



St. Anthony's Girls' Catholic Academy

An Academy committed to Excellence

Options Brochure Year 10/11 2022-24

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All information in this booklet is correct at the time of publication. St Anthony's reserve the right to alter the courses on offer and other details in the light of changing information from examination boards and OFQUAL. Details of all Policies and Procedures are also subject to alteration and updating by the governing of the Academy. Information on current policies can be found upon the academy website. www.st-anthonys-academy.com

INTRODUCTION

This brochure has been compiled for Year 9 pupils and their parents and describes the courses of study available in Years 10 and 11 (2021-2023). In St. Anthony's we have always attempted to provide each pupil with a broad, balanced and appropriate curriculum taking into consideration her ability, talents, interests and career aspirations.

ST ANTHONY'S KS4 CURRICULUM

All students follow a **compulsory core programme** that includes RE, English, Mathematics, Science, Technology a Modern Foreign Language options, PE, Citizenship, Careers Education and Guidance and PSHE.

For a small number of students the Modern Foreign Language option maybe replaced by a more suitable course and this is reviewed each year on an individual pupil basis

Nationally a science programme of study exists that will lead to a range of science qualifications. It is expected that a majority of students will continue to study a substantial amount of science, leading to the equivalent of at least a double-award GCSE.

WHAT IS THE ENGLISH BACCALAUREATE?

In late 2010, the government introduced the **English Baccalaureate** (E Bacc). It is a new certificate (not a qualification) awarded to students who achieve grades 9-4 in five core subjects- Maths, English, two Science qualifications, a foreign language and either History **or** Geography. It is intended to give pupils greater opportunity to study in, and beyond, the vital core of English, Mathematics and the sciences.

The E Bacc was designed to ensure that pupils have the opportunity to study a **broad core of subjects**, ensuring that doors are not closed to them in terms of future progression, for example, for pupils hoping to go to university. The prestigious Russell Group of universities has produced a guide about making informed choices for post-16 education. It identifies "facilitating" subjects at A Level. These are subjects most likely to be required, or preferred, for entry to degree courses and ones that will keep the most options open. Modern apprenticeships and training courses are also look towards a broad range of qualifications. The subjects they identify are those included in the English Baccalaureate – Mathematics, English, Physics, Biology, Chemistry, Geography, History, Computer Science and Modern Foreign Language. For these reasons, we encourage around 80% of our students to study all five core E Bacc subjects.

STUDENT GUIDANCE

Students receive individual guidance in the timetabled careers lessons and in tutorials. The **Assistant Director Key Stage 4 (Year 9)**, and the Careers Education and Guidance team provide additional “drop in” sessions. The **Deputy Headteacher (Curriculum)** advises individual pupils about subject combinations, the wider implications of subject choices and career pathways. Additional advice is presented in the **Options Brochure**, in assemblies (by teachers of “new” subjects i.e. those taught in KS4 but not in KS3).

Normally at the Year 9 Options/Parents Evening parents are given a short, informative, presentation about curriculum pathways 14-19, the range of compulsory and optional subjects and how to make realistic (informed) option choices. This has been replaced by a presentation on line of the option.

During the evening, parents would usually visit a range of subject areas to obtain in-depth information about specific courses and speak to their daughters’ current subject teachers about their progress this year. We have replaced this with a system which allows parents to contact staff directly if they require additional information and students will have presentations in lessons for their subjects.



The Compulsory Courses

RELIGIOUS STUDIES

Exam Board	Eduqas
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This GCSE takes a distinctive issues-based approach to the study of Catholic Christianity. It integrates a 75% study of Catholic Christianity, with a 25% study of Judaism. Component 1 is entitled Foundational Catholic Theology and Component 2 is entitled Applied Catholic Theology.

The course will enable learners to gain knowledge and understanding of two religions: Catholic Christianity and Judaism.

Theme 1: Foundational Catholic Theology (37.5%)		Resources Available
Section 1: Origins and Meaning	<p>This theme requires learners to consider Catholic Christian and non-religious beliefs about the origins and value of the universe and human life.</p> <p>It covers key themes such as:</p> <ul style="list-style-type: none">• creation ex nihilo• evolution• imago Dei• inspiration• omnipotence• revelation• stewardship• transcendence	<ul style="list-style-type: none">• Students will be provided with revision guides and revision tasks booklets, as made by the department.• Students will use the academy's Frog platform, Seneca Learning and Carousel Learning for homework and revision.
Section 2: Good and Evil	<p>This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering.</p> <p>It covers key themes such as:</p> <ul style="list-style-type: none">• conscience• evil• free-will• goodness• incarnation• Natural Law• suffering	

Theme 2: Applied Catholic Theology (37.5%)		Resources Available
Section 1: Life and Death	<p>This theme requires learners to consider religious beliefs about the nature of life and death.</p> <p>It covers key themes such as:</p> <ul style="list-style-type: none"> • death • eternal life • heaven • hell • judgement • Magisterium • resurrection • soul 	<ul style="list-style-type: none"> • Students will be provided with revision guides and revision tasks booklets, as made by the department. • Students will use the academy's Frog platform, Seneca Learning and Carousel Learning for homework and revision.
Section 2: Sin and Forgiveness	<p>This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored.</p> <p>It covers key themes such as:</p> <ul style="list-style-type: none"> • absolutism • Eucharist • evangelisation • forgiveness • punishment • relativism • salvation • sin 	

Theme 3: Study of Judaism (25%)		Resources available:
Section 1: Beliefs and Teachings	<ul style="list-style-type: none"> • Nature of the Almighty • Shekhinah • Messiah • Covenant with Moses • Covenant with Abraham • Sanctity of life • Mitzvot • Life after death 	<ul style="list-style-type: none"> • Students will be provided with revision guides and revision tasks booklets, as made by the department. • Students will use the academy's Frog platform, Seneca Learning and Carousel Learning for homework and revision.
Section 2: Practices	<ul style="list-style-type: none"> • Acts of worship • The Tenakh and Talmud • Prayer • Shema • Rituals • Shabbat • Festivals • Features of a synagogue 	

GCSE ENGLISH LANGUAGE and GCSE ENGLISH LITERATURE

All students in Years 10 and 11 study **GCSE English Language** and **GCSE English Literature** as a two year linear programme of study. These GCSE qualifications are 100% examination and all examinations take place at the end of Year 11.

