

## RAINHAM MARK GRAMMAR SCHOOL

### CURRICULUM POLICY 2021/2022

<b>Leadership Group Responsibility:</b>	Deputy Headteacher
<b>Type of Policy:</b>	Non - Statutory
<b>Reviewed:</b>	September 2021

#### Curriculum Intent

#### The RMGS Curriculum

The purpose of Rainham Mark Grammar School curriculum is to give every student the opportunity to meet the high expectations of our school vision and to provide the knowledge, conceptual understanding, skills and attributes for academic success in school as well as a fulfilled and successful life beyond school. This is through a broad and balanced curriculum experience alongside relevant, personalised and timely information, advice and guidance. As an Academy we choose to follow the National Curriculum but retain the opportunity to offer an alternative as and when appropriate.

#### **How is the curriculum designed to develop students as successful learners?**

Our curriculum has the following four features:

- a curriculum that is ambitious for all pupils;
- a curriculum that is coherently planned and sequenced;
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- a curriculum that is broad and balanced for all pupils.

#### **Knowledge and Skills**

#### **A balance of skills and knowledge – getting the balance right**

We believe that academic progress means **knowing more, remembering more, applying more**. We believe this is best achieved through the acquisition of knowledge and the development of the skills necessary to apply what has been learnt in achieving a desired outcome. This could be answering a question at GCSE, solving a problem or creating a musical composition.

#### **KNOWLEDGE + SKILLS = UNDERSTANDING**

At Rainham Mark Grammar School we aim to cover more than the minimum statutory requirements of the National Curriculum at Key Stages 3 and 4. In all core and foundation subjects the National Curriculum is extended for our students to broaden their experience, in ways that are appropriate for each student's ability and strengths. In this way sufficient challenge is provided, and the curriculum is personalised. Examples of this extension and personalisation include:

- all students studying two modern foreign languages at Key Stage 3, with parents being given the opportunity to express a preference for one of the languages to be studied during Year 7 or 8.
- the completion of KS3 Science and Maths in two years so that three years can be spent on the GCSE course. This allows all students access to triple science.
- units of work going beyond National Curriculum requirements built into schemes of work at Key Stage 3.

- the opportunity for our most able students to do additional qualifications such as studying both Mathematics GCSE and the level 2 certificate in Further Mathematics in the time normally allocated to Mathematics GCSE.

Students also undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. Throughout the various year groups there is an emphasis on cross-curricular links, on educational trips and visits, foreign exchanges, and on building positive and valuable links with the local and wider community, especially with the Primary Schools in RMET. Many students are involved in the Mathematics Challenge, Science Challenges, Duke of Edinburgh Awards, Young Enterprise, and the English Speaking Board examinations. Additional examination subjects are offered as extracurricular activities – currently these comprise of Astronomy and Dance (\*drama removed)– all at GCSE level. These enhancements of the learning experience will be reviewed on an individual basis, but with potential Government restrictions due to Covid-19, it is very probable that some may not be available for students this year (e.g. many overseas residential language trips). It may be some can be reinstated as the Covid-19 situation changes/improves as the academic year progresses.

We have made a positive decision not to accelerate the curriculum for all students (for example by compressing Key Stage 3 to two years) since we believe that it is important to maintain a broad, balanced curriculum for as long as possible. We do not believe that this results in any lack of challenge even for our most able students. In the core subjects of Maths and Science, GCSE courses do start in Year 9, and in many other subjects students start working on GCSE skills and content in Year 9. Our belief in a broad curriculum extends to the Sixth Form too. Most 6<sup>th</sup> formers take three subjects from a wide choice of A Levels, with the most able having the opportunity to take four. To complement their academic studies, Year 12 students follow our Enrichment Programme, which develops soft-skills and positive character traits that are vital for the post-school world; work experience, public speaking and volunteering are key components of the programme. Year 13 students can opt to do an Extended Project - something which top universities value highly – to extend their range of qualifications and skills in their final year at RMGS.

### **Summary of time allocations for each subject**

*All figures are for 50-minute lessons per fortnightly timetable cycle.*

	Year 7	Year 8	Year 9
Art	3	4	2
Design Technology	4	4	4
Drama	2	2	1
English	7	6	6
Geography	4	3	4
History	4	3	4
Computing	3	3	3
Languages*	6	10 (4+6)	10 (4+6)
Mathematics	8	7	7
Music	3	3	2
PE	4	4	4
PSHE	1	2	2
RE	3	2	2
Science	8	7	9

---

*\* Each tutor group starts with one language in Y7, adding a second language from Year 8.*

	Year 10	Year 11
English Language	3	3
English Literature	6	6
Ethics and Values (Religious Education)	1	1
Modern Foreign Language	6	6
Mathematics (or Maths and Further Maths)	9	9
PE non-exam	4	4
PSHE/CCW	1	1
Science (Triple or Double Award)	12	12
Geography or History	6	6
GCSE Option 1	6	6
GCSE Option 2	6	6

	Year 12	Year 13
Extended Project	-	2
Enrichment	4	-
PE (optional, but encouraged)	2	-
PSHE (CCW) (includes RE**)	1	1
A level Option 1	12	12
A level Option 2	12	12
A level Option 3	12	12
(A level Option 4 – for only a few students)	12	12

*\* subjects with low numbers have fewer than 12 lessons per cycle (all now have 12 periods)*

*\*\* RE is also delivered through a sixth form conference*

## Year 7

Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Sp <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Sp <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>

## Year 8

Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	Sp <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	Sp <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	Fr <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	Fr <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Sp <sub>6</sub>	Fr <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	Gn <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	Gn <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Fr <sub>6</sub>	Gn <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>

