

**Key Stage 4 Curriculum 2022/2023**

Information for Parents and Students

January 2023

 Overview of Key Stage 4

The qualifications students achieve during this time will influence strongly their course opportunities and career prospects in the 16–18 phase. The policy of the Academy is to ‘provide courses that will give students the best opportunities to succeed.’

All students will receive a balanced educational provision with the opportunity to achieve a range of GCSEs and vocational qualifications.

**With the support of parents, we can expect a great deal from each individual student. Outcomes will vary, but you can be sure that teachers will be supporting students to achieve the best that they can.**

The Senior Leadership Team will keep the predicted grades for students under regular review and work with parents if there is any risk of students under-achieving.

**During Key Stage 4 more homework can be expected. Students are advised to plan their time carefully so that they can continue to take full advantage of extracurricular activities provided during Session 3.**

The Session 3 programme helps students achieve through targeted revision and study support. All students will be expected to attend at least one Session 3 per week. Students will be informed on a regular basis which Session 3 they should attend.

**Qualifications that are available**

**The Academy has worked hard to provide a range of qualifications to suit all needs. This includes both vocational qualifications and the traditional GCSE courses. These are all level 2 courses.**

**English Baccalaureate**

In 2010 the Government introduced an English Baccalaureate which students are strongly encouraged to follow. It involves studying five GCSE subject areas: English, Mathematics, Science, a Modern Foreign Language and either Geography or History. It is likely that successful attainment of these subjects at grades 9 - 5 will enhance a student’s application to university and it will be recognised by employers. The Academy therefore encourages students, where appropriate, to achieve this qualification via the curriculum that is offered.

###### BTEC – This is a national vocational qualification.

This qualification recognises student competence in a work related area. Assessment is largely through internally assessed units, which are externally moderated, together with an externally assessed exam. These courses are more practical and students achieve an Award equivalent to 1 GCSE.

**GCSE - These are the traditional examinations known as the General Certificate of Secondary Education.**

Assessment in all GCSE qualifications is now **Linear**. This means that all examinations and submission of marks happen at the end of the course. Some parts of course are examined as **Controlled Assessments**. This means that students prepare and research over a period of time, before completing an extended task under formal examination conditions.

Students who achieve high GCSE or BTEC grades can progress to AGCE (Advanced General Certificate of Education) or BTEC National qualifications after age 16. These are all level 3 courses.

Students must realise that most jobs, places in training or further education require students to achieve at least five GCSEs at grade 9 - 5 or the vocational equivalent.

## Compulsory subjects

Students will be taught in groups that will reflect their work to date and how well they have performed in the end of Key Stage 3 SATs in Year 9.

**GCSE English Language and GCSE English Literature**

All Students at Sandwell Academy complete GCSEs in both English Language and English Literature following the Edexcel Specification: the foundations of which are laid throughout our programme of study at Key Stage 3. Students will develop skills in: comprehension, identification, comparison, analysis, and evaluation. They will learn the significant role that context can play in authorial intention and readers understanding. Students will also learn to craft and manipulate language to suit a range of audiences and purposes.

The English Language course covers reading and writing of both fiction and non-fiction texts and is approached both thematically and with a focus on honing key skills. The range of topics is selected not only to build on Key Stage 3 but also to ensure that students have a broad understanding of the issues raised throughout the Literature course.

Students will study the set texts: Macbeth by William Shakespeare; A Christmas Carol by Charles Dickens; An Inspector Calls by J.B. Priestley; and the Edexcel Conflict Poetry Collection. These texts have been chosen as they expand upon students' exploration of the ideas of identity, morality, guilt, family, honour and conflict at Key Stage 3. Students will be well prepared for life after GCSEs having developed key communication skills; they will be well furnished for further study in English also.

Students will sit two Examinations in English Language and two in English literature as well as completing a Spoken Language Endorsement, as part of the Language course, in which they will present on a subject of their choice receiving a Pass, Merit or Distinction grade.

GCSE Mathematics

All students will follow the OCR Linear GCSE Mathematics at either Higher or Foundation level and will build on skills developed throughout Key Stage 3. The will have 3 lessons per week. Students are encouraged and expected to exhibit problem solving and reasoning skills.