GCSE ENGLISH LANGUAGE

Exam Board	AQA
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The GCSE English Language qualification requires students to explore creative reading and writing and engage with writers' techniques, viewpoints and perspectives. The course is 100% examination which takes place at the end of Year 11.

A separate award is made for English Spoken Language skills; the tasks for this award will consist of presenting ideas, responding to questions and feedback, and using Standard English.

Topics covered	Resources available
<u>Explorations in creative reading and writing</u> Reading The content will be literature fiction texts from the 20th century or 21st century. The genre will be prose fiction and will include extracts from novels and short stories. Students will read a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers. The focus will be on reading to retrieve information, to analyse language and structure, and to evaluate writers' methods and key ideas. Writing The focus will be writing a narrative or descriptive piece for a specific purpose and audience. Students will demonstrate their narrative and descriptive writing skills. The writing will be inspired by the topic responded to in the reading tasks. A written prompt, scenario or visual image will provide the stimulus for the writing piece. <u>Writers' viewpoints and perspectives</u> Reading The content will be non-fiction texts from a range of different 20th century and 21st century genres. Genres will include high quality journalism, articles, reports, essays, travel writing, accounts,	 A range of stimulus materials will be provided by teachers for the 'Explorations in creative reading and writing' examination. Literature texts studied will be 20 th and 21 st century novels. Students will use the academy's Frog platform, GCSE Pod and BBC Bitesize for homework and revision. Students may also wish to use the materials available on the AQA exam board website: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/supporting-resources A range of stimulus materials will be provided by teachers for the 'Writers' viewpoints and perspectives' examination. Non-fiction texts studied will be from the 20 th and 21 st century. Students will use the academy's Frog platform, GCSE Pod and BBC Bitesize for homework and revision.

<p>sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.</p> <p>Students will read two linked sources from different time periods and genres, and consider how different perspectives or viewpoints are presented to influence the reader.</p> <p>The focus will be on reading to retrieve information, to identify different viewpoints, to analyse language, and to compare writers' viewpoints across different non-fiction texts.</p> <p>Writing</p> <p>The focus will be writing to present a viewpoint for a specific purpose and audience.</p> <p>Students will demonstrate their persuasive and argumentative writing skills.</p> <p>The writing will inspired by the topic responded to in the reading tasks.</p> <p>A written prompt or scenario will provide the stimulus for the writing piece.</p>	<p>Students may also wish to use the materials available on the AQA exam board website:</p> <p>http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/supporting-resources</p>
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GCSE ENGLISH LITERATURE

Exam Board	AQA
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The GCSE English Literature qualification requires students to read and respond to a range of literary texts. The course is 100% examination which takes place at the end of Year 11.

Topics covered	Resources available
<p><u>Shakespeare and the 19th century novel</u></p> <p>Shakespeare The content will be one Shakespeare play and students will study the whole text. The focus will be on critical reading skills, understanding of explicit and implicit meanings in the play, and evaluation of Shakespeare's choice of vocabulary, grammatical and structural features.</p> <p>The 19th century novel The content will be a 19th century novel and students will study the whole text. The focus will be on critical reading skills, understanding of explicit and implicit meanings in the novel, and evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p><u>Modern texts and poetry</u></p> <p>Modern texts The content will be a post-1914 drama text and students will study the whole text. The focus will be on critical reading skills, understanding of explicit and implicit meanings the text, and evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Poetry The content will be poetry from one of the following clusters: 'Love and relationships' or 'Power and conflict'. The examination will also include unseen poetry from the chosen genre and will include poetry written between 1789 and the present day. The focus will be analysis and comparison of the content, themes, structure and language of a range of poetry.</p>	<p>Students will be provided with classroom copies of all literary texts provided. #</p> <p>The Shakespeare play will be: <i>Romeo and Juliet</i>. The 19th century novel will be either: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i></p> <p>A range of study materials will be provided by teachers for the examinations. Students will use the academy's Frog platform, GCSE Pod and BBC Bitesize for homework and revision. Students may also wish to use the materials available on the AQA exam board website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/supporting-resources</p> <p>The modern drama text will be: <i>An Inspector Calls</i>. The poetry texts will be from either the 'Love and relationships' or 'Power and conflict' clusters.</p> <p>A range of study materials will be provided by teachers for the examinations. Students will use the academy's Frog platform, GCSE Pod and BBC Bitesize for homework and revision. Students may also wish to use the materials available on the AQA exam board website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/supporting-resources</p> <p># Classroom copies of all literary texts studied will be provided by the academy but students may wish to purchase their own copies for further study outside of lessons.</p>

MATHEMATICS

Exam Board

Edexcel

Mathematics is studied by everyone in KS4. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade, 5 is a good pass and 4 is a standard pass.

