



BROADOAK
ACADEMY
Time Courage Choice

YEAR 9 PREFERENCES HANDBOOK

TIME, COURAGE, CHOICE

WELCOME MESSAGE



David McFaul
Assistant Principal T&L

Welcome to the Broadoak Academy Year 9 Preference handbook.

The transition from Key Stage 3 to Key Stage 4 will be both exciting and daunting, but we will be with you every step of the way.

This handbook contains the important information you need to help you make decisions for the next step of your curriculum journey.

The curriculum offer at Broadoak is designed and built on the preferences of students and the subjects that they would like to study at GCSE. When designing the KS4 curriculum offer, we take into consideration students' views, aspirations and interest as well as the courses they need to give them the best chance of achievement and progression to the next stage of their studies and employment.

There is a broad range of qualifications to choose from, including practical and coursework based subjects. Please use this opportunity to gather as much information as possible and remember we are here to help you during this process.


Mr McFaul, *Assistant Principal Teaching and Learning*

ROAD MAP



BROADOAK ACADEMY
Time Courage Choice

Year 9 Preferences Roadmap



Week commencing 29th January
Student assembly
Students given information in tutorial time
Preferences Booklet with choices available sent home and published on website

Wednesday 7th February
Preferences Evening 4pm-6pm

Friday 16th February
Preferences unique codes and software instructions published on website and sent home
Students can login and choose their preferences

Friday 1st March
Deadline for choosing GCSE preferences

Throughout the process students will be supported by their Tutor, Assistant Head of House, Head of House and the wider team. Scan the QR code above for further advice and guidance.

If you have any questions, please email: parents@broadoakacademy.clf.uk FAO Mr McFaul

ADVICE & GUIDANCE



Advice

It is important to consider a number

of things when making choices about future courses.

- Pick subjects that you enjoy.
- Link subjects to future aspirations, careers and post-16.
- Talk it through with various people.



Guidance

It is important to discuss plans and concerns with family, friends and teachers. You could:

- ◆ Speak to the careers team in school led by, Georgia Wilde.
- ◆ Access 121 advice from your tutor
- ◆ Research post-16 options and entry requirements online
- ◆ Talk to your House Team
- ◆ There is independent career advice online e.g. <https://www.careerpilot.org.uk/>



SUBJECT OVERVIEW



CORE SUBJECTS

The subjects listed here are compulsory:

English Language GCSE, English Literature GCSE, Mathematics GCSE, Combined Science or Separate Sciences GCSE, Physical Education (core) and Personal, Social, Health and Citizenship Education (PSHE) (these last two subjects do not lead to a qualification).

EBACC SUBJECTS

As part of guidance issued by the Government, there are some other subjects that are strongly recommended. At Broadoak, this means that all students will study at least one of the following subjects:

Spanish, French, Geography, History or Separate Science.

VOCATIONAL SUBJECTS

These subjects are the equivalent of a GCSE and some will have practical coursework with an examination element:

Health and Social Care, Citizenship, Computer Science, Information Technology, Ethics and Philosophy, Hospitality and Catering, Textiles, Design Technology, Art, Photography, Music, Drama and Sports Studies.

GCSE GRADING SYSTEM



Recent Years

In recent years the Government has changed GCSEs and the way they are graded. These GCSEs use the numbers 1 to 9 to identify levels of performance, with 9 being the top grade (old GCSEs used letters with A* being the best).

Vocational qualifications use a different system. Level 2 Distinction star being the top grade.

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | A* |
| 8 | A |
| 7 | A |
| 6 | B |
| 5 | B |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| 1 | G |
| U | U |

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

PSHE:

Personal, Social, Health and Economics Education at Broadoak Academy

PSHE in Year 10 and 11 follows on from the programme of study that students have accessed throughout their time at the academy.

The PSHE curriculum aims to embed lifelong skills which can be transferred across subjects and beyond academy life.

Key stage 4 students have 50 minutes of PSHE per week.

Year 10 will undertake a week of work experience in the summer term.

Pathways beyond school – where could this subject take you?

PSHE provides chance to give every student an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

The content of the lessons explored at Key Stage 4 are specifically designed to prepare students for life after school. These skills include (but are not exclusive to):

- **Safety (Online and Offline)** – e.g online digital footprint that could influence an employer’s decision.
- **Physical Health and Risk-taking Behaviour** – e.g Improving attitudes toward diet and exercise as well as avoiding substance misuse.
- **Mental Health and Emotional Wellbeing** – e.g students with positive mental health perform better and are more academically successful than those that do not know how/where to seek support. Academic success – boosting life chances and employability.
- **Employability and Social-mobility** – e.g talking intergenerational disadvantage by breaking stereotypes about different careers.
 - **Economic wellbeing** – e.g money management

These non-academic skills and attributes acquired through PSHE education have a positive impact on academic performance and life chances as well as being key to boosting the employability of school-leavers and improving social mobility.

Physical Education (Core)

Course Outline

The Key Stage 4 programme has been remodelled with the major focus on Healthy Active Lifestyles. The course will bring in areas relevant not just to performances and leadership but also healthy lifestyle choices.

All students will continue many of the activities started in Key Stage 3 but, in addition, they may be able to take part in some new activities. Activities to be studied will include sports such as: Netball, Hockey, Basketball, Fitness, Badminton, Rounders, Athletics and Rugby.

