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# H ayle Academy



## Options Booklet

A guide to support you through the options process and transition to Key Stage 4

Academic Year 2026 - 2027

# Your Options

## CORE SUBJECTS

You will have lessons in all of the core subjects.

- MATHEMATICS
- ENGLISH LANGUAGE
- ENGLISH LITERATURE
- COMBINED SCIENCE
- GLOBAL VALUES
- CORE PE

## OPTION SUBJECTS

You will study 3 of the subjects below. One of your 3 option subjects needs to be either History or Geography. You can choose both.

- HISTORY
- GEOGRAPHY
- FRENCH
- SEPARATE SCIENCE
- HEALTH AND SOCIAL CARE
- ART & DESIGN—FINE ARTS
- HOSPITALITY & CATERING
- DESIGN & TECHNOLOGY
- COMPUTER SCIENCE
- MUSIC
- TRAVEL & TOURISM
- PERFORMING ARTS (INC. DANCE)
- SPORTS

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# Key Stage 4 at Hayle Academy

This is an important time for students in the class of 2027 who will soon be entering Key Stage 4 (KS4). This booklet, therefore, has been designed to encourage students to look ahead to their future and start to make decisions that may influence their lives and careers after their time at Hayle Academy.

At Hayle Academy we have a strong belief in providing a broad and balanced curriculum for all students. We have structured our curriculum offer around this belief and confidently feel that there is a pathway for every student that will inspire and motivate our students through KS4 and prepare them for life beyond school. As part of this curriculum offer, all students will be able to access the full English Baccalaureate (EBacc), although there is no expectation that all students will commit to this.

Our KS4 curriculum offers a broad range of core subjects that all students will need to study.

These will be:

CORE SUBJECTS	Mathematics
	English Language
	English Literature
	Combined Science
	Global Values
	Core PE

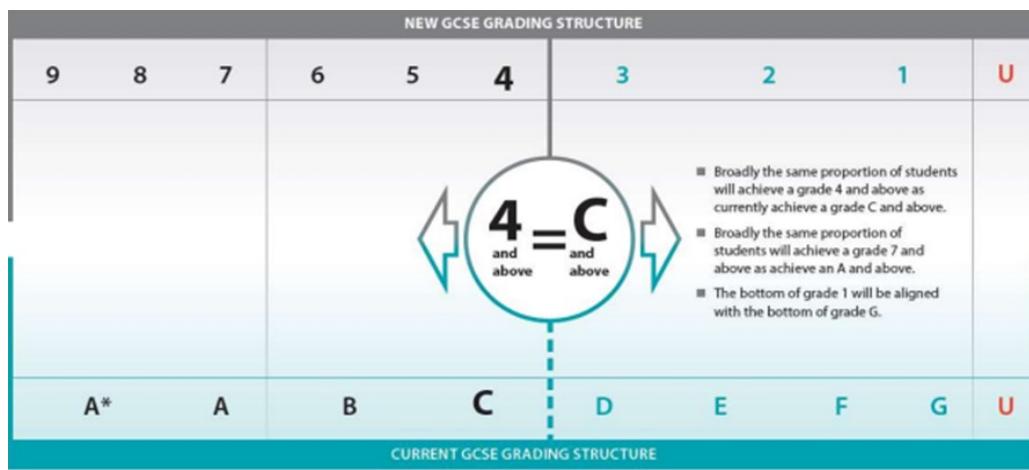
There is more information about these subjects in this booklet.

Students at Hayle Academy will also be part of an extensive tutor programme that will support and guide them through KS4 and beyond.

As well as the core subjects, there will be a number of choices for our students to make; we are committed to helping all of our students make the right choices for them.

GCSEs in England were reformed from 2019 and are now graded on a scale of 9-1, 9 being the highest. The diagram below shows how the new grades map to the old A-G grades. A grade 4 is considered a standard pass and grade 5 a strong pass. As a school we strive for all students to achieve at least a grade 5 in their subjects. Further information is available at [GCSE, AS and A level reforms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/gcse-as-and-a-level-reforms).

Any non GCSE courses that are in our curriculum offer are graded D\*, D, M, P (Level 2), where D = Distinction, M = Merit, P = Pass. A Level 2 P grade is equivalent to a GCSE grade 4 or higher.



# Choosing Your Options

Choosing options can be both an exciting and daunting time for students. Many students do not know what they want to do or become at this stage; this is natural and understandable.

Below we have tried to outline some good and poor reasons for choosing an option to help students and parents make the right choices. Each course offered should be considered carefully: think about the student's interest in the subject, the careers that it might lead to and how the subject is assessed. Teaching staff at Hayle Academy are committed to helping students make the right choices, so please don't hesitate to contact them if you need to discuss anything further or require more information than is provided in this booklet. Their contact details are available on the subject page. Please also attend our open classroom event on the 23rd January to speak to teachers and find out more about subjects you are interested in.

## Good Reasons for choosing a subject:

- ✓ They like the subject
- ✓ It will help with their future career plans
- ✓ They want to continue this subject post 16
- ✓ They are successful in this subject

## Poor reasons for choosing a subject:

- ✗ They like the teacher
- ✗ They think it is easier than other subjects
- ✗ Their friends are doing it

We will endeavour to give students their first preferences but this may not always be possible. Where it is not possible, we will speak with the students and their parents/carers about alternatives.

If a student is unhappy with their options, there is an opportunity to review and change their option preferences; this can happen within the first half term of year 10. However, the options blocks will be set at that point which means the selection will be more limited. Potential swaps will be done through their respective form tutor, who will speak with the student, the subject teachers involved and also parents, then inform the Senior Leadership Team (SLT). A letter will also be sent home confirming any changes.

Scan me for the Hayle Academy Home Page



KS4 Curriculum information is also available on our website under the curriculum tab.

Subjects will also only run if there are sufficient numbers of students wanting to take that subject.

# Beyond KS4 Careers Education & Guidance

Our aim is to ensure that all of our students have the best opportunities in the future, within a nurturing, safe and supportive environment and a personalised learning experience. This aim extends to our approach to Careers Education.

Whilst at Hayle Academy, students are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for students to have an enriched and stimulating curriculum to give them every opportunity to explore and develop their potential.

Providing effective Careers Education, Information, Advice and Guidance (CEIAG) ensures students move to their next stage with the right tools, values and understanding to help prepare them for their future. Our Careers programme works in line with our core Global Values curriculum and as a discrete part of all subject areas within the school.

We seek to support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred progression pathway whether that is to continue with further education, employment, training or living independently.

We are fully committed to providing an impartial service to students, highlighting the vocational and academic routes to their preferred careers path, with opportunities in the region and further afield. We ensure that students are aware of the opportunities and challenges in the world of work, and support their plans and aspirations.

Throughout their time at Hayle, students experience a wide range of different careers related experiences. The programme includes visits from external professionals and potential employers, support with the options process, visits to colleges, application and interview coaching, work experience (or VWex) and career advice from an independent personal advisor.

Throughout their learning journey, students are encouraged to aim high and think outside the box when considering their future career goals. We work closely with a range of external providers to ensure students are exposed to a vast array of potential careers and opportunities. This includes Next Steps South West, Careers4U, Colleges and 6th Forms, Universities and Apprenticeship providers. We also work closely with other agencies to meet the needs of students with Education, Health and Care plans and we underpin our strategy with the Gatsby Benchmarks.

If students or parents/carers would like to discuss their options further with the Assistant Headteacher who leads on careers (Miss Wilson) or our independent Careers Advisor, please contact Miss Wilson to arrange an appointment.

[RWilson@hayle.tpacademytrust.org](mailto:RWilson@hayle.tpacademytrust.org)

Possible post 16 options to support your child through the transition process:

**TRURO & PENWITH COLLEGE:**

<https://www.truro-penwith.ac.uk>



**CORNWALL COLLEGE:**

<https://www.cornwall.ac.uk>



**APPRENTICESHIP INFORMATION:**

<https://www.gov.uk/apply-apprenticeship>



<https://www.getmyfirstjob.co.uk/>



[www.cornwall-opportunities.co.uk](http://www.cornwall-opportunities.co.uk)



**UNIVERSITY COURSES:**

[www.ucas.com](http://www.ucas.com)



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



**6<sup>TH</sup> FORMS:**

**Helston** [https://www.helston.cornwall.sch.uk/web/welcome\\_to\\_post\\_16/313350](https://www.helston.cornwall.sch.uk/web/welcome_to_post_16/313350)



**Camborne** <https://theviformacademy.co.uk>



**Falmouth** <https://www.falmouthschool.net>



**GENERAL OPTIONS INFORMATION:**

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>



<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>



<https://www.theschoolrun.com/choosing-gcse-options>



# CHECK LIST

Please use this checklist to make sure that you have done everything you can to ensure that the most appropriate options are chosen.

1

Carefully read the options information booklet

2

Use the QR Codes to watch the subject videos

3

Sit down at home and discuss ideas

4

Speak to your teachers or form tutor for advice

5

Complete the Google Form (more details below)

The Google Form will be an opportunity for you to let us know what your **5 top** option preferences would be. Remember that you must choose a subject from the Humanities Faculty (Geography or History).

Scan me to complete the Google Form



Once we have received your Google Form, we will collate the information and design the option blocks so that you will be able to see your final options. We will do our best to make sure that every student is able to study their preferred options, but this may not be always possible.

This is an exciting time during a school career; please contact us if you require any support.

