Design  
 Bi Biology  
 Bs Business Studies  
 Ch Chemistry  
 Cy Criminology BTec  
 Ec Economics  
 Ee English  
 El English Literature  
 Gg Geography

Hh Health and Social Care Cambridge Technical  
 Hi History  
 Ma Mathematics  
 Mf Further Mathematics  
 Mu Music  
 Pe Physical Education Core or Sports Leadership L2 or L3  
 Ph Physics  
 Pn Product Design

Ps Psychology  
 Py Psychology BTec  
 Re Religious Studies  
 Sb Applied Science BTec  
 Sd PDE  
 Sg Core Studies  
 So Sociology  
 Sp Spanish  
 Ss Sport Studies  
 Th Theatre Studies  
 Ur Urdu

Band 50  
13: a  
200

A	Option A	11	B	Option B	11	C	Option C	11	D	Option D	11	P	PDE	2	F	Core	2	S	TwS	0	Y	ExtraB	1	X	ExtraA	1
23	Bi <sub>11</sub>	11	23	Bs <sub>11</sub>	11	23	Bi <sub>11</sub>	11	23	Ad <sub>11</sub>	11	29	Sd <sub>2</sub>	2	25	Pe <sub>2</sub>	2	200			200			200		
23	Ch <sub>11</sub>	11	23	Cy <sub>11</sub>	11	23	Gg <sub>11</sub>	11	23	Ch <sub>11</sub>	11	29	Sd <sub>2</sub>	2	25	Pe <sub>2</sub>	2									
22	Ec <sub>11</sub>	11	22	Ec <sub>11</sub>	11	22	Hh <sub>11</sub>	11	22	Cy <sub>11</sub>	11	29	Sd <sub>2</sub>	2	25	Pe <sub>2</sub>	2									
22	Mu <sub>11</sub>	11	22	El <sub>11</sub>	11	22	Hi <sub>11</sub>	11	22	Ee <sub>11</sub>	11	29	Sd <sub>2</sub>	2	25	Pe <sub>2</sub>	2									
22	Py <sub>11</sub>	11	22	Hi <sub>11</sub>	11	22	Mf <sub>11</sub>	11	22	Ma <sub>11</sub>	11	28	Sd <sub>2</sub>	2	25	Sg <sub>2</sub>	2									
22	Sb <sub>11</sub>	11	22	Ma <sub>11</sub>	11	22	Pn <sub>11</sub>	11	22	Ph <sub>11</sub>	11	28	Sd <sub>2</sub>	2	25	Sg <sub>2</sub>	2									
22	So <sub>11</sub>	11	22	Ps <sub>11</sub>	11	22	Sb <sub>11</sub>	11	22	Ps <sub>11</sub>	11	28	Sd <sub>2</sub>	2	25	Sg <sub>2</sub>	2									
22	Th <sub>11</sub>	11	22	Sb <sub>11</sub>	11	22	So <sub>11</sub>	11	22	Re <sub>11</sub>	11	28	Sd <sub>2</sub>	2	25	Sg <sub>2</sub>	2									
22	Ur <sub>11</sub>	11	22	Ss <sub>11</sub>	11	22	Sp <sub>11</sub>	11	22	Sb <sub>11</sub>	11				25	Sg <sub>2</sub>	2									

## Key - Year 13

Ee 11 **means** English 11 hours a fortnight

All KS5 Option courses have 11 lessons a fortnight. Due to the complexity of the timetable, some of these lessons may be moved out of their block into another, such as an after school lesson denoted by the prefix Tw

Ad	Art and Design	Hh	Health and Social Care Cambridge Technical	Ps	Psychology
Bi	Biology	Hi	History	Py	Psychology BTec
Bs	Business Studies	Ma	Mathematics	Re	Religious Studies
Ch	Chemistry	Mf	Further Mathematics	Sb	Applied Science BTec
Cy	Criminology BTec	Mu	Music	Sd	PDE
Ec	Economics	Pe	Physical Education Core or Sports Leadership L2 or L3	Sg	Core Studies
Ee	English	Ph	Physics	So	Sociology
El	English Literature	Pn	Product Design	Sp	Spanish
Gg	Geography			Ss	Sport Studies
				Th	Theatre Studies
				Ur	Urdu