Students are offered opportunities to:

- Tackle complex and demanding activities.
- Apply their knowledge of skills, techniques and effective performance.
- Promote health, well-being and healthy choices.
- Develop personal fitness.
- Take on roles which suit them best, including performer, leader and official.
- Identify the types of activity they prefer.
- Gain confidence to get involved in exercise and activity out of school and in later life.
-

In Year 11, a number of option activities are offered in addition to those shown above, such as attending Hutton Moor Leisure Centre, Weston Golf Club and The Oxhouse (Crossfit) at a small additional cost. The faculty aims to give students the confidence to continue with physical activity in the community.

English

GCSE: AQA

All students will follow a two-year course which leads to GCSE certification in two separate GCSEs, **English Language** and **English Literature**.

Course Outline

This course will help students to develop their reading, writing and speaking and listening skills. It will provide students with an understanding of their literary heritage and an ability to analyse features of language in written texts. Students will also develop greater fluency and precision of expression in their own writing.

Assessment

Assessment is by examination at the end of Year 11.

English Language Examinations

| Paper 1: Explorations in Creative eading and Writing | Paper 2: Writers'viewpoints and perspectives | Non- Examination Assessment Spoken language |
|--|---|---|
| Written Exam 1hr 45 minutes | Written Exam 1hr 45 minutes | Tasks set by teacher throughout the course |
| 50% of GCSE | 50% of GCSE | 0% of GCSE but reported separately on certificate. |
| Students will read a literature fiction text that they have not read before and will answer questions on it. Students will be required to write an extended piece of descriptive or narrative writing. | Students will read and answer questions on two non-fiction texts that they have not read before and will answer questions on it. Students will be asked to write an original piece of non-fiction. | Students will plan, write and present a speech to their peers about a topic of their choice and respond to questions from an audience. |

English Literature Examinations

| Paper 1: Shakespeare and the 19th Century Novel | Paper 2: Modern Texts and Poetry |
|---|--|
| Written Exam 1 hour 45 minutes 40% of GCSE | Written Exam 2 hours 15 minutes 60% of GCSE |
| Section A: Students will answer one question on a Shakespeare play that they have studied, 'Macbeth'. Section B: Students will answer one question on the Charles Dickens novel 'A Christmas Carol'. | Section A: Students will answer an essay question on 'An Inspector Calls'. Section B: Students will answer a comparative question on poems they have studied. Section C: Students will answer two questions based on unseen poems. |

Future Opportunities and Pathways

- 'A' level English Language and English Literature.
- 'A' level Media Studies and/or Drama.
- At least a grade 5 is required at GCSE in this subject in order to study many other Level 3 qualifications at college and/or sixth form.
- After further study, there is the opportunity to train for a career in education, journalism, publishing and public relations among others.

Mathematics

GCSE: AQA

Course Outline

During the course of Key Stage 4 you will study all of the main aspects of mathematics;

- Number
- Algebra
- Ratio and proportion
- Geometry and measures
- Statistics and probability

The learning will be broken up into different units which last approximately 2 – 3 weeks each.

For each unit you will receive input from your teacher about what you need to understand, as well as time to practise those skills in lessons and at home. You will receive specific feedback outlining what skills you have acquired well and areas you need to improve on.

There will also be regular testing using hinge and exam style questions, so that you are well aware of what to expect in the exam as well as understanding how well you are performing against exam criteria.

During both year 10 and 11, you will have the opportunity to demonstrate your level of understanding during mock examinations, where you will be exposed to complete examination papers. You will be provided with specific feedback around areas of success and opportunity.

The scheme that we follow will mean that you will have encountered all of the maths you need to learn for GCSE by the end of term 3 in Y11. Therefore, the last two terms can be given over completely to revision, helping you to get used to the type of questions in the exams, as well ensuring that you have learnt all the maths skills that you need in order to be successful.

Assessment

At the end of year 11, you will sit three externally assessed 90-minute exams.

Paper one will be a non-calculator exam and the other two will allow the use of a calculator. The total score you gain over all three papers will determine your final grade for maths.

You will either sit the Foundation Tier or the Higher Tier. This decision will be made by your teacher, and the Head of Maths, in order to maximise your success in the examinations.

The grades available for each tier are as follows;

Higher Tier will offer grades 3 – 9.

Foundation Tier will offer grades 1 – 5.

To become familiar with the use of calculators required for the calculator papers, it is important that students have their own Casio FX 83 GT-X calculator, or better, to use in school and at home.

Combined Science

GCSE: Edexcel

Course Outline

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

The GCSE in Combined Science should enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Assessment

This is a 2-year course and will consist of six externally examined papers. These are available at Foundation Tier and Higher Tier and will be graded in the new system of 9 - 1. Students must complete all assessments in the same tier.

Each paper will be 1 hour and 10 minutes long and will be 60 marks, making up 16% of the whole assessment. All will be taken at the end of Year 11.

Practical skills will be examined in the paper and be based on the 17 core practicals as set out by the exam board as part of the specification.

Separate Science (Biology, Chemistry, Physics)

GCSE: Edexcel

Course Outline

The separate (triple) science course is aimed at students who demonstrate a **high level of engagement for Science and Mathematics and demonstrate an outstanding commitment to learning.**

Students can discuss with their teachers if they would be suitable for this course.