[enquiries@hayle.tpacademytrust.org](mailto:enquiries@hayle.tpacademytrust.org)



# Core Subjects

- Maths (GCSE AQA)
- English Language (GCSE AQA)
- English Literature (GCSE AQA)
- Combined Science (GCSE AQA)
- Global Values
- Core PE

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# Mathematics

GCSE

**Mathematics** is essential for everyday life and understanding our world.

The world around us is organised by a long history of mathematics. There is beauty, poetry, reason, logic and creativity wherever we look to understand nature, science or technology. In studying Mathematics, students have an opportunity to play, explore and develop a deep understanding of how the number system works. Students will learn to question the world around them and develop an ability to solve unfamiliar problems with confidence.

It is therefore fundamentally important to ensure that all students have the best possible Mathematics education. They need to understand the mathematics they learn so they can be creative in solving problems, as well as being confident and fluent in developing and using the mathematical skills so valued in the world of industry and higher education, as well as those needed for everyday life.

We have high expectations of all students so that they will recognise and achieve their full potential. We encourage students to develop their own skills in analysis, reasoning, creativity, collaboration and self-evaluation so that they can meet the mathematical problems they face with thoughtfulness and enthusiasm.

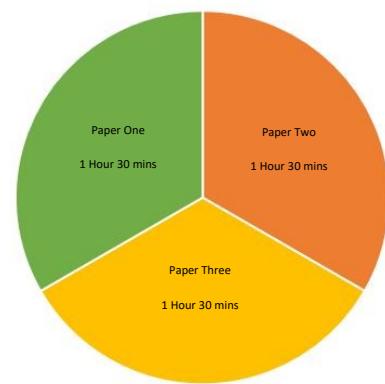
We provide all students with a challenging and enjoyable Mathematics curriculum in a supportive and motivating environment.

There are 2 tiers of entry: Foundation and Higher. Students will be entered for the tier that is most appropriate for their abilities and skills, giving students the maximum chance of obtaining the best possible examination grade. The Foundation tier aims for grades 1-5 and the Higher tier aims for grades 4-9. At Hayle Academy, we run an extensive revision programme to help support students with their effective preparation for their GCSE examinations.

## ASSESSMENT

Students will follow the GCSE AQA Mathematics course. There will be regular assessments to monitor the students progress, as well as two sets of Mock Exams. The course will finish with three external exams.

- ⌚ Paper 1 - Non Calculator 1 hour 30 mins 33.33%
- ⌚ Paper 2 - Calculator 1 Hours 30 mins 33.33%
- ⌚ Paper 3 - Calculator 1 Hours 30 mins 33.33%



## RELATED FURTHER EDUCATION COURSES:

MANY FURTHER EDUCATION COURSES REQUIRE A PASS (GRADE 4) IN MATHEMATICS AND MANY ALSO REQUIRE A HIGHER PASS (GRADE 5).

### ⌚ Mathematics A-Level:

Many colleges offer A-Level courses in Mathematics, providing in-depth study of the subject and preparing students for higher education in mathematics-related fields.

### ⌚ Engineering BTEC or Level 3 Diploma:

Courses in Engineering often require a strong foundation in Mathematics. Students can pursue BTEC or Level 3 Diplomas in Engineering, where they learn practical and theoretical aspects of engineering disciplines.

### ⌚ Computer Science BTEC or Level 3 Diploma:

Computer Science courses frequently involve mathematical concepts. BTEC or Level 3 Diplomas in Computer Science cover programming, algorithms, and other topics that require mathematical understanding.

### ⌚ Business and Finance BTEC or Level 3 Diploma:

Courses in Business and Finance often include modules that require mathematical skills. BTEC or Level 3 Diplomas in Business and Finance cover areas like accounting, statistics, and financial management.

### ⌚ Geography with GIS (Geographic Information Systems):

Geography courses with a focus on GIS often involve spatial analysis and statistical methods, requiring a solid understanding of mathematics. Students can explore the application of technology to geographic data.

## CAREERS INVOLVING MATHEMATICS:

- ⌚ Economist
- ⌚ Astronomer
- ⌚ Statistician
- ⌚ Financial analyst
- ⌚ Accountant
- ⌚ Medical Scientist
- ⌚ Actuary
- ⌚ Economist
- ⌚ Data Scientist
- ⌚ Quantitative Analyst
- ⌚ Aerospace Engineer
- ⌚ Biostatistician
- ⌚ Computer Programmer
- ⌚ Cryptographer
- ⌚ Engineer

Scan me for more information

For more information or any questions please contact:

**Dr Andrea Blair** – [ABlair@hayle.tpacademytrust.org](mailto:ABlair@hayle.tpacademytrust.org)

**Head of Faculty**



*“In mathematics, the art of proposing a question must be held of higher value than solving it.”*

George Cantor



# English Language & Literature

GCSE

**English** occupies a pre-eminent position both in the curriculum and in our society. A high quality education in English teaches our students to speak, read and write fluently, so that they can communicate precisely and powerfully in any given situation.

One of our fundamental objectives in English is to help shape young people who are both interested and interesting: interested in the world around them; and interesting to those who meet them because of their wide ranging knowledge. We will develop students who read widely for pleasure, appreciate the art of writing, relish debating contentious issues and enjoy sharing ideas. We will ensure our students have an expanding vocabulary and understand the grammar of our language, thus enabling them to write confidently and with precision.

The study of English Literature plays a central role in our vision: we want our students to leave Hayle Academy with a wide knowledge of the English literary canon and of our beautiful English language. We feel it is their right to leave school understanding something of the novels, plays and poems that have shaped our country's cultural history and the language change that underpins it.

## WHAT WILL I BE STUDYING?

The study of English is split into two fields of study: Language and Literature. This will allow students to gain a broad knowledge of texts, and writing styles.

For their **ENGLISH LANGUAGE GCSE**, students will explore a range of fiction and non-fiction texts. They will read a range of fiction extracts linked by the theme of dystopia; these will include '*1984*', '*The Handmaid's Tale*' and '*War of the Worlds*'. Students will be taught to analyse the language and the structure of these stories before crafting their own. Students will also read a range of non-fiction extracts linked by the theme of crime and punishment; they will be taken through the ages as they explore real life experiences of people from across the globe. Students will be taught to compare texts from different eras before developing their own voice for a piece of non-fiction writing. They will be able to develop a convincing and persuasive tone for their writing as they express their views on various, debatable topics from across society and British culture.

For their **ENGLISH LITERATURE GCSE**, students will study three texts in detail and a selection of poems. They will begin with fifteen poems from a range of poets which highlight the themes of power and conflict. These will include '*Charge of the Light Brigade*' by Tennyson and '*War Photographer*' by Carol Ann Duffy. Students will also read the play '*An Inspector Calls*' by J.B Priestley; the novella, '*Jekyll and Hyde*' by Robert Louis Stevenson, and the play '*Macbeth*' by William Shakespeare. The literature course allows students to explore the culture and society of these texts whilst also getting to grips with the language and writing styles of different British authors.

## ASSESSMENT

### ENGLISH LANGUAGE:

Language Paper 1: Fiction 50%

Language Paper 2: Non Fiction 50%

Spoken Language

## ASSESSMENT

### ENGLISH LITERATURE:

Literature Paper 1: Shakespeare and Jekyll & Hyde 40%

Literature Paper 2: An Inspector Calls and Poetry 60%

Students will complete 2 GCSEs for English: Literature and Language. These are linear courses which culminate in 2 exams for each GCSE. There is also a spoken language element to GCSE English Language.

## RELATED FURTHER EDUCATION COURSES:

### As/A LEVELS

- ⌚ English Language
- ⌚ English Literature
- ⌚ English Language and Literature
- ⌚ Media Studies
- ⌚ Business
- ⌚ Other language A levels including French & Spanish

### CAREERS INVOLVING ENGLISH:

- ⌚ Journalism
- ⌚ Editor
- ⌚ Copywriter
- ⌚ Teacher
- ⌚ Author
- ⌚ Content Manager
- ⌚ Advertising & Marketing

## OTHER

- ⌚ International Baccalaureate

Scan me for more information

For more information or any questions please contact:

Laura Simons— [LSimons@hayle.tpacademytrust.org](mailto:LSimons@hayle.tpacademytrust.org)

**Head of Faculty**



*“One glance at a book and you hear the voice of another person, perhaps someone dead for 1,000 years. To read is to voyage through time.”*

Carl Sagan



# Combined Science

GCSE

## Science

Whether it is Chemistry, Physics, Biology or a mixture of the three, science sparks and develops our natural curiosity to explore and learn about the world around us. As we encounter science in our everyday lives, understanding basic studies develops our awareness of different climates, forces, and how things work. As Science is a very hands-on subject, it teaches and strengthens research, observation and analysing skills through conducting experiments and forming conclusions. This encourages the brain to think deeply and independently.

There are two tiers of entry: Foundation and Higher for the combined Science award. Students will be entered for the tier that is most appropriate for their abilities and skills, giving students the maximum chance of obtaining the best possible examination grade and pathway to post 16 study. The Foundation tier aims for Grades 1-5 and the Higher tier aims for grades 4-9. At Hayle Academy we run an extensive revision programme to help support our GCSE Science students.

### What will I be studying?

In the Combined Science route, students study all three scientific disciplines (Biology, Chemistry, and Physics). Combined Science results in two GCSEs.

#### Biology paper 1

**Cell Biology** - How the fundamental unit of life functions and its role within plant, animal and microorganisms.

**Organisation** - How the human body is organised and adapted to carry out essential life processes, particular focus is given to the digestive system and the cardiovascular system.

**Infection and Response** - How the body defends and reacts to invading microorganisms.

**Bioenergetics** - studies how energy is harnessed from the sun by plant life and then is used in the cells of all living organisms.