Our Mathematics curriculum follows a five-year plan which builds on prior learning in carefully sequenced way. We spend time ensuring students embed key knowledge during Key Stage 3 in order for them to access more advanced maths and be able to tackle multi-step problems. Students are encouraged to develop their reasoning skills in order to apply their knowledge in a variety of different contexts.

During Key Stage 4, students begin to build on their prior knowledge from Key Stage 3. In Year 10, students deal with more complicated algebra and geometry, improve their understanding how to draw and interpret graphs, and begin to apply their knowledge to more complex problems.

Overview of topics taught in Year 10



Most of Year 11 is spent revisiting prior learning, preparing students to be able to answer more complicated questions and problems that require a careful, logical approach. The focus on quality thinking as well as carefully sequenced and varied problems helps to ensure that our leaners are flexible and resilient.

Overview of topics covered in Year 11



Assessment involves three external exams, two calculator papers and a non-calculator paper. Higher tier will be graded from 9 to 3. Foundation tier will be graded from 5 to 1. All papers are equally weighted and can contain any of the topics from the Mathematics curriculum. Students will take the three papers only once (at the end of Year 11).

GCSE Science

Most students will study AQA GCSE Combined Science Trilogy, which is equivalent of two GCSE qualifications, with a nurture group studying AQA GCSE Combined Science Synergy which has two less exams. Both qualifications cover the same elements of Biology, Chemistry, Physics and practical skills.

Those students who have demonstrated a talent for Science will have the opportunity to study Physics, Chemistry and Biology in greater depth, resulting in the award of three GCSE Science qualifications. Students who would like to be considered for this option need to choose Triple Science in the option block.

Our curriculum follows a spiral five year plan which builds on prior learning and helps students to make connections. Across all year groups students receive one lesson of Biology, Chemistry and Physics each week lasting a single 1 hour 20 session. In Key Stage 3 students spend time learning key practical skills and the foundations of knowledge across the disciplines. This then allows us to concentrate on more advanced concepts in Key Stage 4. Students are encouraged through the use of practical’s to develop their analytical and enquiry skills.

In both Year 10 and Year 11 students will be assessed at three assessment points within Science, concentrating on knowledge learnt in the current year as well as synoptic knowledge built in previous years.

Overview of topics taught in Year 10

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Overview of topics covered in Year 11

**Alphabetical list of subjects available**

Most students will study GCSE Combined Science Trilogy, which is equivalent of two GCSE qualifications. This includes elements of Biology, Chemistry, Physics and practical skills.  Examples of topics studied include rates of reactions and bonding in Chemistry, the heart, lungs and cell structure in Biology, and forces, energy and electricity in Physics.

Those students who have demonstrated a talent for Science will have the opportunity to study Physics, Chemistry and Biology in greater depth, resulting in the award of three GCSE Science qualifications. Students who would like to be considered for this option need to choose Triple Science in the option block.

**Alphabetical list of subjects available**

## GCSE Art

Course breakdown: Unit 1 60% coursework. Unit 2 40% practical examination.

## This a broad art and design course, where students will explore all forms of art: drawing, printmaking, photography, digital image and manipulation to name a few. This course is ideal for those students who have natural flare and passion for Art and allows them to develop their creativity.

**Year 10**

Students complete two projects, Natural Forms and Portraiture and a series of workshops, students will be introduced to a variety of experiences exploring two dimensional and three dimensional media techniques and processes including both traditional and new technologies. Students will also take part in an educational visit to support their coursework.

Students will build their portfolio and complete a further project to develop their skills in drawing, painting, photography and mixed media. They will explore the work of contemporary artists to inform and inspire their own work. Students who are ahead of schedule and who are working to their target grades will be challenged further by being given additional tasks or starting an additional project which they will complete in Year 11. This has enabled past students to gain further marks and experience.

**Year 11**

Students follow a directed path in the first term and have the opportunity to improve upon previous coursework or complete work. In January, students will begin Unit 2, the externally set task (set by the exam board). After a period of preparatory work, usually 12 weeks, students will create their final piece under exam conditions, 10 hours split over two days.