The students all complete the same content as the combined science GCSE with additional objectives within each subject area.

Each student will gain 3 GCSE qualifications in each of Biology, Chemistry and Physics.

In addition there will be 8 core practicals for each of Biology, Chemistry, and Physics that are assessed throughout the course.

Assessment

This is a 2 year course and each subject will consist of two externally examined papers (6 in total). These are available at foundation tier and higher tier and will be graded in the new system of 9 – 1. Students must complete all assessments in the same tier.

Each paper will be 1 hour and 45 minutes long and will be made up of 100 marks, making up 50% of the whole assessment.

All will be taken at the end of year 11.

Future Opportunities and Pathways

- Students can progress onto a number of qualifications at Level 3, including A-Levels in Biology, Chemistry and Physics.
- Students could also progress into employment and apprenticeships.

Computer Science & IT

GCSE: OCR

Why choose GCSE Computing Science or IT?

While recognising that computing science is a rigorous academic subject, we hope that this GCSE will foster young people's creativity and inventiveness. Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century. For students who are interested in Computer Science but who are not proficient in Maths with a predicted grade of 6 and above, will be offered Information Technology GCSE. More information will follow on this additional qualification if students choose this.

Course Outline

Students will be expected to apply their knowledge of computer systems and programming to solve problems using rapid prototyping techniques to test out ideas and prove that they work.

Learners will be expected to:

Recall, select and communicate their knowledge and understanding of the concepts and principles of computing science.

This will include:

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns
- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Assessment

Currently there are three assessment components:

An **externally** assessed, 1 hour 30 minute examination paper on computer systems, contributing 50% of the total assessment weighting.

An **externally** assessed, 1 hour 30 minute examination paper on computational thinking, algorithms and programming, contributing 50% of the total assessment weighting.

An **internally** compulsory assessed controlled assessment task on programming.

Geography GCSE: AQA Specification A



Why choose GCSE Geography? What will you be studying?

Paper 1 (Physical geography) 1 hr & 30 minutes

- **Physical landscapes** of the UK – Rivers and coasts
- **The living world** – local and global ecosystems
- The challenge of **Natural Hazards** – tectonic and climate hazards and climate change

Paper 2 (Human geography) 1 hr & 30 minutes

- **Urban issues and challenges** – cities in LICs/NEEs and the UK
- **The changing economic world** – how countries develop
- **The challenge of resource management** – food, water and energy

Paper 3 (Geographical skills) 1 hr & 15 minutes

- Geographical skills and applications
- Fieldwork (human and physical)
- Pre-release and decision making

Why choose GCSE Geography? Future Opportunities and Pathways

As well as being an excellent foundation for college courses such as A Level Geography or Social Studies, GCSE Geography is excellent preparation for the world of work. The skills of data analysis and problem solving are highly sought after in the workplace. There are many career pathways for which Geography would be specifically beneficial, such as Travel & Tourism, Environmental work, urban planning, development and global issues and many more.

For more information, please speak to your Geography Teacher.

History GCSE

Exam board: Edexcel

Why choose GCSE History?

This course develops your understanding of how we came to live in the world we do today. If you are curious about past people and societies and how they have shaped the world around you then History is definitely for you.

| | | |
|--|---|---|
| <p>Paper 3 (30%) 1 hr & 20 minutes</p> <p>Modern Depth Study: USA 1954-75: conflict at home and abroad</p> <p>An investigation into the development of the civil rights movement in America led by individuals such as Martin Luther King and Malcolm X as well as US involvement in the Vietnam War.</p> <p>This source based paper will ask students to analyse and evaluate material from the period of study as well as the views and interpretations of historians.</p> | <p>Paper 1 (30%) 1 hr & 15 minutes</p> <p>Thematic study: Crime and Punishment through time (c1000-present).</p> <p>An investigation into how the nature of crime and punishment has changed over time, from the Middle Ages through to the 20th Century.</p> <p>AND</p> <p>Whitechapel, c1870-c1900, policing and the inner city</p> <p>There is also a specific case study focusing on crime and policing in 19th century Whitechapel including an investigation into the Jack the Ripper murders.</p> | <p>Paper 2 (40%) 1 hr & 45 minutes</p> <p>Non-British Depth study: Superpower relations and the Cold War, 1941-91</p> <p>A study into relations between the democratic West and Communist Russia in the years following WWII and up to the collapse of the USSR.</p> <p>AND</p> <p>British Depth Study: Early Elizabethan England (1558-88).</p> <p>A study into Elizabeth's relationship with government, the challenges she faced both home and abroad, and Elizabethan society.</p> |
|--|---|---|

Why choose GCSE History? What will you be studying?

Why choose GCSE History? Future Opportunities and Pathways

Many employers and university admission tutors regard History GCSE very highly as it teaches skills of analysis, selecting relevant evidence to support your ideas, and studying changes in society and culture. There are many career pathways for which History would be specifically beneficial, such as politics, law, journalism, teaching, the Armed Forces, heritage site and museum work, clerical work, and many more.

For more information please speak to your History teacher.

French

GCSE: AQA

Why choose GCSE French?

- Do you enjoy learning & speaking French?
- Are you thinking about a career in the UK with international links, like science, business, or travel?
- Are you interested in living abroad in the future?
- Do you want to learn about other cultures and countries?