Year 10

Topics Covered	Resources Available
<p>Number: <i>Fractions, Percentages, Decimals, Ratio, Indices and Surds, Standard Form</i></p> <p>Algebra: <i>Equations and Inequalities, Sequences, Graphs of Functions, Quadratics</i></p> <p>Ratio, Proportion and Rates of change: <i>Ratio, Proportion, Speed, Distance and time graphs, Density and Pressure.</i></p> <p>Statistics: <i>Collecting Data, Displaying Data, Averages, Probability</i></p> <p>Geometry and Measures: <i>Geometry, Area and Volume, Transformations, Pythagoras, Trigonometry, Vectors, Constructions, Measures</i></p> <p>During Year 10 pupils will work towards their GCSE in Mathematics.</p> <p>Formal internal examinations will take place during year 10 on all the materials studied.</p> <p>Sets 1 – 5 will follow Higher initially.</p> <p>Sets 6 – 10 will follow Foundation initially.</p> <p>Not all tiers of entry will cover all of the above topics.</p>	<ol style="list-style-type: none">1. The Mathematics Department. Staff are available for any questions or queries about work.2. CGP revision guides and exam practice bundles can be ordered in school at the appropriate tier of entry.3. The Mathematics area of Frog (VLE) gives students access to a range of resources to support them in their studies.4. All students have electronic access to the CGP textbook.5. All students have access to Sam Learning and GCSE pod both in and outside of school. This has a mathematics topic area to help students with in their private study.6. All students have access to the interactive online teaching and learning resources of Hegarty Maths and MyMaths. This includes specific lessons, homework and revision materials.

Year 11

Topics Covered	Resources Available
<p>Number: <i>Fractions, Percentages, Decimals, Indices and Surds, Standard Form</i></p> <p>Algebra: <i>Equations and Inequalities, Sequences, Graphs of Functions, Quadratics</i></p> <p>Ratio, Proportion and Rates of change: <i>Ratio, Proportion, Speed, Distance and Time graphs, Density and Pressure.</i></p> <p>Statistics: <i>Collecting Data, Displaying Data, Averages, Probability</i></p> <p>Geometry and Measures: <i>Geometry, Area and Volume, Transformations, Pythagoras, Trigonometry, Vectors, Constructions, Measures</i></p> <p>During Year 11 pupils will continue to follow the GCSE syllabus at either Higher or Foundation level.</p> <p>Mock examinations will be used to decide the final tier of entry.</p> <p>Not all tiers of entry will cover all of the above topics.</p>	<ol style="list-style-type: none">1. The Mathematics Department. Staff are available for any questions or queries about work.2. CGP revision guides and exam practice bundles can be ordered in school at the appropriate tier of entry.3. The Mathematics area of Frog gives students access to a range of resources to support them in their studies.4. All students have electronic access to the CGP textbook.5. All students have access to Sam Learning both in and outside of school. This has a mathematics topic area to help students with in their private study.6. All students have access to the interactive online teaching and learning resources of Hegarty Maths and MyMaths. This includes specific lessons, homework and revision materials.

MODERN LANGUAGES

GCSE French / Spanish

Exam Board	AQA.
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The GCSE course in French / Spanish aims to develop language skills in a variety of contexts and encourage a greater knowledge and understanding of grammar. It encourages a more imaginative and creative use of the foreign language and offers insight into the culture of the countries where the language is spoken.

Subject Content

Year 10	Resources Available
<u>Local, National, International and Global Areas of Interest</u> <u>Travel and Tourism</u> Plans, preferences, experiences What to see and getting around	Speaking practice and listening, reading and writing support sessions with class teacher. www.linguascope.com www.bbc.co.uk/schools/gcsebitesize www.memrise.com
<u>Home Town, neighbourhood and region</u> Home, town and region, where it is and what it is like	www.gcsepod.com www.samlearning.com www.quizlet.com
<u>Global issues</u> <u>The Environment</u> Current problems facing the planet Being environmentally friendly within the home and local area <u>Poverty / homelessness</u>	www.uk.language-gym.com GCSE revision guides Audio files of key language structures
<u>Social issues</u> <u>Healthy / unhealthy living</u> Healthy lifestyles, illnesses and addictions <u>Charity / voluntary work</u>	I:1 sessions offering additional support. Remote access to support materials

Year 11	Resources Available
<u>Current and Future Study and Employment</u> <u>My Studies / Life at School / College</u> What school / college is like Pressures and problems <u>Education Post-16</u> <u>Career Choices and Ambitions</u> Looking for and getting a job Advantages and disadvantages of different jobs	Speaking practice and listening, reading and writing support sessions with class teacher. www.linguascope.com www.bbc.co.uk/schools/gcsebitesize www.memrise.com www.gcsepod.com
<u>Revision of year 9</u> <u>Identity and Culture</u> <u>Me, My Family and Friends</u> Relationships with Family and Friends Marriage and Partnerships	www.samlearning.com www.quizlet.com www.uk.language-gym.com GCSE revision guides
<u>Free time Activities</u> Music, Cinema, TV, Food & Eating Out, Sport <u>Technology in everyday life</u> Social media, Mobile Technology	Audio files of key language structures 1:1 sessions offering additional support.
<u>Customs and Festivals in French/Spanish Speaking Countries</u> <u>Revision of Year 10 and 11</u> <u>Preparation for assessment</u>	Remote access to support materials

Assessment

This course consists of 4 final examinations in May / June in Listening, Speaking, Reading and Writing. Each exam paper is worth 25% of the total GCSE marks.

Enrichment Activities

- Pupils may be offered the opportunity to participate in a study visit to Spain or France in year 10.

Future Studies / Careers

With regards to future studies, Modern Foreign Language courses at AS and A level are well established at St. Anthony's. Students wishing to continue their studies to degree level can choose from a large number of universities and combine their language with many other subjects including Mathematics, Science, Law, Economics and Business Studies.

With recent developments regarding the European Union, an understanding of foreign languages and an ability to communicate is a skill valued highly by employers.

The Study of a Second Foreign Language

A small number of students, who display a keen interest and talent for language learning, have the opportunity to study a second foreign language (French or Spanish) at GCSE level. This is an academically challenging but also highly motivating course, where students have only two years to meet the requirements of the GCSE course. Many pupils who study two foreign languages go on to study both languages at A level.