**BTEC Tech Award in Enterprise (Level 2) (Business)**

Business Studies is a useful, practical and fascinating subject that students enjoy and benefit from. BTEC Business Studies is a worthwhile qualification for a variety of careers and it is a combination of business theory and practical application. It is a very useful course if students wish to enter the world of business or eventually run their own business.

**Students will complete three mandatory units.**

One of the units (Component 3), is assessed by an exam and marked by Pearson, students may resist this, if required before they complete the qualification. Students must pass this unit, to pass the course. The other two units (Component 1 and Component 2), are coursework based and marked by the class teacher before being moderated by Pearson.

Coursework units will be completed under supervised conditions. The assignments will be completed in approximately 6 hours of monitored preparation and over 7 hours of the supervised assessment. Units will be marked internally and then moderated by Pearson.

**Assessment:**

BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*

Components 1 & 2 will not be graded Pass-Distinction. The components are assessed using a mark-based scale. This is spread over 4 mark-bands, ranging from 1-12 marks per activity. The overall marks per component will be added together to determine the overall grade.

**GCSE Business**

The GCSE Business aims to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.

The course covers topics such as; enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective, understanding external influences on business, growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.

**Assessment is two written examinations:**

* **Paper 1:** Investigating small business (1 hour and 30 minutes, 50% of the qualification)
* **Paper 2:** Building a business (1 hour and 30 minutes, 50% of the qualification)

Whilst studying the course the students will have the opportunityto go on **educational visits** such as Cadbury World and Jaguar Land Rover as well as have talks/workshops from entrepreneurs that come into the Academy.

Upon completion of either of the two Business Courses offered by the Academy, students can continue to study further qualifications within the Business field. Often students will embark on careers within Marketing, Finance, Accounting, Advertising, Economics and Law.

## Citizenship

Citizenship at Sandwell Academy aims to equip students with the ability to play an active role in society at school age and beyond. Students will be able to think critically about topics, particularly those of a controversial nature in a balanced way. Students will develop the knowledge and skills to navigate life safely and responsibly whilst being able to cope with the challenges that life can bring.

Students in Key Stage 4 will receive  25 minutes of Citizenship each week during Personal Tutor time. During Citizenship in KS4 will develop on from learning in KS3. Some topics will be revisited but will be progressive and more age appropriate. Students will deepen their understanding of how the United Kingdom is governed, as well as other forms and systems of government, parliamentary democracy, including the role of Parliament in holding governments to account. Students will also understand the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes. Students will continue to develop their knowledge of diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding of others. They will also look at different ways in which a citizen can contribute to the improvement of their community. Students will build on knowledge of managing finances including wages, taxes, credit, debt, and financial risk.

Examples of topics covered in KS4 Citizenship include:

|  |  |
| --- | --- |
| Respect  | Extremism/radicalisation |
| Political system  | Sexual harassment |
| Human Rights and international Law | Consent/ Peer on peer Abuse |
| Crime/justice system | Sexting |
| Volunteering/community spirit/charity | Social media use |
| Managing money/ personal finances | Mental health/ body image |
| Diversity and Acceptance | Bullying |
| Careers | Health and wellbeing |
| Knife crime | Goal setting/ambitions |
| Grooming | Failure/challenge/ Motivation |
| Domestic abuse/neglect | Climate Change |

**GCSE Computer Science**

This two unit course is designed to give students an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. The course will help students learn about critical thinking, analysis and problem solving, all essential skills in other subjects and everyday life.

**Component 1 - Computer systems**

·         Written paper: 1 hour and 30 minutes

·         50% of total GCSE, 80 marks

·         This is a non-calculator paper.

·         All questions are mandatory.

·         This paper consists of multiple choice questions,

·         short response questions and extended response questions

**Component 2 -** **Computational thinking, algorithms and programming**

·         Written paper: 1 hour and 30 minutes

·         50% of total GCSE, 80 marks

·         This is a non-calculator paper.

·         This paper has two sections: Section A and Section B.

·         Students must answer both sections.

·         All questions are mandatory.