Subject Content:

The specification covers three distinct themes. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

The texts and tasks set for the assessments will be based on the prescribed vocabulary list in Appendix 2 and the prescribed grammar in Section 3.2.

It is not intended that the themes and topics will be specifically referenced in all assessment tasks. Students will be expected to use the prescribed vocabulary and grammar across a range of contexts and assessment tasks.

Themes:

The course is studied through the exploration of 3 broad themes, which apply to all four question papers:

| | | |
|--|--|--|
| <p>3.1.1 Theme 1: People and lifestyle</p> <p>Theme 1 covers the following three topics:</p> <ul style="list-style-type: none">• Topic 1: Identity and relationships with others• Topic 2: Healthy living and lifestyle | <p>3.1.2 Theme 2: Popular culture</p> <p>Theme 2 covers the following three topics:</p> <ul style="list-style-type: none">• Topic 1: Free-time activities• Topic 2: Customs, festivals, and celebrations• Topic 3: | <p>3.1.3 Theme 3: Communication and the world around us</p> <p>Theme 3 covers the following three topics:</p> <ul style="list-style-type: none">• Topic 1: Travel and tourism, including places of interest• Topic 2: Media and technology• Topic 3: The |
|--|--|--|

| | | |
|---|-------------------|--------------------------------------|
| <ul style="list-style-type: none">• Topic 3: Education and work | Celebrity culture | environment and where people live |
|---|-------------------|--------------------------------------|

Through these themes you will develop knowledge, understanding and language skills in all aspects of language acquisition: listening, reading, writing, translation and speaking. These topics will also extend cultural awareness of France and other French speaking countries around the world.

Examinations:

This qualification is linear, meaning you will sit all your exams at the end of the course. Each paper counts for 25% of the overall marks.

GCSE French has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9).

You must enter for all four skills at the same tier.

Assessments:

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

What's assessed:

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed:

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions:

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed:

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed:

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3: Reading

What's assessed:

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier.
- Inferring plausible meanings of single words when they are embedded in written sentences.
- Translating from French into English

How it's assessed:

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed:

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

How it's assessed:

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions Foundation tier:

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Questions Higher tier:

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Future Opportunities and Pathways

A French GCSE will not only prepare you for language-based courses at college but will also develop your understanding of other cultures. A language qualification is highly regarded by many universities and employers. Post-Brexit, it is a useful skill to have in a wide range of careers. It will also give you the opportunity to study and work abroad if you pursue languages in the future.

For more information, please speak to your Languages teacher.

This course is only available to students who have already studied French in Years 7-9.

Spanish

GCSE: AQA

Why choose GCSE Spanish?

- Do you enjoy learning & speaking Spanish?
- Are you thinking about a career in the UK with international links, like science, business, or travel?
- Are you interested in living abroad in the future?
- Do you want to learn about other cultures and countries?

Subject Content:

The specification covers three distinct themes. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

The texts and tasks set for the assessments will be based on the prescribed vocabulary list in Appendix 2 and the prescribed grammar in Section 3.2.

It is not intended that the themes and topics will be specifically referenced in all assessment tasks. Students will be expected to use the prescribed vocabulary and grammar across a range of contexts and assessment tasks.

Themes:

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|---|--|--|

| | | |
|------|--|-----------------------------------|
| work | | environment and where people live |
|------|--|-----------------------------------|

Through these themes you will develop knowledge, understanding and language skills in all aspects of language acquisition: listening, reading, writing, translation and speaking. These topics will also extend cultural awareness of Spain and other Spanish speaking countries around the world.

Examinations:

This qualification is linear, meaning you will sit all your exams at the end of the course. Each paper counts for 25% of the overall marks.

GCSE Spanish has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9).

You must enter for all four skills at the same tier.

Assessments:

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

| Paper 1: Listening |
|---|
| <p>What's assessed:</p> <ul style="list-style-type: none">• Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier• Dictation of short, spoken extracts |
| <p>How it's assessed:</p> <ul style="list-style-type: none">• Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)• 40 marks (Foundation tier), 50 marks (Higher tier)• 25% of GCSE <p>Recording controlled by the invigilator with built-in repetitions and pauses. Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.</p> |

Questions:

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed:

- Speaking using clear and comprehensible language to undertake a Role-play.
- Carry out a Reading aloud task.
- Talk about visual stimuli

How it's assessed:

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3: Reading

What's assessed:

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier.
- Inferring plausible meanings of single words when they are embedded in written sentences.
- Translating from Spanish into English

How it's assessed:

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed:

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

How it's assessed:

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions Foundation tier:

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Questions Higher tier:

- Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Future Opportunities and Pathways

A Spanish GCSE will not only prepare you for language-based courses at college but will also develop your understanding of other cultures. A language qualification is highly regarded by many universities and employers. Post-Brexit, it is a useful skill to have in a wide range of careers. It will also give you the opportunity to study and work abroad if you pursue languages in the future.

For more information, please speak to your languages teacher.

This course is only available to students who have already studied Spanish in Years 7-9.

Art and Design: Fine Art

GCSE: AQA

Why choose GCSE Art?