SCIENCE

AQA Combined Science GCSE

Exam Board	AQA.
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All students begin GCSE Science in year 9 as a foundation to the science options they will follow in years 10 & 11. **Most** will progress on to the Combined Science course, equivalent to **two GCSE's**. The Combined Science course consists of **Chemistry, Biology** and **Physics** topics as shown below. As well as learning new subject knowledge, students will develop **practical skills** and develop their understanding of the scientific process through the '**working scientifically**' element throughout the course. The GCSE Combined Science course is assessed via **six papers at the end of Y11**: two biology, two chemistry and two physics. Each of the papers is 1 hour and 15 minutes long and will assess knowledge and understanding from distinct topic areas. Students will receive **two GCSE grades** based on their average performance across all six examinations. Achieving highly in Combined Science is a good grounding for A-level Sciences.

Topics Covered	Resources
<u>Biology</u> <ul style="list-style-type: none">• Cell biology• Organisation of Life• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology	<ol style="list-style-type: none">1. Subject and examination board specific textbooks and revision guides to support teaching & learning in the laboratories.2. New and fully equipped laboratories with all relevant scientific apparatus and materials. For example, students will be able to use respirometers, colorimeters, pH meters, mass balances, ammeters, voltmeters, light gates, infra-red sensors, and motion detectors during practical lessons.3. Toshiba Net-books, Data Harvest Link interfaces, and student friendly data-logging software are available for real time investigations and the generation and analysis of graphs and charts.4. Highly qualified teaching & technical staff who are available for any questions or queries about work.5. www.bbc.co.uk/schools/gcsebitesize.6. www.mygcsescience.com
<u>Chemistry</u> <ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources	

<p><u>Physics</u></p> <ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity • Magnetism and electromagnetism • Particle model of matter • Atomic structure 	<ol style="list-style-type: none"> 7. All students have access to Sam Learning both in and outside of school. This has a Science topic area to help students with in their private study. 8. GCSEpod (interactive revision tool), each student will be provided with an account. 9. Students are recommended to purchase revision guides and booklets to consolidate their learning. Please check that the revision materials you purchase are for the 2017 examinations. We recommend the CGP revision series.
<p><u>Working Scientifically</u></p> <p>Scientific ideas and concepts flow through the specification and allow students to learn about how scientists investigate, observe, experiment and test ideas. This understanding will be enhanced by practical work, including the 16 set practicals that all students must complete and which are assessed within the written papers at the end of Y11</p>	

AQA Separate Sciences: GCSE Biology, GCSE Chemistry and GCSE Physics

The **most able and highest achieving students** will study separate GCSE science subjects, gaining **three GCSE's** (Biology, Chemistry and Physics). The topics studied and resources available will be the same as those in the Combined Science option, although each topic is studied in more detail and examined more thoroughly. The '**working scientifically**' element and **practical component** will be very similar to that of GCSE Combined Science, although there will be 8 set practicals **for each** subject. Each GCSE is assessed via **two papers at the end of Y11**. In total students on this course will have six examination papers at the end of year 11, each will be 1 hour and 45 minutes long. Students will receive 3 GCSE grades, reflecting their attainment in Biology, Chemistry and Physics separately. Achieving highly in the Separate Sciences is the best grounding for A-level Sciences. Please note that approximately 45 girls will be chosen for this option and the **end of year 9 key assessment** is the main tool used for selection, although prior attainment is also taken into account.



COURSES WITH AN OPTION CHOICE

DESIGN AND TECHNOLOGY

At St. Anthony's Design and Technology is a compulsory subject at Key Stage 4. However, there is an element of choice within the subject.

The three GCSE options which can be studied are Design & Technology: Product Design, Design & Technology: Textiles and Food Preparation & Nutrition.

All of these material areas provide opportunities for students to be assessed in the main Key Skills of communication, application of number and information technology. Students are also given opportunities to demonstrate they can work with others, improve their own learning, as well as problem solving.

A common aim of all subjects is to raise awareness of spiritual, moral, ethical, social, cultural, environmental, health and safety and European issues. Citizenship will also feature strongly in all courses. The use of ICT plays a pivotal role in all of the courses offered, in particular the use of CAD/CAM. **A greater emphasis is now placed on Mathematics within D&T with 15% of the written examination being devoted to applied Mathematics.**

All AQA courses lead onto appropriate AS/A2 or BTEC options which allow for higher qualification in their selected area.

Design & Technology: Product Design

Exam Board	AQA.
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GCSE Design and Technology: Product Design will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows students to study core, technical, and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in the field of Product Design (3D Design) in greater depth.

Assessment

The material area is assessed through one substantial design and make task worth 50% of the final qualification. This NEA (non-exam assessment) will follow a brief set by AQA and released to the learners in the summer term of Y10 (June 1st). The brief will be related to problem solving in a real Product Design Context.

The written paper examines Core principles of Design & Technology and specialist subject knowledge and makes up the remaining 50%.

Design & Technology: Textiles

Exam Board	AQA.
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GCSE Design and Technology: Textiles will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in the field of Textiles in greater depth.

Assessment

The material area is assessed through one substantial design and make task worth 50% of the final qualification. This NEA (non-exam assessment) will follow a brief set by AQA and released to the learners in the summer term of Y10 (June 1st). The brief will be related to problem solving in a real Textiles Context.

The written paper examines Core principles of Design & Technology and specialist subject knowledge and makes up the remaining 50%.

Food Preparation & Nutrition

Exam Board	AQA.
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GCSE Food preparation and nutrition will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating.

Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

They will gain many Food preparation skills – these will be integrated into five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Assessment

The material area is assessed through two projects worth 50% of the final qualification. The written paper examines the subject knowledge and makes up the remaining 50%.