#### Biology Paper 2

**Homeostasis and Response** - How the internal environment of the human body is maintained within narrow criteria and how the human body reacts to its surroundings.

**Inheritance, Variation and Evolution** - How all organisms have evolved over the Earth's history and looks at the important role played by genetic mutation leading to the variety of life.

**Ecology** - Investigates the movement of energy through the food web, it also studies the interdependence of all living species and how humans can and need to preserve this balance.

#### Chemistry Paper 1

**Atomic Structure and the Periodic Table** - Studies the fundamental structures of all matter and looks at how our understanding has developed in the last 300 years.

**Bonding, Structure and the Properties of Matter** - How atoms interact with each other to form bonds and new compounds, we also look at how we utilise the properties of these to improve and create new technologies and inventions.

**Quantitative Chemistry** - The study of the mathematical formula and equations behind the Chemistry.

**Chemical and Energy Changes** - Studies how and why chemical reactions occur and looks at ways in which we investigate chemistry through practical working.

### **Chemistry Paper 2**

**The Rate and Extent of Change** - Studies how the role of chemistry in controlling how fast reactions occur and the importance of Chemistry in developing the modern world.

**Organic Chemistry** - Studies the Chemistry of organic chemical compounds, with a primary focus on the uses and products made from crude oil.

**Chemical Analysis** - Studies how Chemistry can be used to identify compounds and how this can apply to investigative techniques used in medicine and criminal investigation.

**Chemistry of the Atmosphere** - Studies how the early atmosphere was formed and how it developed to today's atmosphere as well as looking at the impact of human activity on the atmosphere.

**Using Resources** - Studies how we use the environment to extract a number of natural resources including water. We also study the importance of minimising the damage caused by the extraction and the impact of waste and recycling.

### **Physics Paper 1**

**Energy** - Studies the storing and transferring of energy through a variety of different systems.

**Electricity** - Studies the use of electricity in circuits and homes, as well as how electricity is generated, distributed and used.

**Particle model of matter** - The Physics of the different properties of matter, including density and pressure.

**Atomic structure** - Studies the make-up of the atom and the history of how we came to our current understanding and models. Also studies the dangers and uses of atomic radiation.

### **Physics Paper 2**

**Forces** – Studies Sir Isaac Newton's laws of motion and the associated equations and applications of these.

**Waves** - Studies the properties of waves and how we use these properties for communication and medical imaging.

**Magnetism and Electromagnetism** - Studies the properties of magnets and their interaction with electrical fields.

### **Assessment**

Each of the 3 disciplines are broken down into 2 exam papers, each 75 minutes in duration.

### **Careers in Science**

There are many Science careers. Good science GCSE's can open up many doors to these. Science careers include: Veterinary medicine, medicine, nursing, biomedical scientist, chemist, pharmacist, zoologist, marine biologist, forensic scientist, laboratory technician and many more.

Scan me for more information

For more information or any questions please contact:

**Amelia Ferris** — [AFerris@hayle.tpacademytrust.org](mailto:AFerris@hayle.tpacademytrust.org)

**Head of Faculty**



*“Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world.”*

Louis Pasteur



# Global Values

At Hayle Academy, we feel that students' personal development is vital to their wellbeing and future success. The intent of the **Global Values** curriculum is therefore to ensure the effective delivery of:

- ⦿ Careers (as part of the wider CIAEG programme)
- ⦿ Personal, Social, Health and Economic Education (including relationships and sexual education)
- ⦿ Religious Education

Although not taught as explicit ‘subject’ areas, Citizenship, SMSC and British Values remain at the heart of the Global Values curriculum.

## INFORMATION ABOUT KS4 GLOBAL VALUES

The course is compulsory and your Global Values curriculum time is split so that you will spend roughly 1/3 of the time on each key area:

## **CAREERS AND WORK RELATED LEARNING**

During your Careers and Work Related learning, you will



examine all of the different options that are available to you post-16. You will meet and experience different education, employment and training providers and consider which options are right for you. We study the changing labour

market and employment trends and consider careers pathways that suit these changing needs. You will gain experience of writing CVs and applications as well as developing interview techniques so that you are fully prepared to move onto the next stage of your education and employment journey.

PSHE

You will continue to follow the 3 key strands of PSHE:

- ⇒ Relationships and Sexual Education
- ⇒ Health and Wellbeing
- ⇒ Living in the Wider World

You will develop your learning at an age-appropriate level and build upon the foundations laid throughout your Key Stage 3 learning in order to ensure you are able to make informed, healthy and safe choices in all aspects of your life from matters of sexual health, to choosing a bank account. This supports all statutory content that is part of your compulsory education as set out by the DfE.



## RE

Within England, it is a legal requirement to study an accredited GCSE RE course throughout KS4. At Hayle Academy, we follow the AQA GCSE Religious Studies A (8062) syllabus. Within this, we focus upon Component 2: Thematic Studies. This includes units on:

- ⦿ Relationships and Families
- ⦿ Religion and Life (including abortion, euthanasia and animal experimentation)
- ⦿ Religion, Peace and Conflict (including the use of violence, terrorism and war)
- ⦿ Religion, Crime and Punishment (including the causes of crime, methods of punishment and consideration of the death penalty)
- ⦿ Religion, Human Rights and Social Justice (including human rights, equal rights and wealth and poverty)



You will not need to take a GCSE exam for this course.

### RELATED FURTHER EDUCATION COURSES:

**Global Values** is designed to help you access ALL FE courses although it can relate more specifically to...

- ⦿ A Level RE/Theology/Philosophy
- ⦿ A Level World Development
- ⦿ A Level Politics
- ⦿ A Level Sociology
- ⦿ A Level/BTEC Health and Social Care
- ⦿ Public Services

### CAREERS INVOLVING GLOBAL VALUES:

ALL careers draw on the knowledge and skills developed in Global Values, either explicitly or discreetly. Specific careers could include those in:

- ⦿ Health and Social Care
- ⦿ Ethics
- ⦿ Education
- ⦿ Careers Service
- ⦿ Public Services
- ⦿ Law
- ⦿ Human Rights
- ⦿ Armed Services

Scan me for more information

For more information or any questions please contact:

**Rebecca Wilson** – [rwilson@hayle.tpacademytrust.org](mailto:rwilson@hayle.tpacademytrust.org)

**Assistant Headteacher & Subject Lead**



*“When educating the minds of our youth, we must not forget to educate their hearts”*

Dalai Lama



# Core PE

**Physical Education** is a pivotal subject within any school curriculum. As a school we play a vital role in developing students' understanding of the importance of health and wellbeing and how each of these components can affect their day to day living and mental wellbeing. Physical literacy involves holistic lifelong learning through movement and physical activity. It delivers physical, psychological, social and cognitive benefits as well as the importance of health and wellbeing.

At Hayle Academy, we will provide a Physical Education curriculum that caters for all the needs of our students; ensuring that opportunities are made available to encourage students to develop a love of physical activity which they can enjoy and so encourage lifelong participation. Further to this, we will build on important life skills, such as determination, resilience and a strong work ethic. Alongside these, we shall be developing key skills which will be sport specific and relevant to enjoying each sport. These skills will be developed over time.

During these lessons students will build on skills learnt in Key Stage 3, enabling them to participate in game play whilst ensuring fun and active learning is a priority. Throughout their time at Hayle Academy, the PE Team's underlying theme is to promote lifelong participation with the knowledge and understanding of what health and good wellbeing looks like, whilst promoting the importance of movement and the positive impact this has on wellbeing.

Students will attend core PE lessons once a week.

Our curriculum continues to cover traditional activities such as those experienced in Key Stage 3 and, where possible, the opportunity to try something new. In the past, these have included Zumba, Wheelchair Basketball and health related activities such as Yoga and Cross Fit.

Assessment takes the form of student participation and promoting positive attitude towards their own physical and mental wellbeing. For your information, formal assessment applies to those students taking BTEC Sport Studies.

#### **RELATED FURTHER EDUCATION COURSES:**

- ⇒ Study A– Level Sport at College
- ⇒ Higher Sports Leaders Award
- ⇒ Next level of National Diploma at College

#### **CAREERS INVOLVING PE:**

- ⇒ Coaching
- ⇒ Sports Nutrition
- ⇒ Physiotherapy / Sports Injuries
- ⇒ Teacher of PE
- ⇒ Personal Trainer
- ⇒ Sports Psychology
- ⇒ Leisure Industry

Scan me for more information

For more information or any questions please contact:

**Tamsin Hosking** - [THosking@hayle.tpacademytrust.org](mailto:THosking@hayle.tpacademytrust.org)

**Associate Assistant Head & Subject Lead**



*“Until you spread your wings, you’ll have no idea how far you can fly”*

Napoleon Bonaparte





# Option Subjects

- History (GCSE Edexcel)
- Geography (GCSE AQA)
- French (GCSE AQA)
- Separate Science (GCSE AQA)
- Health and Social Care (BTEC Pearson)
- Art and Design - Fine Arts (GCSE AQA)
- Hospitality and Catering (Eduquas/ WJEC Level 1/ 2)
- Design and Technology (GCSE Edexcel)
- Computer Science (GCSE OCR)
- Music (BTEC Pearson)
- Travel & Tourism (BTEC Pearson)
- Performing Arts Drama (Including Dance - BTEC Pearson)
- Sport (BTEC Pearson)
- ASDAN—My Independence (Selected Students Only)



# History

GCSE

**History** is a subject that gives students both historical knowledge and a skill set enabling them to make judgements based on analysis of evidence. History allows students to think critically using sources and interpretations.