GCSE Art offers a varied and exciting course for people who love drawing and making, and who work hard at expressing their own ideas in original and creative ways. Students explore a wide range of media, including print-making, photography, painting, sculpture and ceramics.

Course Outline

In this course, you will produce a portfolio consisting of two units of work, exploring a different theme in each, informed by investigations into the work of relevant artists, and experiments with a variety of media.

In the second unit especially, you are encouraged to choose your own interpretation of a given theme, and to develop a highly original and personal response independently. Written annotation of your work is required throughout the course.

The Externally-Set Assignment ('exam') takes place in Terms 3 and 4 of Year 11. You will have approximately ten weeks to prepare your personal response to a theme chosen from the ESA paper, and two days (10 hours) in class to complete a 'Final Piece' under supervised conditions.

Assessment

Your work is assessed against four criteria:

1. **Developing** your ideas through investigations, demonstrating critical understanding of sources.
2. **Refining** your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. **Recording** ideas, observations and insights relevant to intentions as work progresses.
4. **Presenting** a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Your coursework portfolio contributes 60% of your final mark, and the externally set assignment the remaining 40%.

Future Opportunities and Pathways

A good GCSE Art portfolio enables you to apply, with confidence, for a range of post-16 courses, such as AS/A Level Art and/or Photography, BTEC in Art, Media and Design, and Foundation Diploma in Art and Design.

Art qualifications are the pathway to professions such as fashion design, graphic design, interior design, product design, web design, animation, advertising, working for television, teaching, and of course, for artists and craftspeople.

Technology – Design and Technology

GCSE: WJEC EDUQAS

Why choose GCSE Design and Technology?

The Eduqas 'Technology' Design and Technology GCSE allows you to identify and solve real problems through the design process and into production. You are encouraged to work creatively and through the course will develop a variety of core skills, including practical skills, planning and decision making. Design and Technology is purposeful, as well as being fun and exciting.

Course Outline

Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems - on your own and with others - working with materials you choose.

Learning about materials: Including traditional, smart and modern materials.

Learning how things work: Using mechanisms, electronics and computers to control things.

Designing: Taking risks to create more imaginative ideas.

Making: Working safely with tools and equipment to make high quality working prototypes.

Analysing and evaluation prototypes: Understanding how everyday products have been designed and made. Expressing your opinions about products.

Assessment

| | % of final grade | Assessment method | Content |
|---|-------------------------|---|---|
| Component 1 Design and Technology in the 21 st Century | 50% | 2-hour exam (100 marks) | A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding. |
| Component 2 Design and Make Task | 50% | 30-35 hour Non-Examination Assessment (100 marks) | A single design and make task selected from a range of given contexts provided by the exam board |

Future Opportunities and Pathways

A Product Design GCSE gives you a good grounding in both design work and knowledge of manufacturing leading onto a whole range of options i.e. AS & A level Product Design; Construction and Engineering; Art and Design Diplomas; Graphic Design BTEC and extended Diploma.

Career pathways include progression to University studying Engineering (in conjunction with other STEM related subjects), Design related subject at Degree level; Product; Graphic; Furniture; Industrial and Interior Design related careers.

Textiles - Design and Technology

GCSE: WJEC EDUQAS

Why choose GCSE Textiles Design and Technology?

The Eduqas 'Textiles' Design and Technology GCSE course allows you to identify and solve real problems through the design process and into production. You are encouraged to work creatively and through the course will develop a variety of core skills, including practical sewing and textile skills, planning and decision making. Textile Design and Technology is purposeful, as well as being creative and exciting.

Course Outline

Studying GCSE Textiles Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new fashion and textiles pieces which provide better solutions to real problems - on your own and with others - working with materials and textiles of your choice.

Learning about materials: Including traditional, smart and modern materials.

Learning how things work: Using mechanisms, electronics and computers to control things.

Designing: Taking risks to creating more imaginative ideas.

Making: Working safely with textile tools and equipment to produce a high-quality fashion or textile final piece.

Analysing and evaluation prototypes: Understanding how clothing and garments have been designed and made. Expressing your opinions and analysing your own and other products.

Assessment

| | % of final grade | Assessment method | Content |
|---|-------------------------|---------------------------------------|---|
| Component 1 Design and Technology in the 21 st Century | 50% | 2-hour exam (100 marks) | A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding. |
| Component 2 Design and Make | 50% | 30-35 hour Non-Examination Assessment | A single design and make task selected from a range of given |

| | | | |
|------|--|-------------|-------------------------------------|
| Task | | (100 marks) | contexts provided by the exam board |
|------|--|-------------|-------------------------------------|

Future Opportunities and Pathways

A Textile Design and Technology GCSE gives you a good grounding in both design work and knowledge of manufacturing leading onto a whole range of options i.e. AS & A level Fashion and Textile Design; AS and A Level Product Design; Fashion and Textile Diplomas; Art and Design Diplomas.

Career pathways include progression to University studying Fashion Design; Textile Design; Product Design; Furniture and Interior Design.

Careers within the Fashion and textile industry include Fashion Designer; Costume Design; Pattern Cutter; Machinist; Fashion Stylist; Textile Designer; Interior Designer.

Technology – Hospitality & Catering Award

Vocational: WJEC

Why choose Hospitality and Catering?