In Section B, questions assessing students’ ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

## GCSE Design Technology

This course builds on the skills already covered in Key Stage 3 Technology. Students will develop high quality design and communication skills as well as gaining an in depth knowledge of materials and manufacture processes. They will develop this knowledge through the design, prototyping and evaluation of products.

Skills will be developed through focused research and analysis, developing design proposals through sketching, drawing, CAD work and modelling.  Practical sessions will involve manufacture in timber, plastic and metal using hand tools and Computer Aided Manufacture (CAM).

Drawing tasks will focus on creativity and the development of ideas. There will be an emphasis on designing for clients, testing and evaluation. Briefs will be set by external clients and guest designers where possible.

It is intended that this course will prepare students for a career in design such as product design, interior design, industrial design, transport design and manufacture.

This course is suited to students with analytical and artistic skills.

**The assessment of this course will be through:**

* A NEA task that is set by the examination board and is then internally assessed and externally modified (50%)
* A written examination set by the examination board which is externally assessed (50%)

## GCSE Food Preparation and Nutrition

Within the Food preparation and Nutrition course students will prepare, cook and present a wide variety of dishes and menus to support the understanding of nutrition, food provenance and the working characteristics of food materials.

Students will develop knowledge and understanding of the chemical processes as well as sensory qualities and safety considerations when preparing, processing, storing, cooking and serving food.

Food preparation skills are integrated into five core topics:

• Food, nutrition and health

• Food science

• Food safety

• Food choice

• Food provenance

Research tasks will explore a range of ingredients and processes from different culinary traditions as well as analysis of the economic, environmental, ethical, and socio-cultural influences on food availability and production processes, including the physiological and psychological effects of poor diet and health.

**Course breakdown is as follows:**

Non examination assessments:

Task 1: Food investigation (15%) Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (35%) Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours.

Examination: (50%) Theoretical knowledge of food preparation and nutrition.

Upon completion of this course, students will be qualified to go on to further study, embark on an apprenticeship or will be prepared to progress into a full time career in the catering/food industries.

## GCSE Geography

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. Geography is unique in bridging the social sciences (Human Geography) with the natural sciences (Physical 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). Students will then apply their knowledge through fieldwork in at least two locations.  Topics of study include hazards, climate change, weather, landscapes, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**Whilst studying the course the students will have the opportunity to develop** communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, and problem solving skills. The course is assessed through three written papers.

**BTEC Tech Award in Health and Social Care**

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising.

This course is designed for students who have an interest in learning a broad spectrum of topics, including life stage development from infancy to later adulthood, care needs, health and social care conditions and the factors that can influence an individual’s current health and wellbeing.

**All Students will study three mandatory units:**

**Component 1**

**Human Lifespan Development (Non-exam Internal Assessment / Pearson-set assignment)**

In this Component, you will learn about different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals’ physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks

**Component 2**

**Health and Social Care Services and Values (Non-exam Internal Assessment / Pearson-set assignment)**

In this Component, you will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care.

The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks

**Component 3**

**Health and Wellbeing (External Assessment)**

In this external Component, you will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual’s health and wellbeing.

**Assessment:**

40% External Written exam and 60% Non-exam Assignment. The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*

## GCSE History

GCSE History will help students understand how the world we live in was shaped, and make them consider today’s society in a different way. As Winston Churchill said ‘Those who fail to learn from history are doomed to repeat it’. Employers and universities regard History qualifications very highly.

In History, students will find out about the past and gain an understanding of why events in history have taken place. Students will develop an ability to ask relevant questions and assess the accuracy of different sources of information.

**The course will be assessed by examination only and the topics covered are:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **% of GCSE** | **Exam length** | **Content** |
| **Paper 1** | 30% | 1 hr 15 mins | Medicine in Britain, c1250 – present with a thematic study on the British sector of the Western Front, 1914 – 18: injuries, treatment and the trenches |
| **Paper 2** | 40% | 1 hr 45 mins | Period study on the American WestBritish depth study on Early Elizabethan England, 1558 – 88  |
| **Paper 3** | 30% | 1 hr 20 mins | Weimar and Nazi Germany, 1918 – 39  |

**ICT – Digital Information Technology (BTEC Tech Award)**

This qualification is for students who may want to start a career in Digital Technology. It is an ideal qualification for those intending to progress directly to employment in Digital Technology, IT or to an IT apprenticeship. This vocational qualification will provide students with the knowledge, skills and understanding needed for a career in this sector.