For further information contact Mrs K Wallace or Mrs V Stringer



THE OPTIONS

ART AND DESIGN – FINE ART

Exam Board	AQA.
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Year 10

Topics Covered	Resources Available
<p>All of the course work covered in years 10 and 11 forms the Portfolio Unit. This portfolio of coursework is worth approximately 60% of the full GCSE Fine Art certificate.</p> <p>Sketchbooks and journals form a large part of the work students produce and these are historically exciting and creative allowing students to explore and develop ideas within their own personal artistic interests. Students work in a variety of media, including painting and drawing, printing, 3D and photography. This course is very wide and varied meaning the skills taught and developed apply to a variety of different courses and career areas applicable to student's future studies.</p> <p>Term 1 - Food</p> <p>Students use a wide variety of media to produce work based on the word 'Food'. This project affords students an introduction to the course and its expectations whilst tackling an easily accessible subject matter. Direct observation is key to all projects as well as experimentation and exploration. A personal journey for each student is encouraged, meaning students can choose to interpret the question, type of food used and style of artwork explored. Artists and craftspeople will be used to add context and influence the project. Staff facilitate progress through verbal feedback and formal feedback on a half termly basis. Clear target setting is used and students become proficient at time management and developing work over time. A Final outcome will be completed at the end of term 1 reflecting the progress made over this project.</p>	<p>Examples of the work of a number of given artists will be available in the art room and given by staff in a variety of ways. Teaching and learning is diverse and interactive with students developing an excellent skills base as well as historical context.</p> <p>All rooms are well equipped with artist's materials including 3D, printing and textiles materials should a student wish to take her ideas into these mediums, on top of the more traditional Fine Art materials including drawing and painting. IT equipment is also available to incorporate digital aspects of photography and digital manipulation should this be appropriate to a students' personal development.</p>

<p>Term 2 – The Formal Elements</p> <p>Students use a wide variety of media to produce work based around the theme of ‘The Formal Elements.’ This can be anything from everyday objects or influences to a broader engagement with local cultures or landmarks. This topic is deliberately broader than the opening theme to allow students a range of different avenues to explore, relevant to their own interest in the Art and Design world. Direct observation is key to all projects as well as experimentation and exploration. Personal artistic style is explored more in this topic, including elements of abstraction and the successful manipulation of painting and drawing materials. A personal journey for each student is encouraged. Artists and craftspeople will be used to add context and influence the project. These are all dictated by students ensuring their interest is sustained, whilst maintaining a clear dialogue with staff about the direction and intentions of their project.</p> <p>A Final outcome will be completed at the end of each element as well as several potential interim pieces along the way.</p>	<p>Students begin to specialise with certain materials and a deeper focus on the assessment objectives and criteria are apparent. Students begin to work on any areas which may require improvement to add consistency to their portfolio. Staff feedback and guidance helps identify areas of improvement ensuring students answer the full course comprehensively leading to excellent outcomes and ultimately good final results and grading.</p>
<p>Term 3 – Personal Project</p> <p>Students are advised on several starting points but this is an opportunity for students to develop and design their own projects completely from scratch. This method of working allows students to focus on a personal topic in which they have a real artistic interest and passion. As before, experimentation and exploration are key as staff facilitate the progress of individual students.</p> <p>This project runs over the final term of year 10 and the first term of year 11.</p> <p>A final piece along with several interim pieces should be produced as the project progresses.</p>	<p>Gallery visits (both day and residential) are included in the summer term to give students the experience of seeing Art and Craft first hand. Some of our previous excursions have included The Hepworth Wakefield and The Yorkshire Sculpture Park for year 10, and Edinburgh and Glasgow/London residential visits are open to year 11 Fine Art students. Where appropriate international trips and visits are organised. Previous destinations include Venice, Barcelona, Amsterdam and Paris.</p>

Year 11

Topics Covered	Resources Available
<p>Term 1</p> <p>Student's personal projects will continue to be worked on this year as the major piece of portfolio work with a number of students producing more than one final outcome as a result of extensive and in-depth developmental work.</p> <p>The final selection for the portfolio is up to the choice of the student and this often takes place as a discussion between staff and pupils. Coursework is normally completed before the Christmas holidays at the beginning of year 11.</p> <p>Term 2 - Externally Set Task</p> <p>All students are given a choice of exam questions for the Controlled Test. This unit of work makes up the remaining 40% of the course. These questions or topics are set by AQA in early January and form the basis for the work of term 2 in year 11. The deadline for the completion of the exam unit is usually in April. Students do not sit a formal exam, however, this exam unit and the production of a final outcome must be completed under controlled conditions set down by the exam board. A sketchbook of preparatory work is completed between January and April. Students are then given two full school days off timetable (10 hours altogether) to produce a final outcome in response to their selected exam question.</p>	<p>Students have vast resources to work from and a very wide variety of media to help them produce interesting and exciting outcomes, following all four assessment objectives and their own personal targets. By this point students will have a good understanding of the demands of the course and also their potential grade as their coursework draws to a close.</p>
<p>Term 3</p> <p>Some students use this time to complete outstanding areas of their portfolio and others produce smaller mini-projects developing a certain skills base or improving upon an area which needs further evidence or advancement across the whole portfolio.</p>	

BTEC Tech award in Enterprise (Level 1 or 2)

This business course has been designed to provide an engaging and stimulating introduction to the world of business. This qualification will help student to think about the world around them and how the workings of a business will ultimately impact everything. The units covered will develop essential knowledge and skills that students will use to support their A-levels, Level 3 qualifications and future careers. In addition to this, the qualification provides opportunities for learners to develop their communication, people, enterprise, financial, ICT and organisation skills through the tasks which are set.

This Business Studies course could provide a starting point of a route into employment in many of the diverse areas of business, including roles in specialist areas such as law, marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

The BTEC Tech Award in Enterprise has been designed to help students develop their business skills through practical, skills-based learning. Assessment is through task-based assignments so that students can demonstrate their knowledge and skills in work-related scenarios. Students will explore, develop and apply their knowledge helping to develop key transferable skills such as research and data analysis to support their progression to further learning and the workplace.