If you have a passion for developing your creativity through food and the hospitality industry, and are looking at a possible career in Catering, Food or Hospitality Industry then this Vocational course is definitely for you!

Course Outline:

This course enables you to develop knowledge, understanding and skills relating to the hospitality and catering industry and develop the essential employability skills that are valued by employers.

Unit 1: The Hospitality and Catering Industry

In this unit, you will learn a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Assessment

Unit 1: This unit is externally assessed through a written examination (completed electronically) which contributes 40% to the overall qualification grade: 80 Marks.

The following learning objectives will be assessed:

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate.
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

Unit 2: Hospitality and Catering in Action

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes in response to an assignment brief provided by the exam board. They will also learn how to review their work effectively.

Assessment

This unit is internally assessed through coursework completed in a controlled assessment. The assessment contributes 60% to the overall qualification grade: 120 Marks.

The following learning objectives will be assessed:

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills

Future Opportunities and Pathways

Successful completion of this qualification can lead post 16 courses in hospitality and catering, apprenticeships, following into employment in hospitality and catering ranging from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food

manufacturing and environmental health officers. This will also enable further studies in food, science and nutrition, advanced professional cookery, food preparation and cookery supervision.

Photography: Lens-based and light-based media

GCSE: AQA

Why choose GCSE Photography?

This exciting course will teach students knowledge and skills in using digital cameras, digital editing techniques and developing a personal visual language.

Students will learn how to use an SLR camera, and how to edit their photographs using the latest Adobe Creative Cloud Suite. They will also investigate the work of professional photographers. Students will have the opportunity to develop personal ideas and themes within the criteria set.

Course Outline

In this course, you will produce a portfolio consisting of two units of work, exploring a different theme in each, informed by investigations into the work of relevant photographers, and experiments with a variety of camera and editing techniques.

In the second unit especially, you are encouraged to choose your own interpretation of a given theme, and to develop a highly original and personal response independently. Drawing and written annotation of your work are required throughout the course.

The Externally-Set Assignment ('exam') takes place in Terms 3 and 4 of Year 11. You will have approximately ten weeks to prepare your personal response to a theme chosen from the ESA paper, and two days (10 hours) in class to complete a 'Final Piece' under supervised conditions.

Assessment

Your work is assessed against four criteria:

1. **Developing** your ideas through investigations, demonstrating critical understanding of sources.
2. **Refining** your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. **Recording** ideas, observations and insights relevant to intentions as work progresses.
4. **Presenting** a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Your coursework portfolio contributes 60% of your final mark, and the controlled test the remaining 40%.

A good GCSE Photography portfolio enables you to apply, with confidence, for a range of post-16 courses Art/Photography/Design/Media courses and can lead to careers in Art, Design, Photography, TV, Media and Advertising.

The main qualities you need in order to do well in this subject are a creative mind, a genuine enthusiasm for the subject and a hardworking attitude; all the work you do is needed for your GCSE grade so students who can work consistently, do best.

Music

GCSE: AQA

Why choose GCSE Music?

GCSE Music is rooted in practical music making providing you with an opportunity to develop skills in composition as well as solo and group-based performances. The course also develops your ability to listen to music with a greater understanding and appreciation. It is an advantage if you can already play an instrument, but you can also complete the course successfully as a vocalist or an IT programmer/producer, so enjoyment and commitment to the subject is more essential.

Course Outline

GCSE Music is made up of four units that are delivered through activities related to the following;

- **Exploration of Key Elements:** Tempo, Rhythm & Metre; Harmony, Melody & Tonality; Texture; Timbre; Dynamics & Articulation; Structure and Form.
- **Areas of Study:** Western Classical Tradition from 1650 to the present, Traditional (World) Music and Pop Music.

Assessment

| Unit | Component | Description | Marks | Overall % |
|------|--------------|--|-------|-----------|
| 1 | Exam | Listening and Appraising: A 90 minute listening and written paper based on the Areas of Study (listed above) Section A – Listening to unfamiliar music Section B – Set Works Analysis | 96 | 40% |
| 2 | Composition: | Free Composition Candidates compose a piece of music in any style or genre they choose, that explore at least 4 of the Key Elements . | 36 | 30% |

| | | | | |
|---|---|---|--------|-------------|
| | Course work (internally assessed unit) | <p><u>Composition to a Brief</u> Candidates compose a piece of music in any style or genre they choose, that that explore at least 4 of the Key Elements. They have to compose a piece from of a choice of starting points that may include an image, a poem, a sequence of notes or a written description.</p> | 3 6 | |
| 3 | Performance: Course work (internally assessed unit) | <p><u>Solo Performance</u> An individual instrumental, vocal or (recorded) technology-based performance of a piece of your choice lasting no more than five minutes (backing tracks are permitted).</p> | 3 6 | 3 0 % |
| | | <p><u>Ensemble Performance</u> A group instrumental, vocal or (recorded) technology-based performance of a piece of your choice that involves at least one other performer or player (backing tracks are permitted as an accompaniment but as the other performer)). For example in a Duet, Choir, Orchestra, Rock Band or Multi-Track IT recording.</p> | 3 6 | |

Future Opportunities and Pathways

Taking music will assist in creating a broad and balanced curriculum for you to follow, with clear links to History, IT, Performing and Creative Arts. As well as being an academic and creative subject it helps to develop your skills in teamwork, cooperation, self-confidence, responsibility, self-discipline and social skills. These are key skills for life, not just for the pursuit of a career in music, and will contribute towards success in Further and Higher Education in any field.