**All Students will study three mandatory units as followed:**

**Component 1: Year 10**

Exploring User Interface Design Principles and Project Planning Techniques (coursework moderated by Pearson)

In this component, students will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. They will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

This component will support students in progressing to a Level 2 or Level 3 qualification in the digital sector. They will develop transferable skills such as project planning skills, which will support their progression to Level 2 or Level 3 vocational or academic qualifications.

**Component 2: Both Year 10 and Year 11**

Collecting, Presenting and Interpreting Data (coursework moderated by Pearson)

In this component, students will learn the different data manipulation tools that can be used to change the way that data is presented. They will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. They will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted. Students will develop their understanding of how to represent information in different ways to give it more meaning.

This component will support students in progressing to a Level 2 or Level 3 qualification in the digital sector. They will develop transferable skills such as data manipulation skills, which will support their progression to Level 2 or Level 3 vocational or academic qualifications.

**Component 3: Year 11**

Effective Digital Working Practices (exam externally assessed)

This component will give students an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow them to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. They will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. They will analyse information in a range of vocational contexts so that they develop a greater understanding of the use of digital systems by organisations and so they are able to make reasoned judgements on the systems.

This component will support students progressing to a Level 2 or Level 3 qualification in the digital sector. The knowledge and skills they develop will give them a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or they may go on to an apprenticeship or entry-level employment where their understanding of technology will be relevant.

**Assessment:**

BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*

## BTEC Media

This course combines the study of media theories with the practical production of a range of media texts and products. The course is designed to explore the four key concepts: Media Language, Audience, Representation and Institutions. Assessment combines examination and coursework units.

During the course, students will study how the media works and what its function is in today’s society. They will develop the ability to evaluate and analyse media texts, including magazines, newspapers, films and a variety of Television and Film genres. Linked to this, students will plan and create some real media products.

Media Studies is the course for students who enjoy analysing products. To be successful in Media they have to be dedicated to completing work in their own time as well as in class. There are plenty of opportunities to create their own products as well as the deep analysis tasks.

## BTEC Tech Award in Music

This course is designed for students who enjoy performing, composing and listening to a wide variety of music and builds on the skills covered in Key Stage 3 Music lessons.

**Component 1: Exploring the music industry (30%)**

**Students will** explore musical styles and techniques, and gain an understanding of roles in the industry. This unit is assessed internally through assignments.

During these assignments students will:

**Explore** different styles and genres of music

**Take part** in practical workshops to understand the music creation process

**Learn** about the different roles within the music industry

**Investigate** relationships between different areas of the music industry

**Component 2:Developing music skills (30%)**

**Students will** develop musical knowledge, skills, and techniques and apply them to a music product. This unit is assessed internally through assignments.

During these assignments students will:

**Reflect** on their progress, and on areas for improvement

**Choose** a job role and explore the skills needed to fulfil it

**Develop** a range of skills

**Apply** skills and techniques in a music performance, creation or production

**Component 3:Responding to a music brief (40%)***Weighting: 40%*

**Students will** put skills into practice by responding to a brief as a composer, performer or producer.

This is an externally set task.  In this task students will need to:

**Choose** an area of the industry that excites them(composer, performer, or producer)

**Explore** the brief and come up with possible responses and ideas

**Use** relevant resources, skills and techniques to develop and refine musical material

**Present** theirfinal response (solo or in a group)

**Review** and reflect your approach to the brief and their final outcome.

**BTEC Performing Arts**

This qualification is for students who enjoy all aspects of Performing Arts and are willing to have a go at everything.