The History curriculum at Hayle Academy provides students with the tools to understand and make sense of their local history, British history and global history. It is a subject that enhances extended writing skills and the ability to create sustained arguments – **a valued skill in a variety of career paths.**

## INFORMATION ABOUT THE HISTORY COURSE:

### PAPER 1

British Thematic Study with Historic Environment - **Medicine in Britain, c1250 - present** and The British sector of the **Western Front, 1914 - 18: injuries, treatment and the trenches.**

Students will study a broad sweep of medical history from medieval Britain to the present day.

### PAPER 2

Period Study and British Depth Study - **Early Elizabethan England, 1558 - 88** and **The American West, c1835 - c1895.**

Students have the opportunity to study, in depth, some of the key individuals from Elizabethan England that have shaped Britain today. They also study a culture and society different to their own in the American West, investigating how this civilisation has impacted upon the world we live in today.

### PAPER 3

Modern Depth Study - **Weimar and Nazi Germany, 1918 - 39.**

Students learn in depth about Weimar and Nazi Germany, exploring its complexity and impact.

## ASSESSMENT:

100% examination. 168 marks in total.

Three exams:

**PAPER 1** - (52 marks, 30%) 1 hour 20 minutes

**PAPER 2** - (64 marks, 40%) 1 hour 50 minutes

**PAPER 3** - (52 marks, 30%) 1 hour 30 minutes

## RELATED FURTHER EDUCATION COURSES:

- ◊ A Level History
- ◊ A Level Ancient or Modern History
- ◊ A Level Politics,
- ◊ A Level Economics
- ◊ A Level Sociology

## CAREERS INVOLVING HISTORY:

- ◊ Law
- ◊ Accountancy
- ◊ Travel and Tourism
- ◊ Museum, Curator and Libraries
- ◊ Government Researcher
- ◊ Journalist
- ◊ Politician

## WHO SHOULD CHOOSE GCSE HISTORY?

- ◊ Interested in arguing your point
- ◊ Enjoys extended writing (essays)
- ◊ Curious about past events, why they happened and what has happened as a result of them
- ◊ Enjoys analysis (of information), discussions and critical thinking

Scan me for more information

For more information or any questions please contact:

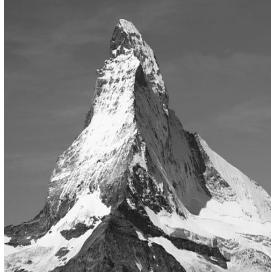
**Laura Weeks** - [LWeeks@hayle.tpacademytrust.org](mailto:LWeeks@hayle.tpacademytrust.org)

**Subject Lead**



*“When teaching History, light a fire, don’t fill a bucket.”*

Dan Snow



# Geography

GCSE

**Geography** is an umbrella subject that **links sciences with languages**.

At Hayle Academy, our Geography curriculum provides students with the tools to understand and make sense of the local landscape and compare it to national and global locations. It is a topical subject and gives students the skills to enter careers in growing industries.

Quite simply, **students are more employable for studying Geography**.

## **INFORMATION ABOUT THE GEOGRAPHY COURSE:**

### **LIVING WITH THE PHYSICAL ENVIRONMENT:**

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

### **CHALLENGES IN THE HUMAN ENVIRONMENT:**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management and the areas of current and future challenge and opportunity for these environments.

## ASSESSMENT:

100% examination. 252 marks in total.

Three exams:

**PAPER 1 – Living with the physical environment** (88 marks, 35%) 1 hour 30 minutes

**PAPER 2 – Challenges in the human environment** (88 marks, 35%) 1 hour 30 minutes

**PAPER 3 - Geographical applications** (76 marks, 30%) 1 hour 30 minutes

*(Paper 3 assesses fieldwork and an issue evaluation)*

## RELATED FURTHER EDUCATION COURSES:

- ◊ A Level Geography
- ◊ A Level World Development
- ◊ A Level Politics
- ◊ A Level Sociology

## CAREERS IN GEOGRAPHY:

- ◊ Environmental consultant
- ◊ Planning
- ◊ International Aid/Development Worker
- ◊ Landscape Architect
- ◊ Logistics and Distribution Manager
- ◊ Market Researcher
- ◊ Nature Conservation Officer
- ◊ Political Risk Analyst
- ◊ Sustainability Consultant
- ◊ Tourism Officer
- ◊ Transport Planner

## WHO SHOULD CHOOSE GCSE GEOGRAPHY?

- ◊ Interested in problem solving
- ◊ Curious about the world, its issues and how to solve them
- ◊ Able to express your opinion, whilst considering other viewpoints
- ◊ A desire to know how things are formed or work, e.g. volcanoes, waterfalls and trade patterns
- ◊ Interested in human behaviour, politics and economies

Scan me for more information

For more information or any questions please contact:

**Matt Leech** - [MLeech@hayle.tpacademytrust.org](mailto:MLeech@hayle.tpacademytrust.org)

**Subject Lead**



*“So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.”*

Michael Palin



# French

GCSE

**French** is an essential subject for the understanding of the basic **principles of communication** and **how we interact with other countries and cultures**. It is also essential to fully understanding a number of specific concepts and gives us the opportunity to explore literature, cinema, art, fashion, food and customs within our global culture. Students will study different topic areas through authentic materials such as songs, emails, articles, film clips, adverts and extracts from literary texts to enhance their cultural awareness and their understanding of the French speaking world.

#### **INFORMATION ABOUT THE FRENCH COURSE:**

This will be a course that will enrich your cultural knowledge and enhance your transferrable communication skills dramatically. You are going to have a wonderful 2 years of multimedia experiences designed to increase your confidence and passion for the subject and the wider world.

We have designed the course so that Year 9 flows smoothly into Year 10 and Year 11, so there will be no huge leap in complexity. There will be more grammatical learning and extended writing as you progress as well as preparations for your final speaking exam, but don't worry because this will all follow a logical process where you will be fully supported and, most importantly, we will have a lot of fun practising along the way.

You will notice that there is cross over in some of the topics you have studied in Years 7 -9. We will build on this basic knowledge to get you understanding and producing sophisticated French. The way to succeed at your French GCSE is to be consistent in acting on feedback and balancing your time amongst the 4 key skills in language learning (listening, reading, speaking and writing). The secret to success is practice, practice, practice and we have a great suite in the Language Gym to help you to do that too.

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Below are the 3 themes of the **GCSE French course**:

Theme 1: People and Lifestyle

Theme 2: Popular Culture

Theme 3: Communication and the world around us

## ASSESSMENT:

You will be assessed in the four main skills of language learning: Listening, speaking, reading and writing (including translation). The course is 100% exam and each skill is weighted equally to give candidates the best chance of success.

Listening	AO1	25%
Speaking	AO2	25%
Reading	AO3	25%
Writing	AO4	25%

## RELATED FURTHER EDUCATION COURSES:

- ◊ French A Level
- ◊ Public Relations Apprenticeship
- ◊ Travel and Tourism
- ◊ International Business
- ◊ Translation
- ◊ Interpreting
- ◊ Teaching English as a Foreign Language
- ◊ Linguistics
- ◊ Classical Studies
- ◊ Any Higher Education course with a 'side' of French.
- ◊ Secretarial, PR and Marketing

- ◊ Translation (Literary, websites, product information, medical)
- ◊ Movie subtitling
- ◊ Interpreting (translating when people speak to each other)
- ◊ Languages Teacher
- ◊ International Business Person
- ◊ International Blogger/You Tuber
- ◊ Tour Guide
- ◊ Police Detective
- ◊ Proof Reader
- ◊ International Lawyer
- ◊ Any work requiring communication, logic and analytical skills, i.e. in finance, marketing, PR, engineering, aviation, to name a few
- ◊ Doctors Without Borders
- ◊ International Charity/Aid

## WHO SHOULD CHOOSE GCSE FRENCH?

The ideal candidate to study GCSE French is someone who has a passion for language and foreign culture. You will be curious about the world around you and open to embracing cultural differences in this academic course. You will want to develop a number of transferrable skills such as increasing your memory capacity, developing your literacy skills, sharpening your analytical skills and, of course, becoming an expert in communication. You will be a student who enjoys lots of different ways of learning and a variety of activities within and outside the classroom, including singing along to songs, watching movie clips, forming verbs, following and spotting patterns, writing creatively and being patient and developing resilience when you find something tricky!

You are a citizen of the world and you want to make it a better place.

Scan me for more information

For more information or any questions please contact:

**Laura Simons** - [LSimons@hayle.tpacademytrust.org](mailto:LSimons@hayle.tpacademytrust.org)

**Head of Faculty**



*'The limits of my language are the limits of my world.'*

Ludwig Wittgenstein



# Separate Science

GCSE

## Separate Science

Studying Separate Science through the AQA GCSE curriculum offers a host of benefits, especially for students with a strong interest in science and those considering science-based careers or further education. With more time spent on each subject and a focus on advanced concepts, Separate Science ensures you gain the knowledge and practical experience needed to excel in your future studies and careers.

There are two tiers of entry: Foundation and Higher for the combined Science award. Students will be entered for the tier that is most appropriate for their abilities and skills, giving students the maximum chance of obtaining the best possible examination grade and pathway to post 16 study. The Foundation tier aims for Grades 1-5 and the Higher tier aims for grades 4-9. At Hayle Academy we run an extensive revision programme to help support our GCSE Science students.

### What will I be studying?

In the Separate Science route, students study Biology, Chemistry, and Physics as distinct subjects, each with its own GCSE qualification. This pathway is ideal for those who have a strong interest in science and wish to explore each subject in greater depth.