For those who do wish to pursue music further, a Music GCSE Qualification will prepare you for college courses in The Arts such as A-Level Music & Theatre Studies, BTEC Diplomas in Performing Arts, Music and Music Technology which will prepare you for a broad variety of music based University degrees and occupations ranging from Music Therapy or Music Teaching, to Live and Studio Engineering and

Production, Composing (anything from game music and ring-tones to, TV music to symphonies),to professional Live Performer or Recording Artist.

Drama

BTEC Tech Award Performing Arts

Why choose Performing Arts?

Through this course you will develop an understanding of the performing arts industry including practitioners' work and the processes used to create a performance.

You will have the opportunity to watch live theatre, participate in a variety of workshops to explore a wide range of theatre techniques, styles and processes. You will build a broad knowledge, understanding and appreciation of the performing arts sector. You will continue to build confidence in performance and directing through collaborative work to create theatre.

Course Outline

Component 1 Exploring the Performing Arts

Learning Outcome A: Investigate how professional performance or production work is created

Learning Outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component 2 Developing Skills and Techniques in the Performing Arts

Learning Outcome A: Use rehearsal or production/design processes

Learning Outcome B: Apply skills and techniques in performance or realisation.

Learning Outcome C: Review own development and application of performance or design skills.

Component 3 Responding to a Brief External

AO1: Understand how to respond to a brief.

AO2: Select and develop skills and techniques in response to a brief.

AO3: Apply skills and techniques in a workshop performance in response to a brief.

AO4: Evaluate the development process and outcome in response to a brief.

Assessments

| | Type of Assessment | Year of Delivery | Assessment |
|--|---|------------------|---|
| C o m p o n e n t | Exploring the Performing Arts <i>Internal</i> | 10 | Learners produce a portfolio of work in response to an assignment set by the exam board. They will be assessed on their demonstration of knowledge and understanding of how professional performance/production |

| | | | |
|--|---|-----------|---|
| <p>t 1</p> | | | <p>work is created, and the skills, techniques and approaches use by professionals to create performance/production work. A portfolio could include:</p> <ul style="list-style-type: none"> • Video • Written/audio commentary. • Presentation • Scrapbooks (digital or paper based) • Research journals (digital or paper based) • Blog/vlog |
| <p>C o m p o n e n t 2</p> | <p>Developing Skills and Techniques in the Performing Arts <i>Internal</i></p> | <p>10</p> | <p>Learners produce evidence of their skills development during a rehearsal process and the application of these skills in a performance. Learners will carry out an ongoing review of their own development and application of skills.</p> |
| <p>C o m p o n e n t 3</p> | <p>Responding to a Brief External <i>External</i></p> | <p>11</p> | <p>Learners will work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus. Learners will capture their ideas on planning, development, and effectiveness of the production process in a written log and an evaluation report.</p> |

Future Opportunities and Pathways

A Drama qualification will not only prepare you for college courses in The Arts such as A-Level Drama, Theatre Studies & BTEC Diplomas in Performing Arts, but will also develop skills and academic subject knowledge that will be useful for a range of career pathways.

Every year A-Level Drama students progress to some of the best-known universities for drama and theatre related courses. A-Level Drama students are also accepted on education courses and a range of other degree courses e.g. Law.

Drama doesn't just support with careers in the Performing arts, it can help with the following:

- Confidence in public speaking
- Presentations
- Development of creative ideas
- Teamwork and collaborative learning
- Independent working, taking a lead role in projects.
- Seeing your ideas through to completion

For more information, please speak to Mrs Aves or Mrs Turk.

RE and Ethics

GCSE: EDUQAS

Why choose a GCSE studying RE and Ethics?

This course studies some central questions and issues in human life and experiences. It will explore the relevance of religious beliefs, values and traditions to everyday living and interactions with others. Students will look at many different responses to issues such as life and death, marriage and sex, identity and belief. They will be encouraged to formulate and discuss their own opinions as well as evaluate those of other people, including people who do not believe in God such as atheists and humanists.

It provides an opportunity for students to:

- Develop knowledge and understanding of the beliefs, values and traditions of several religious groups.
- Consider the influence of religion on our world, our beliefs, values and traditions.
- Understand their own responses to moral issues such as capital punishment and human rights.
- To consider the impact of religious and non-religious beliefs on our laws and society.
- Develop skills of oracy, literacy, empathy, debate, analysis and evaluation.

Course Outline

The content provides studies that enhance students' spiritual, moral, ethical, social and cultural development, some of which include:

- Recognising and valuing our place in the world and that of others.
- Considering behaviour and attitudes of individuals and faith communities in society.

| | | |
|--|---|--|
| <p>Paper 2 (25%) 1 hr</p> <ul style="list-style-type: none">• Study of Christianity• What does a Christian believe and do? | <p>Paper 3 (25%) 1 hr</p> <ul style="list-style-type: none">• Study of a world faith: Islam• What does a Muslim believe and do? | <p>Paper 1 (50%) 2 hrs</p> <ul style="list-style-type: none">• Ethics• Life & Death• Relationships• Human Rights• Good and evil |
|--|---|--|

- Developing the ability to analyse and understand moral teachings.