Exam Board	Pearson	No. Of GCSEs	Achieve equivalent to 1 GCSE (Level 2)
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Component 1 Exploring Enterprises - Coursework

This unit explores the different types of business and what they do. Students also examine how market research helps businesses to meet customer needs and understand competitor behaviour and look at the factors that contribute to the success of business and the skills needed by entrepreneurs. This unit also allows students to develop transferable skills, such as research and data analysis in order to interpret their findings.

Assessment: internally assessed assignments (coursework)

Weighting: 30% of total course

Component 2 Planning for and Pitching an Enterprise Activity

This unit allows students to extend their knowledge about business and the products and services they sell. It gives them the opportunity to develop their own business ideas, develop their own product, create a business plan and investigate all aspects of setting up a business (such as finance, market, promotion, market research etc).

Students will pitch their business ideas to their peers and modify and develop their business plan according to the constructive feedback that they receive. This unit also students to develop valuable transferable skills useful for their other studies and higher education such as planning and research, presentation, communication and self-reflection skills.

Assessment: internally assessed assignments (coursework)

Weighting: 30% of total course

Component 3 Promotion and Finance for Enterprise

During this unit, students will develop an understanding of promotion and finance. All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. In this unit, you will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running the business and how what they spend affects them – profit or loss! Students will also explore how firms keep financial records and budget for success (profit, break even etc). Students will also gain an understanding of advertising and the use of promotion in order to generate business success and will advise and provide recommendations to a given enterprise on ways to improve its performance so that it can effectively target its products to its customers.

Assessment: externally assessed task (exam)

Weighting: 40% of total course

For more information, please speak to one of the following teachers:

- **Miss R. Prestwood**
- **Miss J. Britton**
- **Miss H. Carroll,**
- **Mrs M. Robson or Mrs T. Robinson**

BTEC FIRST AWARD IN CHILD DEVELOPMENT

Exam Board	Edexcel
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This course is intended for students who may be interested in following a career path involving working with children. It has the benefit of following 2 levels, so there is the opportunity to complete this subject at **Level 1/Level 2 FIRST AWARD**

This is a level 2 qualification; the grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

Learners who do not achieve at Level 2 may be awarded a Level 1 grade

The Edexcel BTEC First Award course is a modular programme of study in Years 10 and 11. The modular scheme is assessed through both internal assessment and external assessment. At the end of Year 11 there will be an external exam; this is 25% of the qualification.

The remaining 75% of the course marks will be internally assessed through course work which may involve practical elements as well as written assignments.

Students may be expected to draw upon their work experience in child care settings or to use examples from their involvement with children outside of the school.

As part of this course students may be requested to assist with the planning and implementing of parties in local playgroups and Nurseries and schools, because this involves communicating with children and adults in the settings, it is imperative that students have the necessary social skills and exemplary behaviour.

Year 10

Topics Covered	Resources Available
<p>Patterns of Child Development</p> <p>Growth</p> <p>The key aspects of growth, you will learn about babies physical changes. Monitoring growth such as plotting weight on centile charts and measuring head circumference. Factors influencing growth, ie hormones illness and environment.</p>	<p>GCSE Bitesize website (+ DVD)</p> <p>NHS The Pregnancy book Child Development Revision Guide Btec text books. Child Health record books Leaflets are available alongside catalogues and magazines. There may be the opportunity to visit shops to research the prices of baby equipment and learn how children's feet are measured accurately.</p>
<p>Development</p> <p>Holistic Development and developmental milestones. Expected patterns of Development</p>	<p>DVD Tutor packs. Revision Guides.</p>
<p>The 5 areas of development. Physical development of babies and children 0-7 years. Cognitive development how children develop thought processes and use imagination.</p> <p>Communication and language development, developing speech and reading and writing. Gross motor and fine motor skills. Emotional development, how children express their feelings. Social development and how children learn to co-operate and share. (This will be assessed through external exams in January and June in Y11.)</p>	<p>A Selection of children's books is available.</p> <p>There may be the opportunity to visit a local library to learn more about children's literature.</p> <p>A variety of small equipment is available to allow learners to experience fine manipulative skills development.</p> <p>Class text books and revision guides and magazines are used.</p>

Year 11

Topics Covered	Resources Available
Promoting Children's Development Through Play. The different stages of play and how this links to the development of children. Play opportunities for the age ranges ; 0-2 2-5 5-8	www.mothercare.com www.babyworld.co.uk The secret life of 3/4/5 year olds.
Intellectual Development Social Development Emotional Development The impact of play on areas of development. Learning through play, looking at different toys. This will be assessed by internal assignments which may require some practical tasks as well as written assignments.	DVD of child Developmental milestones. Catalogues and magazines. Class text books and Revision Guides. Students will have the opportunity to design and make a toy/resource for a baby or young child.
Principles of Early Years Practice You will learn the importance of inclusive practice in early years setting. Positive self-image and building children's self-confidence. Emotional wellbeing and social opportunities for including all children. Respecting children's individual needs. This will be assessed internally by written assignments.	DVD "Born to be Different" Copies of settings policies from schools. Reward charts.

NB This is a co-teachable qualification where students will be assessed and achieve the appropriate qualification to suit their individual needs

GEOGRAPHY



“Why choose geography?”

We believe that you should take Geography because it helps you:

- **to** understand the environment at a number of different scales
- **to** know your world through fieldwork
- **to** make decisions that balance environmental and developmental concerns
- **to** develop a wide range of skills such as presenting arguments or map skills
- **to** use computers and other technology
- **for** analysis / presentation
- **to** understand other cultures throughout the world
- **to** know where places in the world are without having to use Google

Facts that you should know....