#### Biology paper 1

**Cell Biology** - How the fundamental unit of life functions and its role within plant, animal and microorganisms.

**Organisation** - How the human body is organised and adapted to carry out essential life processes, particular focus is given to the digestive system and the cardiovascular system.

**Infection and Response** - How the body defends and reacts to invading microorganisms.

**Bioenergetics** - studies how energy is harnessed from the sun by plant life and then is used in the cells of all living organisms.

#### Biology Paper 2

**Homeostasis and Response** - How the internal environment of the human body is maintained within narrow criteria and how the human body reacts to its surroundings.

**Inheritance, Variation and Evolution** - How all organisms have evolved over the Earth's history and looks at the important role played by genetic mutation leading to the variety of life.

**Ecology** - Investigates the movement of energy through the food web, it also studies the interdependence of all living species and how humans can and need to preserve this balance.

#### Chemistry Paper 1

**Atomic Structure and the Periodic Table** - Studies the fundamental structures of all matter and looks at how our understanding has developed in the last 300 years.

**Bonding, Structure and the Properties of Matter** - How atoms interact with each other to form bonds and new compounds, we also look at how we utilise the properties of these to improve and create new technologies and inventions.

**Quantitative Chemistry** - The study of the mathematical formula and equations behind the Chemistry.

**Chemical and Energy Changes** - Studies how and why chemical reactions occur and looks at ways in which we investigate chemistry through practical working.

### **Chemistry Paper 2**

**The Rate and Extent of Change** - Studies how the role of chemistry in controlling how fast reactions occur and the importance of Chemistry in developing the modern world.

**Organic Chemistry** - Studies the Chemistry of organic chemical compounds, with a primary focus on the uses and products made from crude oil.

**Chemical Analysis** - Studies how Chemistry can be used to identify compounds and how this can apply to investigative techniques used in medicine and criminal investigation.

**Chemistry of the Atmosphere** - Studies how the early atmosphere was formed and how it developed to today's atmosphere as well as looking at the impact of human activity on the atmosphere.

**Using Resources** - Studies how we use the environment to extract a number of natural resources including water. We also study the importance of minimising the damage caused by the extraction and the impact of waste and recycling.

### **Physics Paper 1**

**Energy** - Studies the storing and transferring of energy through a variety of different systems.

**Electricity** - Studies the use of electricity in circuits and homes, as well as how electricity is generated, distributed and used.

**Particle model of matter** - The Physics of the different properties of matter, including density and pressure.

**Atomic structure** - Studies the make-up of the atom and the history of how we came to our current understanding and models. Also studies the dangers and uses of atomic radiation.

### **Physics Paper 2**

**Forces** – Studies Sir Isaac Newton's laws of motion and the associated equations and applications of these.

**Waves** - Studies the properties of waves and how we use these properties for communication and medical imaging.

**Magnetism and Electromagnetism** - Studies the properties of magnets and their interaction with electrical fields.

**Space**

### **Assessment**

In year 11 students will sit a total of 6 science exam papers, 2 paper for each discipline. Each paper is 105 minutes in duration.

### **Further Study**

**A-Level:** Biology, Chemistry, Physics, BTEC Level 3 National Diploma in Applied Science, BTEC National Extended Diploma in Medical Science, Cambridge Technicals in Science. Apprenticeships: Laboratory Technician, Engineering or Pharmaceutical.

### **Careers in Science**

Completing Separate Sciences also sets the stage for entering various science-related careers. Some potential career pathways include: Doctor/Surgeon, Nurse, Physiotherapist/Occupational Therapist, Dentist, Engineer

Scan me for more information

For more information or any questions please contact:

**Amelia Ferris** — [AFerris@hayle.tpacademytrust.org](mailto:AFerris@hayle.tpacademytrust.org)

**Head of Faculty**



*“Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world.”*

Louis Pasteur



# Health and Social Care



BTEC

**Health and Social Care** is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning.

The course has two internally assessed components and one externally assessed synoptic written exam.

## ASSESSMENT:

The two internally assessed units will take place in Year 10 and the start of Year 11. They will involve an assessment window where a scenario is released from the exam board. Students will then use the assessment window to complete a series of assessment tasks in supervised exam conditions. The final component is an externally assessed examination that takes place during the GCSE exam window in the summer of Year 11.

### Component 1 Human Lifespan Development

**Aim:** To understand human growth and development across life stages and factors that affect it.

**Assessment:** Internally assessed assignments in supervised conditions: 60 marks.

During Component 1, you will:

- ▶ Investigate life stages and different aspects of growth and development using the PIES classification
- ▶ Investigate the factors that affect growth and development
- ▶ Investigate the different types of life events and how humans cope with change caused by these

### Component 2 Health and Social Care Services and Values

**Aim:** To understand the different Health and Social Care services and barriers to accessing them.

**Assessment:** Internally assessed assignments in supervised conditions: 60 marks.

During Component 2, you will:

- ▶ Investigate different Health and Social Care services
- ▶ Analyse the barriers to accessing these services
- ▶ Analyse the skills and attributes needed when delivering Health and Social Care
- ▶ Investigate the obstacles individuals requiring care may face

### Component 3 Health and Wellbeing

**Aim:** Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

**Assessment:** 2 hour external synoptic exam: 60 marks.

To achieve this aim, you will:

- ▶ Build on knowledge and understanding acquired and developed in Components 1 and 2
- ▶ Demonstrate knowledge of health and wellbeing

- ▶ Demonstrate understanding of health and wellbeing
- ▶ Apply knowledge and understanding of health and wellbeing
- ▶ Make connections between aspects of health and wellbeing

#### **RELATED FURTHER EDUCATION COURSES:**

##### **TRURO & PENWITH COLLEGE**

- ▶ Access to higher education course: Nursing/ Human Sciences
- ▶ Access to higher education course: Psychology & Social Work
- ▶ BTec Technical Diploma: Children's Play, Learning & Development (L2), Extended (L3)
- ▶ BTec National Diploma: Health & Social Care (L3)
- ▶ T Level: Early Years Education & Childcare & Assisting Teaching (L3)
- ▶ T Level: Health (L3)
- ▶ T Level: Healthcare Science (L3)

- ▶ BA (HONS) Education & Training
- ▶ FDA Teaching & Learning (L5)
- ▶ FDA Childhood Education (L5)

##### **Cornwall College, Camborne**

- ▶ CACHE Diploma Early Years Educator (L3)
- ▶ Technical Certificate in Childcare and Education (L3)

#### **CAREERS INVOLVING HEALTH AND SOCIAL CARE:**

- ▶ Social Worker
- ▶ Care Assistant
- ▶ Doctors
- ▶ Health & Social Care
- ▶ Nursing
- ▶ Midwifery
- ▶ Health Visitor
- ▶ Other Medical Careers
- ▶ Child Psychology
- ▶ Physiotherapists

#### **CONSIDER THE FOLLOWING QUESTIONS WHEN YOU THINK ABOUT CHOOSING HEALTH AND SOCIAL CARE:**

- ▶ Want to work with people?
- ▶ Have an interest in human biology?
- ▶ Have an interest in how people develop and learn?
- ▶ Would like to be able to support families and local communities?

Scan me for more information

For more information or any questions please contact:

**Tamsin Hosking - [THosking@hayle.tpacademytrust.org](mailto:THosking@hayle.tpacademytrust.org)**

**Associate Assistant Head & Head of Faculty**



*"He who has health has hope; he who has hope has everything."*

Thomas Carlyle



# Art & Design

## Fine Art

GCSE



The study of **Art** provides cultural understanding, creative and practical responses and inspires personal expression. The Art department promotes imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds.

A high-quality Art education at Hayle Academy engages, inspires and challenges students, equipping them with the knowledge and skills to experiment, invent and create their own works of Art and Design. As students make progress, they are able to think critically and develop a more rigorous understanding of the many disciplines within Art and Design and how they both reflect and shape our history, contribute to the culture, creativity and wealth of our nation. This knowledge will enable students to contribute as confident citizens and future professionals to the culture, creativity, economic success and emotional wellbeing of our society within both national and global contexts.

At Hayle Academy we study AQA's GCSE Art & Design in Fine Art. This course provides students with opportunities to develop their own ideas and interests within structured units of work. Students choosing to do GCSE Fine Art should enjoy drawing and be prepared to experiment with various approaches, as all units of work entail drawing of some sort. Evidence of written annotation is also required in the GCSE throughout the units.

### ASSESSMENT:

#### **Unit 1: Portfolio of Work (60%)**

Controlled Assessment during lessons – set and marked by the centre and moderated by AQA.

A candidate portfolio is selected from work undertaken during the course of study and must include more than one project.

#### **Unit 2: Externally Set Task (40%)**

AQA exam question papers are issued from 1<sup>st</sup> January.

They are marked by the centre and moderated by AQA.

There is unlimited preparation time from receiving the exam paper up until starting the exam.

The 10 hour Art exam is under exam conditions and candidates respond to their chosen exam question.