# APPENDIX 3

## KEY STAGE 4 COURSES AND ACCREDITATION YEAR 11 2021/22

Subject	Awarding Body	Level	Code
<b>New specifications</b>			
English Language	AQA	GCSE	8700
English Literature	EDEXCEL	GCSE	1ETO
Mathematics	AQA/EDEXCEL	GCSE	8300/1MA1
Ancient History	OCR	GCSE	J198
Arabic	EDEXCEL	GCSE	1AA0
Art & Design Fine Art	EDUQAS	GCSE	C651QS
Art & Design Graphic Communication	EDUQAS	GCSE	C654QS
Business Studies	OCR	GCSE	J204
Enterprise BTEC	EDEXCEL	L1/L2 Tech Award	BHBK6
Citizenship	AQA	GCSE	8100
Information Technology	OCR	Cambridge Nationals Cert L2	J808
D & T (Hospitality and Catering)	Eduqas	L1/L2 Vocational Award	5569QA
D & T (Product Design)	AQA	GCSE	8552
Drama	AQA	GCSE	8261
Engineering	Eduqas	L1/L2 Vocational Award	9790A1
French	AQA	GCSE	8658
Geography	EDEXCEL	GCSE	1GA0
German	AQA	GCSE	8668
Health & Social	OCR	Cambridge Nationals Cert L2	J811
History	EDEXCEL	GCSE	1HI0
Music	OCR	GCSE	J536A
PE	AQA	GCSE	8582
Panjabi	AQA	GCSE	8683
Persian	EDEXCEL	GCSE	1PN0
Polish	AQA	GCSE	8688
Portuguese	EDEXCEL	GCSE	IPG0
Religious Studies	EDEXCEL	GCSE	1RB0
Russian	EDEXCEL	GCSE	1RU0
Science Combined – Trilogy	AQA	GCSE	8464
Science - Biology	AQA	GCSE	8461

Science - Chemistry	AQA	GCSE	8462
Science - Physics	AQA	GCSE	8463
Sociology	AQA	GCSE	8192
Spanish	AQA	GCSE	8698
Sport	OCR	Cambridge National L2	J813
Urdu	EDEXCEL	GCSE	1UR0

**Key:**

**AQA** Assessment and Qualifications Alliance

**EDUQAS** Examinations section of the Welsh Joint Education Committee for schools outside Wales

**EDEXCEL** Examinations arm of 'Pearson'

**GCSE** General Certificate of Secondary Education

**OCR** Oxford Cambridge and RSA Examinations

# APPENDIX 4

## KEY STAGE 5 COURSES AND ACCREDITATION YEAR 13 2021-22

Year 13 Subject	Exam Board	Level	Code
Specifications			
Art and Design	EDUQAS	A Level	A651QS
Applied Psychology	Edexcel	BTEC National L3	DGLG4
Applied Science	Edexcel	BTEC National L3	YHE04
Biology	AQA	A Level	7402
Business Studies	AQA	A Level	7132
Chemistry	Edexcel	A Level	9CH0
Criminology	EDUQAS	Applied Diploma L3	4543QD
Drama & Theatre Studies	AQA	A Level	7262
D&T (Product Design)	AQA	A Level	7552
Economics	Edexcel	A Level	9EC0
English Language & Literature	Edexcel	A Level	9EL0
English Literature	AQA	A Level	7712
Further Mathematics	AQA	A Level	7367DS
Geography	Edexcel	A Level	9GE0
Health & Social Care	OCR	Cambridge Technical L3	5831
History	OCR	A Level	H505
Mathematics	AQA	A Level	7357
Music	AQA	A Level	7272
PE	AQA	A Level	7582
Physics	AQA	A Level	7408
Psychology	AQA	A Level	7182
RE	OCR	A Level	H573
Russian	Edexcel	A Level	9RU0
Sociology	AQA	A Level	7192
Spanish	AQA	A Level	7692
Urdu	Edexcel	A Level	9UR0

### Key:

**AQA** Assessment and Qualifications Alliance

**EDUQAS** Examinations section of the Welsh Joint Education Committee for schools outside Wales

**EDEXCEL** Examinations arm of 'Pearson'

**GCSE** General Certificate of Secondary Education

**OCR** Oxford Cambridge and RSA Examinations