**Component 1: Exploring the Performing Arts  (30%)**

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

**Assessment:** internally assessed assignments

Students will:

**Explore** performance styles, creative intentions and purpose

**Investigate** how practitioners create and influence what’s performed

**Discover** performance roles, skills, techniques and processes

**Component 2: Developing Skills and Techniques in the Performing Arts (30%)**

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

**Assessment:** internally assessed assignments. Students :

**Take part** in workshops, classes and rehearsals

**Gain** physical, interpretative, vocal and rehearsal skills

**Apply** these skills in performance

**Reflect** on progress, performance and how to improve

**Component 3: Performing to a brief (40%)**

Students will consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

**Assessment:** externally assessed task, where students work in groups of between three and seven members to create a performance based on a set brief.

**Students will:**

**Use** the brief and previous learnings to come up with ideas

**Build** on skills in classes, workshops and rehearsals

**Review** the process using an ideas and skills log

**Perform** a piece to a chosen audience

**Reflect** on the performance in an evaluation report

## Physical Education (GCSE PE or BTEC Tech Award in Sport)

All students will continue to develop their sporting abilities and fitness levels throughout KS4 at Sandwell Academy in a compulsory practical session each week. Students will participate in activities that will engage them in physical activity and help to encourage and promote the benefits of life long activity.

Students can also opt to take a Sport course, in which case they will be placed on either the BTEC Tech Award in Sport or the GCSE PE programme. The course assigned to the students will be the most appropriate for them based on their practical ability and literacy skills.

**BTEC Tech Award in Sport (Level 2)**

Students will learn about fitness components, different training methods and plan a fitness-based training programme. Students will also develop practical sports performance by improving their technique across a variety of sports, and develop leadership roles within the group when leading warm-ups and small skill based coaching sessions.

**All learners will study three mandatory units as followed:**

**Component 1:** Preparing Participants to Take Park in Sport and Physical Activity

(Internal Assessment 30%)

**Component 2:** Taking Part and Improving Other Participants Sporting Performance

(Internal Assessment 30%)

**Component 3:** Developing Fitness to Improve Other Participants Performance in Physical Activity(External Assessment / Exam 40%)

**Assessment:**

BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*

**GCSE PE**

This course enables students to combine theory and practical application. The AQA examination specification enables students to take part in a variety of sports as a performer.

Assessment is through two written examinations and practical assessments. Students have to be very competent in three sports (a combination of two team and one individual sport or two individual and one team sport). Students should be playing at school level on a regular basis to be viewed as competent.

The theory aspect of the course is 60%, broken down into two 30% examination papers. 10% of the course is based on coursework where students evaluate their performance in one of their three selected practical sports.

**Paper 1: The human body and movement in physical activity and sport (30% of GCSE)**

* Applied anatomy and physiology
* Movement analysis
* Physical training
* Use of data

**Paper 2: Socio-cultural influences and well-being in physical activity and sport (30% of GCSE)**

* Sports psychology
* Socio-cultural influences
* Health, fitness and well-being
* Use of data

**Non examination: Practical assessments and coursework (40% of GCSE)**

* Students are assessed in 3 sports that are prescribed by the AQA exam board.
* Students cannot be assessed in alternative sports to ones that are set e.g. kickboxing, rounder’s and any fitness based activity
* Each practical sport is worth 10% as is the coursework
* Students must be competent in team sports and individual sports

**GCSE Religious Studies**

During the GCSE Religious Studies course, students will be studying the beliefs, teachings and practices of two of the major world religions; in addition to focusing on one of these major world religions to reflect on the religion’s perspective on philosophy and ethics in the modern world.

Students will have the opportunity to develop their knowledge and understanding of the outside world through exploration of the impact of beliefs, teachings, ways of life and expressing meaning and opinion.

Students will be encouraged to express their own informed views on fundamental questions about identity, belonging, meaning, purpose, truth, value and commitments.

The written and communications skills acquired during this course are highly sort after by all professions.

**Topics covered in Year 10 and 11 are:**

* Christianity: Religious Beliefs and Teachings & Practices
* Judaism: Religious Beliefs and Teachings & Practices
* Thematic Studies: Relationship & Families, Religion, Peace & Conflict, Religion, Crime & Punishment, Religion, human rights and Social Justice.

**Assessment:**

Students are assessedthrough written examination in Year 11.