After studying the Fine Art GCSE you may be interested in the following further education courses once you leave Hayle Academy:

#### RELATED FURTHER EDUCATION COURSES:

- ▶ Fine Art A Level
- ▶ Art & Design A Level
- ▶ Art & Design Extended Level 3 Diploma
- ▶ Fashion A Level

There is a vast spectrum of careers within the Art industry but a snapshot includes:

#### CAREERS INVOLVING ART:

- ▶ Advertising Artist
- ▶ Architect
- ▶ Art Teacher
- ▶ Book Illustrator
- ▶ Courtroom Sketcher
- ▶ Fashion Designer
- ▶ Furniture Designer
- ▶ Graphic Designer
- ▶ Landscape Architect
- ▶ Motion Picture Artist
- ▶ Textile Designer

#### CONSIDER THE FOLLOWING QUESTIONS WHEN YOU THINK ABOUT CHOOSING ART:

- ▶ Do I love art?
- ▶ Do I enjoy practical work?
- ▶ Am I willing to take creative risks?
- ▶ Am I happy drawing?
- ▶ I am curious about art?
- ▶ Do I like experimenting with different materials and media?
- ▶ Am I interested in how artworks are created?
- ▶ Can I follow creative advice to improve my art projects?

Scan me for more information

For more information or any questions please contact:

**Alison Tranter** - [ATranter@hayle.tpacademytrust.org](mailto:ATranter@hayle.tpacademytrust.org)

**Subject Lead**



*“Creativity takes courage”*

Henry Matisse



# Hospitality & Catering

WJEC Level 1/2

**Hospitality and Catering** is a subject which opens up direct links to a wide variety of locally available professions for students to move into as they progress into higher education and the world of work. There are many careers which involve the knowledge and understanding of food and nutrition alongside the hospitality business. These range from jobs within the food preparation and catering sector to nutritional advisors and employment in the many local hotels, restaurants and tourist attractions.

## **INFORMATION ABOUT THE COURSE:**

During the course students will acquire understanding about the importance of nutrition and develop skills in the preparation of a wide variety of food products. There are clear links to work when learning about the organisation of professional kitchens and job roles. Nutrition is key to the work and the understanding of different user nutritional requirements is developed when designing and engineering recipes for specific needs. For example, for those who might have specific food allergies.

Looking to the future, students are also required to consider the environmental impact of food production, with a view to sourcing ingredients locally and using seasonal produce.

Skills are developed when handling foods and meal planning with a wide variety of practical techniques acquired in year 10 using a range of commodities, then further applied and developed during assessed work in Year 11.

## **ASSESSMENT:**

**40%** - Written external examination (Summer Term in year 11)

**60%** - An extended written and practical assessment in response to a task set by the exam board.

## RELATED FURTHER EDUCATION COURSES:

### TRURO & PENWITH COLLEGE

Apprenticeships in:

- ▶ Commis Chef (L2)
- ▶ Hospitality Supervisor (L3); Hospitality Services (L2)
- ▶ VTCT Diploma in Professional Cookery Studies (L2) and Advanced (L3)
- ▶ VTCT Diploma in Professional Patisserie & Confectionary (L3 Tech Level)
- ▶ FDSC Health & Nutrition (L5)

### Cornwall College, Camborne

- ▶ Professional Cookery Certificate (L2), Advanced Diploma (L3)
- ▶ Diploma in Hospitality (L2)
- ▶ Diploma in Hospitality Supervision and Leadership (L3)

## CAREERS INVOLVING HOSPITALITY & CATERING

- ▶ Management of food establishments
- ▶ Chef - with specialised skills
- ▶ Food and Drinks Service - restaurants
- ▶ Front of House
- ▶ Catering in residential establishments
- ▶ Events organising
- ▶ Food Nutrition
- ▶ Environmental Health Officer

## CONSIDER THE FOLLOWING QUESTIONS WHEN YOU THINK ABOUT CHOOSING HOSPITALITY & CATERING:

- ▶ Do you enjoy cooking?
- ▶ Are you good at planning and organising for practical work?
- ▶ Would you like to learn more about food and nutrition?
- ▶ Does a career in catering or hospitality interest you?

Scan me for more information

For more information or any questions please contact:

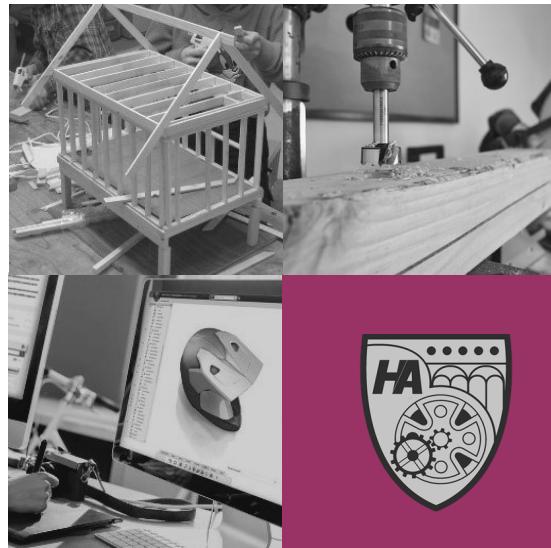
**Rachel Sotomayor** - [RSotomayor@hayle.tpacademytrust.org](mailto:RSotomayor@hayle.tpacademytrust.org)

**Subject Lead**



*"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together."*

Guy Fieri



# Design & Technology



GCSE

The GCSE in **Design and Technology** enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and Design, Computing and the Humanities.

Students will acquire subject knowledge in Design and Technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students will develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

## ASSESSMENT:

Your final grade from this course will be made up of two sections of equal weighting each worth 50% of the final grade.

### **Section A: Coursework (NEA) 50%**

The exam board provide three themes. Students select one of the themes where they will be required to investigate, design, make and evaluate the prototype of a potential solution.

### **Section B: Examination 50%**

The exam is divided into two sections: core content and material categories. The core content provides students with a breadth of study of all areas of Design and Technology and the material categories provides students with a depth of study in one material area. Within the exam there are a number of Maths questions that are relevant to Design and Technology.

## RELATED FURTHER EDUCATION COURSES:

The following courses are available locally:

- ▶ Product Design and the Built Environment - A Level
- ▶ BTEC Level 3 Extended Diploma in Engineering
- ▶ Level 3 Diploma in Furniture Design and Making
- ▶ Level 3 Diploma in Marine Engineering
- ▶ Level 3 Diploma in Boatbuilding
- ▶ Apprenticeships and diplomas in a variety of trade areas such as: Carpentry and Joinery, Bricklaying, Maintenance Operations, Painting and Decorating, Plumbing, Electrical Installation and Plastering

## CAREERS INVOLVING DESIGN & TECHNOLOGY:

There are a vast range of careers that Design and Technology can lead to. This course can be helpful if you want to go into any construction trade as it provides the opportunity to gain experience across the design process and use a variety of tools in a workshop environment. It is also equally valuable to those wishing to pursue careers in -

- ▶ Architecture,
- ▶ Product/Industrial Design
- ▶ Engineering
- ▶ Other careers that require a university degree

## WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Design and Technology subject area has its own suite of computers which are used frequently across all years. They are used for a variety of task such as:

*Research, presentation of professional quality portfolios, 2D/3D computer aided design and manufacture.*

## CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING DESIGN AND TECHNOLOGY:

To be successful on this course you will need...

- ▶ **Ability to work to a deadline.** Most of the course is based around design and making activities that span several weeks or even months. You will need to work to deadlines to ensure you don't fall behind and have lots to catch up on.
- ▶ **A keen eye for details.** You will be designing a range of products to solve real world problems. This means researching to find out what the needs are, designing detailed plans of how you will make the product and then producing high quality prototypes.
- ▶ **Confidence to try new things.** Whether it is using a new tool, trying a new technique or using a new material; you will need the confidence to make decisions, explore new ideas and learn from the mistakes you make. Mistakes in design are not problems, they are opportunities to learn and improve.

Scan me for more information

For more information or any questions please contact:

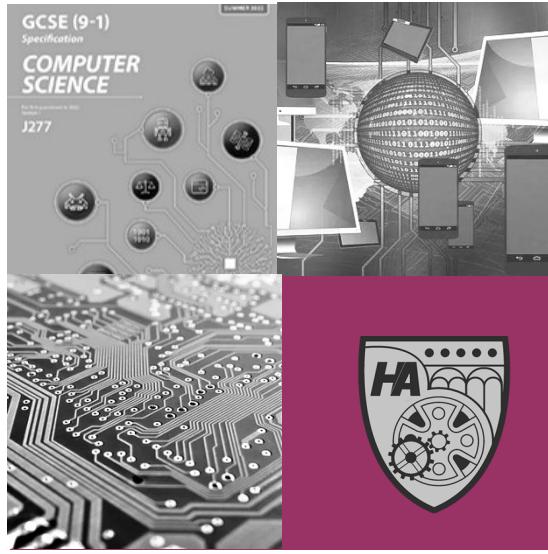
**Rachel Sotomayor** - [RSotomayor@hayle.tpacademytrust.org](mailto:RSotomayor@hayle.tpacademytrust.org)

**Subject Lead**



*“Design is where science and art break even.”*

Mieke Gerritzen



# Computer Science

GCSE



**Computer Science** makes you think! The skills you gain through deep thinking, problem solving, critical thinking, working analytically and often in pairs or groups will benefit you not only in life after school, but in your GCSE studies of other subjects.

- ▶ Studying Computer Science empowers you to solve complex, challenging problems, enabling you to make a positive difference in the world.
- ▶ Computing skills are essential in a wide range of professions, from astronomy to financial analysis – not just in IT related jobs!
- ▶ There are many opportunities for travel and/or remote working for people with high-level computing skills.
- ▶ The future possibilities for people with Computer Science skills are unlimited, and these skills are only going to become more important.
- ▶ Computers and digital technology are everywhere so understanding them puts you in charge of your world.