- Geography links extremely well with **History, Business Studies** as well as specialist science and arts subjects, so it is ideal for a balanced curriculum
- Geography has one of the **highest rates of graduate employability**, as well as being highly valued by employers worldwide.
- The qualification leads on to AS/A level Geography and contains all the knowledge, skills and understanding necessary for further study.

The subject content is split into four units:

Course Structure	How it's assessed	Percentage of final mark
Paper 1 -Living with the physical environment	Written exam: 1 hour 30 minutes	88 marks 35% of GCSE
Paper 2 -Challenges in the human environment	Written exam: 1 hour 30 minutes	88 marks 35% of GCSE
Paper 3 - Geographical applications Pre- release resources booklet made available 12 weeks before Paper 3 exam	Written exam: 1 hour 15 minutes	76 marks 30% of GCSE
Geographical Skills	Skills will be assessed in all three written exams	

Why choose Geography?

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).



Over the two-year course, you will study a wide selection of different topics that will be a mixture of physical and human geography.

Examples of topics:

- Climate change
- Hazards
- Tropical rainforests
- Poverty
- UK physical environments
- Global shifts in economic power
- The challenge of sustainable resource use



Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

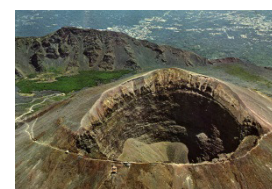
Fieldwork in Geography

Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. The department have visited a number of different places over the last five years, for example:

Italy, Malham, Killhope, Whitby, Isle of Arran and The Lake District

Who can do Geography?

If you choose geography you must be prepared to work hard! We encourage all of our learners to be independent and thoughtful in their studies. Group work, decision making, mysteries, mind mapping, video making, quizzes and presentations are all part of the package.



As well as combining well with other subjects, geography itself contains many skills that can be demonstrated in other subjects.

HISTORY

Exam Board	Edexcel
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GCSE History: This course is designed to enable pupils to develop and demonstrate both knowledge of Historical periods and skills. There are a number of requirements including the study of British History and a Historic Environment. There are no tiered papers in History and therefore a high standard of literacy is required to access the exam papers. The course is examined through three exam papers at the end of Y11. There is no coursework element from 2016.

An outline of topics is provided below. All year 9 pupils will have already studied the **Medicine Through Time and Historic Environment** sections in their normal History lessons throughout the year. The topics already covered at year 9, and the further topics studied in year 10 and 11 are outlined below. All content (including year 9) is examined at the end of year 11.

Year 9

Topics Covered	Resources Available
Thematic study (Paper 1) Medicine in Britain, c1250–present. Pupils study ideas about the causes of disease and illness, approaches to prevention and treatment and case studies of key individuals and events throughout time.	Medicine & Health Through Time , an SHP development Study, Ian Dawson & Ian Coulson (copies for all classes) Medicine Through Time , Heinemann Secondary History Project, Bob Rees & Paul Shuter Medicine & Public Health Through Time , Tom McAleavy, Derek Patterson and Martyn Whittock GCSE Bitesize website (+ DVD) DVD: Fleming and the Penicillin story ,Fire & Fever www.thinkinghistory.co.uk www.schoolhistory.co.uk
The Historic Environment (Paper 1) Pupils will look at the impact of the environment on medicine through a case study of the Western Front 1914-18.	Medicine & Public Health Through Time , Tom McAleavy, Derek Patterson and Martyn Whittock

Year 10

Topics Covered	Resources Available
British Depth Study (Paper 2) Pupils will study the following topic in depth:	Anglo-Saxon and Norman England, c1060-1088 , R. Bircher, A. Leonard

<ul style="list-style-type: none">Anglo-Saxon and Norman England, c1060–88	
Modern Depth Study (Paper 3) Pupils will study Political, social and economic developments in Germany from 1918-1939 including the impact of World War One, Weimar government and opposition, the rise of Hitler, Nazi Consolidation of power, groups in Nazi Germany and the lead up to World War Two.	Resources: Germany 1918-1945, A Study in Depth, (SHP) Germany 1918-1945, J.A. Cloake Germany 1918-1945, (Folens) DVDs: The Rise of Hitler, Night of the Long Knives. Hitler in Colour, The Nazis; A Warning from History Folens GCSE Germany (electronic resources DVD to complement Folens text books) www.thinkinghistory.co.uk www.schoolhistory.co.uk

Year 11

Topics Covered	Resources Available
Period Study (Paper 2) Pupils will study the political, social, economic, and foreign policy developments in Russia from 1941-91 during the Cold War. Russia's relations with the West will also be studied in depth. Once subject content is covered, lessons will focus on revision and exam skills.	Resources: GCSE History revision and practice book: Superpower relations and the Cold War, with free app (GCSE Grades 9-1 History) The Cold War: A World History, O. Westad DVDs: The Cold War (6 disc documentary) www.thinkinghistory.co.uk www.schoolhistory.co.uk

COMPUTER SCIENCE

Welcome to Computer Science, it is now one of the EBacc subjects, together with Science, Geography, History and MFL.

Why Choose Computer Science

Computer Science is the fastest growing industry affecting business now and will be in the next decade. It is an intensely creative subject that combines invention with excitement. A career in computer science opens up great opportunities for women who want to make a difference all around the world. There are many professional opportunities and the salary is above average.

You will build on your programming skills with Python and investigate the use of other languages to learn how to code efficiently. You will also design mobile apps, write computer simulations and create games. You will study how computers communicate with each other, the best way to construct a network, computer structures, web application concepts, software development, cyber security and mobile technologies. Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace and university.