In addition to those students that chose Religious Studies as an option subjects, all students in Key Stage 4, will take part in CORE RE on a 20 week rotation basis. For this they will follow the content of the AQA short course. Students will cover an in-depth enquiry in to the beliefs and teachings of two world religions, Christianity and Judaism. They will then apply their Christian teachings to two thematic units: Relationships & Families and Religion, Peace & Conflict. Pupils will be assessed after the completion of each unit of work.

Students will be encouraged to develop and understanding of the people they are surrounded by, the world around them and their place within it. As well as this, they will gain valuable skills sought after by all employers and institutes of higher learning.

## GCSE Separate Science (Triple Science)

Students that have a high level of ability in Science (on course to achieve level 5 by the end of Year 9) and who enjoy Science can opt to study Separate Sciences.  Students will achieve separate GCSE qualifications in Biology, Chemistry and Physics and will study each of these subjects in more depth than if they were completing Combined Science.

Additional topics include looking at the periodic table and bond energies in Chemistry, studying the kidney in Biology and studying medical concepts and magnetic forces in Physics.  The extra content in the Separate Science courses gives students an advantage if they decide to study any of the Sciences at A-level, however this is not a requirement.

The analytical and written skills acquired during this course are thought highly of by employers.

### GCSE Spanish

### **Languages are important, both in our everyday lives and in the world of work and leisure. They also provide transferable skills and enhance your ability to communicate and appreciate the multicultural world that we live in. All students who study GCSE Spanish will be following the Pearson Edexcel specification. Students are assessed in listening, reading, writing, speaking and translation skills. The course is broken down into five themes and twelve sub-topics taught across Year 10 and Year 11. There are also opportunities to explore Spanish literature, cinema and art.**

**By the end of the course, students will be able to express their thoughts and opinions in Spanish in a spontaneous manner in both spoken and written format.**

### ****Year 10****

**Theme 1: Identity and culture**

**Who am I? relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models**

**Daily life: customs and everyday life; food and drink; shopping; social media and technology**

 **(use of it, advantages and disadvantages)
Cultural life: celebrations and festivals; reading; music; sport; film and television**

**Theme 2: Local area, holiday and travel**

**Holidays: preferences; experiences and destinations, travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping**

**Town, region and country: weather; places to see; things to do**

**Theme 3: School**

**What school is like: school types; school day; subjects; rules and pressures; celebrating success**

**School activities: school trips; events; exchanges**

**Year 11**

**Theme 4: Future aspirations, study and work**

**Using languages beyond the classroom: forming relationships; travel; employment**

**Ambitions: further study; volunteering; training**

**Work: jobs; careers; professions**

**Theme 5: International and global dimension**

**Bringing the world together: sports events; music events; campaigns and good causes**

**Environmental issues: being ‘green’; access to natural resources**

**BTEC Travel and Tourism**

This KS4 qualification focuses on the UK’s third largest employer, the travel and tourism sector. The course is divided into three components:

1 - Travel and Tourism Organisations and Destinations

2 - Customer Needs in Travel and Tourism

3 - Influences on Global Travel and Tourism.

**Components 1 and 2:**

are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

**In component 1**, learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.

I**n component 2**, Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

**Component 3**:

Influences on Global Travel and Tourism requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations, and destination management to travel and tourism contexts.

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

**The Students’ Entitlement**

All students will study the compulsory subjects of English and Mathematics, Science, Geography or History and Core RE. The Academy then provides a range of subjects from which students can select to enhance their curriculum experience.

Every effort will be made to provide the subjects chosen but it must be appreciated that this is not always possible. When this occurs, alternatives will be discussed.



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|  | **Our Guarantee** |

The Academy guarantees to honour its commitment to provide the National Curriculum with an emphasis on Physical Education and opportunities to explore the world of Business.



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|  | **Partnership** |

The students’ needs are the main focal point in our partnership with parents and carers. It is the Academy’s responsibility to ensure that parents, carers and students are properly advised before decisions are reached. In return the Academy expects the support of parents and carers in achieving the best for their children.

The Academy’s guarantee and students’ entitlements are non-negotiable. They are there to protect the interests of the students. Without deviating from this and in the interest of deploying effectively the Academy’s resources, the Academy reserves the right to implement amendments to the subjects’ students might study.