## Information about the course:

### Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### Practical programming

Students are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

## Assessment overview:

Component	Marks	Duration	Weighting	
Computer Systems (01)	80	1 Hour 30 Minutes	50%	Calculators NOT allowed
Computational thinking, algorithms and programming (02)	80	1 Hour 30 Minutes	50%	Calculators NOT allowed

## Where can a Computer Science qualification take me in my career?

### Computer Science related courses:

- ▶ Cybersecurity
- ▶ Data Science
- ▶ IT related courses
- ▶ Computer Science courses
- ▶ Engineering
- ▶ Game Design
- ▶ Computing & Business
- ▶ Computing & Statistics
- ▶ Computer Engineering
- ▶ Network Engineering

### Computer Science related careers:

- ▶ Application analyst
- ▶ Applications developer
- ▶ Cyber security analyst
- ▶ Data analyst
- ▶ Database administrator
- ▶ Forensic computer analyst
- ▶ Game designer
- ▶ Games developer
- ▶ Games developer
- ▶ IT consultant
- ▶ Software engineer
- ▶ Systems analyst
- ▶ UX designer
- ▶ Web designer
- ▶ Web developer
- ▶ Teacher/ IT trainer

Scan me for more information

For more information or any questions please contact:

Dr Andrea Blair – [ABlair@hayle.tpacademytrust.org](mailto:ABlair@hayle.tpacademytrust.org)

Head of Faculty



*“Everyone should learn to code - it teaches you how to think.”*

Steve Jobs



# Music

BTEC

**Music** is what makes humans, human! As an industry, music covers and includes a phenomenal amount of different jobs. This BTEC is successful as it appeals to a wide range of interests as some students have a passion in performing, others may prefer to learn how to become a composer/song-writer whereas some will want to focus on using computer software to sequence and mix a track.

The course has two internally assessed components and one externally assessed component (there is no written exam). The two internally assessed components take place in January of Year 10 and September of Year 11. The externally assessed component will then take place from January of Year 11.

### **Component 1: Exploring Music Products**

Through a series of workshops and practical tasks, you will create a portfolio exploring a variety of styles and genres of popular music (such as Punk, reggae, Motown, Britpop, RnB, Rock), world music, music for film and games, western classical styles and blues. Through these practical workshops, listening and theory elements will also be developed. The aim of this component is to capitalise on, nurture and encourage your own musical interests.

### **Component 2: Music Skills Development**

You will specialise in two different areas out of these three: Music Performance, Creating Original Music (song writing/composing) and Music Production (using computer software to produce music).

### **Component 3: Responding to a Commercial Music Brief**

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

### **WHAT OTHER SKILLS WILL I DEVELOP?**

You will need to develop Music Technology skills in order to help you produce your composition coursework. Music is considered one of the most employable subjects because of the range of skills covered, including self-management, communication and presentation, which are vital to any future course of study.

### **How will I be assessed?**

The course has two internally assessed components, and one that's externally assessed. The externally assessed unit is not a written exam paper but instead the assessment takes the form of a set task taken under supervised conditions, which is then sent away to be marked.

### **What is the course worth?**

The BTEC Level 2 Tech Award has the exact same worth/points as a GCSE. The grading is L2 Distinction\*, L2 Distinction, L2 Merit, L2 Pass, L1 Distinction, L1 Merit, L1 Pass. A level 2 pass is equivalent to a grade 4.

## WHAT COULD I STUDY POST 16?

The following courses are available at Truro and Penwith College:

- ▶ A Level Music (*Students must play at a grade 5 standard or above and be competent in music theory to start this course*)
- ▶ A Level Music Technology
- ▶ BTEC Level 3 Extended Diploma in Music
- ▶ BTEC Level 3 Extended Diploma in Music Technology
- ▶ Rockschool Level 3 Subsidiary Diploma in Music Practitioner

## WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The music department has its own suite of computers, with specialist software and hardware included.

## WHAT POSSIBLE CAREERS COULD I HAVE?

There are a vast spectrum of careers within the music industry but a snapshot includes; performer, composer/song-writer, record producer, manager, music therapist, music journalist/blogger, live sound technician, promoter, concert manager, studio manager, radio presenter, music teacher, instrumental technician and many more.

## SHOULD I CHOOSE THIS COURSE?

If you choose GCSE Music, we expect the following:

### ENTHUSIASM FOR MUSIC!

Whether you perform, create and/or listen, music has to be important to **YOU!**

Those students who have reasonable fluency with Western Notation and music theory will have a significant advantage. This can be learned by anyone and if sufficiently motivated should not prove too difficult for the majority of students.

To achieve the higher grades in performing it is useful and important to have instrumental music lessons, and unless your instrumental teacher is extremely good, we strongly advise you to have lessons through the school.

### DEDICATION TO THE DEPARTMENT!

Students who enjoy music technology - we need you to be our Tech Team - in charge of sound and lighting in the school for lots of events. Performers/composers - extra-curricular activities will be catered to your interests and what you want to achieve.

### ABILITY TO WORK TO A DEADLINE

Most of the course is producing portfolios of evidence showing what you are learning. These need to be kept up-to-date.

### CAREERS INVOLVING MUSIC:

- ▶ Performer
- ▶ Composer/Song Writer
- ▶ Record Producer
- ▶ Manager
- ▶ Music Therapist
- ▶ Music Journalist/Blogger
- ▶ Live Sound Technician
- ▶ Promoter
- ▶ Concert Manager
- ▶ Studio Manager
- ▶ Radio Presenter
- ▶ Music Teacher
- ▶ Instrumental Technician

Scan me for more information

For more information or any questions please contact:

**Tamsin Hosking - [THosking@hayle.tpacademytrust.org](mailto:THosking@hayle.tpacademytrust.org)**

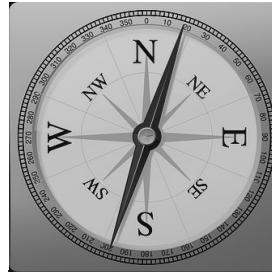
**Associate Assistant Head & Head of Faculty**



\* We reserve the right to change courses to a GCSE dependent on the cohort & uptake

*“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”*

Plato



# Travel & Tourism

BTEC

The **Travel and Tourism** course has been designed to:

- ▶ Inspire you to consider a career in the travel and tourism sector or in a related sector where knowledge of travel and tourism will be of use, such as airlines and travel agents.
- ▶ Give you the opportunity to gain a broad understanding and knowledge of, and skills in, the travel and tourism sector, e.g. itinerary building and route planning.
- ▶ Support your progression to a more specialised level 3 vocational or travel and tourism course or an apprenticeship or, more broadly, progression to qualifications in other sectors, such as airline hosting.
- ▶ Give you the potential opportunity, in due course, to enter employment within a range of junior job roles across the travel and tourism sector.

## INFORMATION ABOUT THE QUALIFICATION:

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management.

## SOME OF THE BENEFITS TO COMPLETING BTEC TRAVEL & TOURISM:

- ▶ Taking a Level 2 BTEC alongside 5 GCSEs adds 5.9% more to earning power than just taking GCSEs.
- ▶ Every year well over 100,000 BTEC students successfully apply to University in the UK.
- ▶ BTEC can boost your lifetime earnings by up to £92,000.

*Source: Statistics taken from Returns to BTEC Vocational Qualifications, London Economics (October 2010)*

## **Assessment:**

You will carry out tasks/assignments throughout the course.

Your teacher will assess and mark these and so you will receive feedback as to how you are getting on.

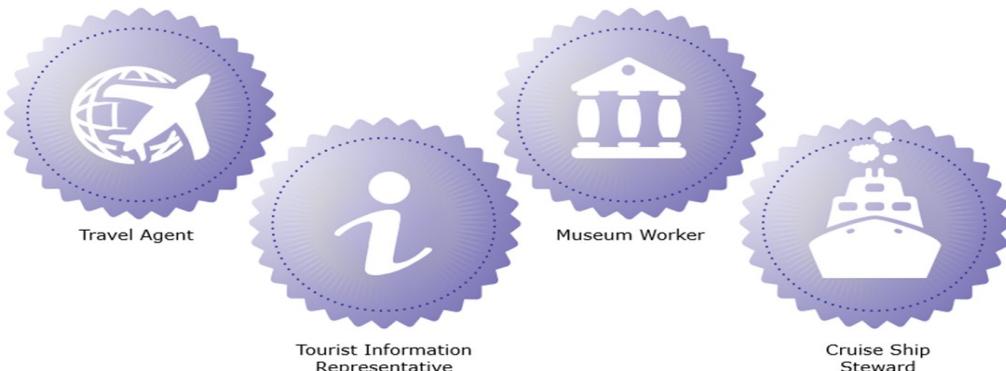
The two internally assessed units will take place in Year 10 and the start of Year 11. They will involve an assessment window where a scenario is released from the exam board.

Students will then use the assessment window to complete a series of assessment tasks in supervised exam conditions.

The final component is an externally assessed examination that takes place during the GCSE exam season in the Summer of Year 11.



## **BTEC Travel and Tourism opens doors to careers as. . .**



Scan me for more information

For more information or any questions please contact:

**Tamsin Hosking - [THosking@hayle.tpacademytrust.org](mailto:THosking@hayle.tpacademytrust.org)**

**Associate Assistant Head & Head of Faculty**



*“The best journeys in life are those that answer questions you never thought to ask.”*

Rich Ridgeway



# Performing Arts (Including Dance)

BTEC

Performing is part of our everyday life whether we are intending it to be or not. **Performing Arts** covers the three disciplines of drama, dance and musical theatre and throughout the course you will have the opportunity to explore, research and create using all of them. The course has two internally assessed components and one externally assessed component (there is no written exam).