Content Overview	Assessment Overview	
Computer Systems 01 This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. Topics covered: <ul style="list-style-type: none">• Systems Architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• System software• Ethical, legal, cultural and environmental concerns	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE

<p>Computational Thinking, Algorithms & Programming 02</p> <p>This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Algorithms * • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	<p>Computational thinking, algorithms and programming (02)</p> <p>80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper</p> <p>(no calculators allowed)</p>	<p>50% of total GCSE</p>
<p><u>Programming project:</u></p> <p>Programming techniques will be learnt in Python, HTML and Web Design. The programming skills will be assessed in Unit 2 of the exam.</p> <p>A project will be created in 20 hours, this will be not assessed as part of the final GCSE grade.</p> <p>Pupils will learn about the Software Development Life Cycle covering</p> <ul style="list-style-type: none"> • Analysis • Design • Development • Testing and evaluation and conclusions <p>Learners will need to create suitable algorithms which will provide a solution to the problems identified in the task. They will then code their solutions in a suitable programming language.</p>		

Entrance requirements: This course is open to all pupils.

For Further Information: please see Mrs T Robinson.

MUSIC

Exam Board

AQA.

Year 10

Topics Covered	Resources Available
<p>Unit 1: Listening and Appraising Students will listen to and become familiar with a wide range of musical styles, and will be able to identify features and characteristics of the different styles, as well as the use of the musical elements and devices. They will complete an in-depth study of:</p> <ul style="list-style-type: none"> • Western Classical Tradition 1650-1910 • Popular Music (with a focus on the musical Little Shop of Horrors) • Traditional Music <p>They will be assessed throughout the year by practice examination style listening and appraising questions. (40% of GCSE grade)</p> <p>Unit 2: Performing Music Students will attend weekly peripatetic music lessons on their chosen instrument/voice, and learn and rehearse a programme of music relating to topics covered in the course. Students will be assessed throughout the year by solo performances on an instrument/voice and group performances. (30% of GCSE grade)</p> <p>Unit 3: Composing Students will carry out small composition tasks relating to the various topics throughout the course, which will build up their skills in preparation for their examination in Year 11. They will also learn to appraise, explain, describe and justify their compositional ideas. (30% of GCSE grade)</p>	<ul style="list-style-type: none"> • Students will receive a weekly peripatetic lesson free of charge on an instrument/voice. • AQA Music GCSE textbooks covering topics and areas of study in detail • Revision guides for each student, with helpful practice questions and 'hints and tips' to follow. • Pupils will have access to individual laptops with MuseScore composing software for their composition work. • Pupils will have access to recording equipment in order to record their practical work • Composition tutorials and textbooks are available for each pupil. • A library of miniature scores is available for pupils to access at any time to help them with any part of the course. • A library of listening examples is also available for each musical genre. • Radio stations and music websites/channels are a great source of information. • Exam board related resources available at www.aqa.org.uk. • Any member of the music department will be able to answer any questions and help!

Year 11

Topics Covered	Resources Available
<p>Unit 1: Listening and Appraising Students continue to improve their knowledge of a wide range of musical styles, and they will complete an in-depth study of:</p> <ul style="list-style-type: none">• The Western Classical Tradition since 1910• The Classical Concerto (with a focus on Mozart's Clarinet Concerto) <p>The final term of Year 11 will be dedicated to examination practice, before their final assessment. (40% of GCSE grade)</p> <p>Unit 2: Performing Music Students will attend weekly peripatetic music lessons on their chosen instrument/voice, and learn and rehearse a programme of music relating to topics covered in the course. Students will be assessed by a final solo performance and a group performance. These performances need to be at least four minutes in total. (30% of GCSE grade)</p> <p>Unit 3: Composing Students will compose two compositions using the skills they have built up in Year 10.</p> <ul style="list-style-type: none">• Composition 1: To a brief• Composition 2: Free Composition <p>They will also write a programme note to explain, describe and justify their compositional ideas. (30% of GCSE grade)</p>	<ul style="list-style-type: none">• Students will receive a weekly peripatetic lesson free of charge on an instrument/voice.• As well as the resources from year 10, past papers will be available for all pupils, and extra revision/catch up sessions can be arranged as necessary. <p>www.aqa.org.uk</p>

Pupils must be able to play an instrument or have a talent for singing to succeed in GCSE Music. For those who can play/sing a grade 5 standard programme in their examination at the end of Year 11, the highest marks can be achieved.

Aside from career prospects in music, the development of a musical talent or interest will provide skills and disciplines applicable to many other subjects and, of course, provide life long pleasure.

Further information: Mrs. L Dudley, Mrs. N Tomlin.

PHYSICAL EDUCATION

BTEC Level 2 First Award in Sport

The Pearson BTEC First Award in Sport course provides an engaging and relevant introduction to the world of sport, which enables you to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is aimed at everyone who wants to find out more about the sport industry.

You will study the following units, underpinning knowledge and skills required for the sports sector:

- Unit 1 - Fitness for sport and exercise
- Unit 2 - Practical performance in sport
- Unit 3 - Applying the principles of personal training
- Unit 6 - leading sports activities

The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test, which is marked externally by the exam board. The remaining units are assessed via coursework based assignments. Your teacher will mark these, and you will receive feedback. For the assessment for Unit 3: Applying the Principles of Personal Training, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

The BTEC First Award is a Level 2 qualification and is graded at Level 2 Pass, Merit, Distinction, Distinction *, Level 1 and Unclassified. It is the equivalent to one GCSE.

The qualification provides opportunities for pupils to develop the communication skills needed for working in the sport sector. This is achieved through presentations and discussions. Evidence for assessment is generated through a range of activities including: written projects, group work, practical work, verbal presentations and reports. Learners are to take responsibility for their own learning and achievement, taking into account a high standard of behaviour and performance. Students must adhere to strict assignment deadlines.

Apart from career prospects in sport, this course provides skills and disciplines applicable to many other subjects and promotes life-long participation. In terms of progression, the Academy also offers larger sizes of the BTEC Level 3 aimed at post-16 students.

Further information: Mrs Laybourn, Mrs Murphy, Mrs Roddam