## Year 9

Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Gn <sub>6</sub>	Sp <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Fr <sub>6</sub>	Sp <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Gn <sub>6</sub>	Fr <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Gn <sub>6</sub>	Fr <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>														
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Sp <sub>6</sub>	Fr <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Fr <sub>6</sub>	Gn <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Fr <sub>6</sub>	Gn <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Bi <sub>3</sub>	Ch <sub>3</sub>	Ph <sub>3</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>2</sub>	Co <sub>3</sub>	Dr <sub>1</sub>	Sp <sub>6</sub>	Gn <sub>4</sub>
Pe <sub>4</sub>	Dt <sub>4</sub>	Ar <sub>2</sub>														

## Year 10

Opt <sub>6</sub>	Opt <sub>6</sub>	Bs <sub>6</sub> Fr <sub>6</sub> Gn <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub> Sp <sub>6</sub>	En <sub>6</sub> En <sub>6</sub> En <sub>6</sub> En <sub>6</sub> En <sub>6</sub>	El <sub>3</sub> El <sub>3</sub> El <sub>3</sub> El <sub>3</sub> El <sub>3</sub>	Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub>	Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub>	Bs <sub>6</sub> Fr <sub>6</sub> Gn <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Rx <sub>6</sub> Sp <sub>6</sub>	Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub>	Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub>	Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub>	Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub>	Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub>
		Fr <sub>6</sub> Gn <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub>	En <sub>9</sub> En <sub>9</sub> En <sub>9</sub> En <sub>9</sub>	Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub>	Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub>	En <sub>9</sub> En <sub>9</sub> En <sub>9</sub> En <sub>9</sub>	Bs <sub>6</sub> Gn <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub>	Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub>	Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub>	Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub>	Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub>	Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub>

## Year 11

Opt <sub>6</sub>	Opt <sub>6</sub>	Gn <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub> Sp <sub>6</sub>	En <sub>6</sub> En <sub>6</sub> En <sub>6</sub> En <sub>6</sub>	El <sub>3</sub> El <sub>3</sub> El <sub>3</sub> El <sub>3</sub>	Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub>	Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub>	Bs <sub>6</sub> Fr <sub>6</sub> Gn <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub>	Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub>	Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub>	Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub>	Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub>	Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub>
		Fr <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub>	En <sub>9</sub> En <sub>9</sub> En <sub>9</sub> En <sub>9</sub>	El <sub>3</sub> El <sub>3</sub> El <sub>3</sub> El <sub>3</sub>	Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub> Re <sub>1</sub>	Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub> Se <sub>1</sub>	Gn <sub>6</sub> Gy <sub>6</sub> Hy <sub>6</sub> Sp <sub>6</sub> Sp <sub>6</sub>	Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub> Ma <sub>9</sub>	Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub> Pe <sub>4</sub>	Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub> Bi <sub>4</sub>	Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub> Ch <sub>4</sub>	Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub> Ph <sub>4</sub>

The 13 option subjects are: Art, Business Studies, Computing, Creative iMedia, Design Technology, Drama, Economics, Food and Nutrition, Geography, History, Music, Physical Education, Religious Studies.

A second language choice is also available in the option pool (French, German or Spanish), as is the option to do both History and Geography.

Triple Science GCSE for all students starts in Year 9, although around a third change to double science from Year 10.

## Sixth Form

Opt <sub>12</sub>	Opt <sub>12</sub>	Opt <sub>12</sub>	Opt <sub>12</sub>	Opt <sub>12</sub>
-------------------	-------------------	-------------------	-------------------	-------------------

The 27 option subjects are: Art, Biology, Business Studies, Chemistry, Computing, Drama and Theatre Studies, Economics, English Literature, Extended Project (not A level), Film Studies, French, Geography, German, Government and Politics, History, Mathematics, Mathematics (Core) (AS level), Mathematics (Further), Music, Music Technology, Physical Education, Physics, Product Design, Psychology, Religious Studies, Sociology, Spanish.

Notes

- 1 All periods are 50 minutes long, six per day, arranged as:
  - Registration 10 mins; assembly 15 mins;
  - Periods 1 and 2;
  - Break 20 mins;
  - Periods 3 and 4;
  - Lunch 55 mins;
  - Registration 5 mins;
  - Periods 5 and 6
- 2 We operate a two-week timetable, so the numbers in the curriculum diagrams are periods out of 60.
- 3 PSHE/CCW includes Citizenship and Careers.
- 4 Most of the Key Stage 3 teaching is in tutor groups, with setting in Maths in Year 9. The English and Science departments use their own grouping in Year 9, but do not set.
- 5 In Key Stage 4 the option blocks are constructed after students make their choices from a free list. Setting is used in Maths, and the English and Science departments use their own groupings, but do not set.

**Subject codes in use 2021/22:**

<b>Code</b>	<b>Subject</b>
Ar	Art
As	Astronomy
Bi	Biology
Bs	Business Studies
Ch	Chemistry
Co	Computing
Da	Dance
Dr	Drama and Theatre
Dt	Design Technology
Ec	Economics
En	English Literature
El	English Language
Fm	Further Maths
Fr	French
Fs	Film Studies
Ft	Food and Nutrition
Gn	German
Gs	Government and Politics
Gy	Geography
Hy	History

<b>Code</b>	<b>Subject</b>
It	Creative iMedia
Ma	Mathematics
Mt	Music Technology
Mu	Music
Pd	Product Design
Pe	PE (Core)
Ph	Physics
Px	PE (Exam)
Py	Psychology
Re	RE (Core)
Rx	RE (Exam)
Sc	Science
Se	PSHE
So	Sociology
Sp	Spanish
Mc	Maths (Core) AS level