## Component 1 - Exploring the Performing Arts

**Aim:** Get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

**Assessment:** Internally assessed assignments

**Weighting:** 30% of total course

During Component 1, you will:

- ▶ Explore performance styles, creative intentions and purpose
- ▶ Investigate how practitioners create and influence what's performed
- ▶ Discover performance roles, skills, techniques and processes

## Component 2 - Developing Skills and Techniques in the Performing Arts

**Aim:** Develop skills and techniques in the chosen discipline/s of *acting, dance and musical theatre*.

**Assessment:** Internally assessed assignments

**Weighting:** 30% of total course

During Component 2, you will:

- ▶ Take part in workshops, classes and rehearsals
- ▶ Gain physical, interpretative, vocal and rehearsal skills
- ▶ Apply these skills in performance
- ▶ Reflect on your progress, their performance and how you could improve

## Component 3 - Performing to a Brief

**Aim:** Consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

**Assessment:** Externally assessed task, where you work in groups of between 3 and 7 members to create a performance based on a set brief.

**Weighting:** 40% of total course

To achieve this aim, you will:

- ▶ Use the brief and previous learnings to come up with ideas
- ▶ Build on your skills in classes, workshops and rehearsals
- ▶ Review the process using an ideas and skills log
- ▶ Perform a piece to your chosen audience
- ▶ Reflect on your performance in an evaluation report

## What is the course worth?

The BTEC Level 2 Tech Award has the exact same worth/points as a GCSE.

The grading is Distinction+, Distinction, Merit and Pass.

This is equivalent to grade 8/9 for Distinction +, grade 7 for Distinction, grade 5/6 for Merit, and grade 4 for Pass.

## What possible careers could I have?

The BTEC Tech Award is an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to BTEC Tech Award is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

### FURTHER EDUCATION COURSES AVAILABLE AT TRURO & PENWITH COLLEGE:

- ▶ A Level Drama
- ▶ A Level Theatre Studies
- ▶ BTEC Level 3 Extended Diploma in Performing Arts - Performance
- ▶ BTEC Level 3 Extended Diploma in Performing Arts - Dance
- ▶ BTEC Level 3 Extended Diploma in Production Arts and Live Events

### Should I choose this course?

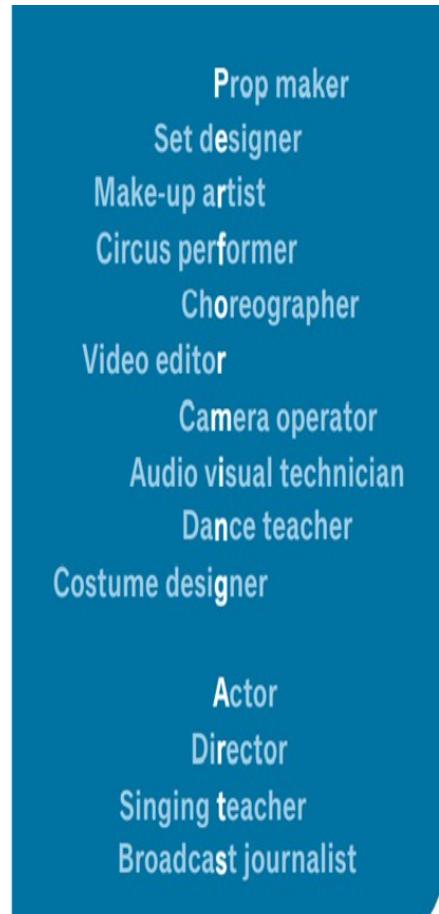
If you choose BTEC Performing Arts, we expect the following:

### Enthusiasm for Performing!

It's in the title, you need to enjoy performing!

### It does not matter what your skills are at the moment!

As long as you are prepared to **PROGRESS** at all times. You may have been performing on stage since you were 2 or suddenly discovered you enjoy performing this morning.



Scan me for more information

For more information or any questions please contact:

**Claire Rule - [CRule@hayle.tpacademytrust.org](mailto:CRule@hayle.tpacademytrust.org)**  
**Subject Lead**



*“All the world's a stage, and the men and women merely players”*

William Shakespeare



BTEC

The **BTEC Tech Award in Sport** provides students with applied sport specific skills and knowledge through practical application. Students understand different types of sports and physical activity providers, alongside the equipment and technology available for sport and physical activity. In addition, learners are able to develop leadership skills, knowledge and understanding; as well as improving their own practical performance.

The course has two internally assessed components and one externally assessed examination.

### **Component 1 - Preparing Participants to Take Part in Sport and Physical Activity**

**Aim:** To develop an understanding of opportunities available and the barriers that stop people from participating

**Assessment:** Internally assessed assignments

**Weighting:** 30% of total course

During Component 1, you will:

- ▶ Explore types and provision of sport and physical activity for different types of participant
- ▶ Examine equipment and technology required for participants to use when taking part in sport and physical activity
- ▶ Be able to prepare participants to take part in sport and physical activity

### **Component 2 - Taking Part and Improving Other Participants' Sporting Performance**

**Aim:** Develop fitness, skills and techniques in sports performance and officiating

**Assessment:** Internally assessed assignments

**Weighting:** 30% of total course

During Component 2, you will:

- ▶ Understand how different components of fitness are used in different physical activities
- ▶ Be able to participate in sport and understand the roles and responsibilities of officials
- ▶ Demonstrate ways to improve participants sporting techniques

### **Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**

**Aim:** To understand the importance of fitness and how it can be improved.

**Assessment:** Externally assessed examination

**Weighting:** 40% of total course

To achieve this aim, you will:

- ▶ Apply knowledge and understanding of components of fitness, fitness testing methods and methods of training to improve fitness and performance
- ▶ Understand the principles of training to improve fitness and performance
- ▶ Make connections with the concepts in order to improve fitness and performance

### **What is the course worth?**

The BTEC Level 2 Tech Award has the exact same worth/points as a GCSE. The grading is L2 Distinction\*, L2 Distinction, L2 Merit, L2 Pass, L1 Distinction, L1 Merit, L1 Pass. A level 2 pass is equivalent to a grade 4.

## What could I study Post 16?

The following courses are available at Truro and Penwith College:

- ▶ A Level PE
- ▶ BTEC Level 3 National Diploma in Sport
- ▶ BTEC Level 3 National Diploma in Sport and Exercise Science

## What possible careers could I have?

The BTEC Tech Award is an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to BTEC Tech Award is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

There are an array of careers within the sports industry but here are a few;

- ▶ PE Teacher
- ▶ Personal Trainer
- ▶ Sports Psychologist
- ▶ Physiotherapist
- ▶ Sports Nutrition
- ▶ Coaching
- ▶ Gym Instructor

## Should I choose this course?

If you choose BTEC Sport, we expect the following:

- ▶ **Enthusiasm for Sport!** It's in the title, you need to enjoy participating in sport.
- ▶ **Be prepared to meet deadlines:** It is important that you are organised and can meet deadlines set for coursework and all assessments.
- ▶ To undertake this course, students should be confident sports performers in at least one sport and be prepared to lead others. Two units involve gathering video evidence of sports leadership to other members of the class.

Scan me for more information

For more information or any questions please contact:

**Tamsin Hosking - [THosking@hayle.tpacademytrust.org](mailto:THosking@hayle.tpacademytrust.org)**

**Associate Assistant Head & Head of Faculty**



*"I've missed more than 9000 shots in my career. I've lost almost 300 games. I've failed over and over again in my life. And that is why I succeed!"*

*Michael Jordan*



# ASDAN

My Independence



Non Examined Course for selected students

**My Independence** – Realising Aspirations is an ASDAN course run at Hayle Academy to meet the needs of some of our learners. This course aims to prepare our students for a successful future; preparing them for their transition into new opportunities at college, in the community on training programmes or employment.

The key aims of the My Independence programme is to raise aspirations and specifically address the needs of young people through meaningful and creative learning opportunities. Each programme provides a real-life context to reward achievement and foster the personal, social and work-related abilities of all learners by focusing on a person-centred planning approach.

The course follows four pathways each with three modules to complete within each pathway:

## My Independence – Realising Aspirations

### Employment Pathway:

- My enterprise projects
- My work experience
- Getting a job

### Independently living pathway:

- My independence
- Getting out and about
- My help and support

### Friends, relationship and community pathway:

- My rights and responsibilities
- My friends and relationships
- Being an active citizen

### Good Health pathway:

- My healthy lifestyles
- My health services
- Understanding my behaviour

The ASDAN qualification is designed to be flexible to meet the needs of the students and not all pathways or modules need completion for learners to achieve certification and qualifications. Students achieve certification for each module and each pathway and then an overall certification for completing the whole course.

Please be aware that this is not an examined course and students do not receive a GCSE equivalent in this subject. Its aim is to help prepare students for their next steps. Students can express an interest in the ASDAN options course but the final decision on selection for this course will rest with the course leaders.

Scan me for more information

For more information or any questions please contact:

**Naomi Thompson** - [nthompson@hayle.tpacademytrust.org](mailto:nthompson@hayle.tpacademytrust.org)  
Operational SENDCO



*“Fun is one of the most important - and underrated - ingredients in any successful venture”*

*Richard Branson*

**WE *INSPIRE* STUDENTS  
TO *DREAM BIG*,  
AND *ACHIEVE MORE*.**



Academic Year 2026—2027

Hayle Academy

3 High Lanes

Hayle

Cornwall

TR27 4DN

Tel: 01736 753009

Email: [enquiries@hayle.tpacademytrust.org](mailto:enquiries@hayle.tpacademytrust.org)

Web: [www.hayleacademy.net](http://www.hayleacademy.net)