Future Opportunities and Career Pathways

A GCSE in RE and Ethics will support you for a wide range of college courses, including Philosophy, Psychology and Sociology. It will help you to develop skills in discussion, debate and evaluating different viewpoints. You will become more exposed to new ideas and ways of thinking that can be helpful in careers such as Law, Policing, Social Services, Healthcare, Medicine, Counselling & Education.

Physical Education

OCR Cambridge National – Sports Studies

Why choose Cambridge National Sport Studies?

Cambridge Nationals are vocational qualifications at Level 1/2 for students aged 14–16.

The Physical Education course is designed to provide you with the opportunity to enjoy and understand the benefits of many different aspects of sport. These include participation, Olympics/Paralympics, sporting values, sports industry, sports leadership and many more.

Course Outline & Assessment

During this course you will study both theoretical and practical aspects of Physical Education. The Qualification requirements Students must complete three units:

- One mandatory externally assessed unit
R184 Contemporary issues in sport
- One mandatory NEA unit
R185 Performance and leadership in sports activities
- One optional NEA unit, from a choice of two.
R186 Sport and the media

The Units At A Glance

R184: Contemporary issues in sport

This is assessed by an exam By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- o Issues which affect participation in sport
- o The role of sport in promoting values
- o The implications of hosting a major sporting event for a city or country
- o The role National Governing Bodies (NGBs) play in the development of their sport
- o The use of technology in sport.

R185: Performance and leadership in sports activities

This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team

mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- o Key components of performance
- o Applying practice methods to support improvement in a sporting activity
- o Organising and planning a sports activity session
- o Leading a sports activity session
- o Reviewing your own performance in planning and leading a sports activity session.

R186: Sports and the media

This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include:

- o The different sources of media that cover sport
- o Positive effects of the media in sport
- o Negative effects of the media in sport.

Additional Information

For practical activities all marks necessary can be gained in lesson time, although there will be a limited range of sports on offer which will be dependent upon class sizes. Attendance at school/club practices and matches can give you more assessment opportunities. You will be expected to take part in all practical sessions, in correct kit.

Future Opportunities and Pathways

- Study at college (Post-16) A-level PE, Cambridge Technical qualifications, and/or Diplomas.
- These courses then lead to the opportunity to study higher education in PE.
- Alternatively start a sports related career opportunity, such as an activity leader, sports coach, fitness instructor, leisure assistant.

For more information please speak to your PE Teacher.

IT

Cambridge National: IT - OCR

Why choose IT?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Using different applications and tools to design, create and evaluate IT solutions and products
- Creating a data manipulation solution
- Creating an Augmented Reality prototype.

This will help you to develop independence and confidence in using skills that would be relevant to the IT sector.

Course

The Cambridge National in IT is a practical qualification that is widely recognised as an equivalent of a GCSE by sixth form colleges, universities, and employers. It is designed to give students' not only a stimulating and practical insight into how different computing software is used in industry but also to develop real transferable skills to prepare the students for higher education and the world of work.

Course Outline

Students will have the opportunity to use several industry standard software packages like the Abode Suite and Office 365 Suite whilst completing the coursework element of the IT qualification. There is an interesting and varied mix of units to be studied which include:

R050 – IT in the Digital World (exam – 40% of total grade)

R060 – Data Manipulation using Spreadsheets (coursework – 30% of total grade)

R070 – Using Augmented Reality to present Information (coursework – 30% of total grade)

The aim of these units is to provide students with the practical IT skills required to work in a IT industry whilst understanding the importance of planning, designing and evaluating the individual products created.

Assessment – Cambridge National IT

The course is made up of 60% coursework and 40% written examination. One of the three units will be assessed through a 1 hour 30 minute written examination. The remaining 60% will be completed through coursework portfolios and will be marked internally and moderated externally.

Citizenship: AQA

Why choose Citizenship GCSE?

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

Course Outline & Assessment

There are two examined units which students will sit at the end of Year 11.

| Paper 1 – 1hr 45mins 50% of the GCSE grade | Paper 2 – 1hr 45mins 50% of the GCSE grade |
|--|---|
| Section A – Active citizenship Section B – Politics and participation | Section A – Life in modern Britain Section B – Rights and responsibilities |

The Units At A Glance

Active citizenship: The first question posed on the Active citizenship section of Paper 1 relates to understanding citizenship actions and includes a source-based question relating to a citizenship action scenario.

Politics and participation: In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

Paper 2

Life in modern Britain: In this theme students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

Rights and responsibilities: In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK

participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

Future Opportunities and Pathways

There are many career pathways for which citizenship would be specifically beneficial, such as politics, law, journalism, teaching, public services, community work, research roles.

IMPORTANT CONTACTS



David McFaul

Assistant Principal

david.mcfaul@clf.uk

Georgia Wilde

Careers & Aspirations
Coordinator

georgia.wilde@clf.uk

Administration

General Enquiries

parents@broadoakacademy.clf.uk

BROADOAK
ACADEMY

THANK YOU



Phone call
01934 422 000



Website
<https://broadoakacademy.clf.uk/>



Email Address
enquiries@broadoakacademy.clf.uk



Address
Windwhistle Road
Weston-super-Mare
North Somerset
BS23 4NP