



The Axholme
Academy

Beyond Expectations

Options Booklet 2022-2024



Information for Parents/Carers

Dear Parent/Carer

Your child now has the opportunity to consider the courses which are available to them to study throughout years 10 and 11 (some will begin in year 9).

This means that your child's curriculum will be more personalised and they will have some choice in determining the subjects that they study. These choices should provide a broad and balanced curriculum that will enable them to progress to the next stage of education, training or employment.

This booklet contains information about the courses available. Please read the booklet and support your child's decision-making process to select the courses that are most appropriate for them. You will also find subject information presentations on the website designed to help your child make an informed decision. It is essential to take the time to understand what each course offers, what you are able to select in terms of preferences and what is most suitable for your child. For some students, we will be in contact to discuss a more personalised programme.

It is important to note, however, that at this stage, you are opting for a preference of subject choices. We will make every effort to meet these choices. Some subjects are limited in size due to health and safety reasons and on rare occasions some subject options may not recruit a viable teaching group. It is not always possible for the choices to be guaranteed.

We are here to support you through this process; please contact the relevant person whose details are shown in the contents with any questions and we will be happy to provide any further information. We are committed to supporting pupils through the options preferences process and can provide advice and guidance on any issues.

Yours sincerely



Mrs Spencer-Hall
Progression and Pathways Leader

Contents and contacts

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Computer Science	bcreasy@theaxholmeacademy.com	25-27
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Options Timeline

WB. 24th January 2022	Options materials available online
Tuesday 1st February 2022	Options Assembly (recorded and available online)
Wednesday 9th February 2022	Options Subject drop-in Evening- 5.30-7.30pm
Thursday 10th February 2022	Options form available to submit
Monday 28th February 2022	Options form submission deadline
February/March 2022	Options follow-up conversations with students/parents/carers
Wednesday 20th April 2022	Students begin humanities/technology options
September 2022	Students begin other options

To do list:

1. Look at all of the Options materials available online. Make sure you understand how the Options form will work and how many subject preferences you can make.
2. Watch the Options Assembly and submit questions via Google form to teachers.
3. Plan who you want to speak to and what you are going to ask on Wednesday 9th February at the Options Subject drop-in Evening.
4. Access the Options Google form sent via student email accounts from Thursday 10th February.
5. Submit the Options Google form by Monday 28th February.

Course Overview

<u>Core-Examined</u>	GCSE English GCSE English Literature GCSE Mathematics GCSE Separate Sciences	
<u>Core-Non-examined</u>	Complementary Studies Core PE	
<u>Languages</u>	GCSE French GCSE Spanish	<i>Choice made in September Year 9.</i>
<u>Humanities</u>	GCSE History GCSE Geography GCSE Religious Studies	<i>Choose a 1st and 2nd preference.</i>
<u>Vocational</u>	BTEC Enterprise BTEC Health and Social Care OCR Cambridge National Certificate Sport Science BTEC Digital Information Technology	<i>Choose a 1st and 2nd preference.</i>
<u>Open</u>	GCSE Art & Design: Fine Art GCSE Art & Design: Textile Design GCSE Computer Science GCSE Design and Technology GCSE Food Preparation and Nutrition GCSE Music	<i>Choose a 1st, 2nd and 3rd preference.</i>
<u>Personalised Subjects</u>	Study +	<i>Students will be contacted on an individual basis.</i>

Core Subjects - Examined

English Literature

Examination Board: Eduqas

Component 1: Shakespeare & Poetry

Written exams

2 hr - 40% of examination

Section A (20%) Shakespeare

Romeo and Juliet; OR Macbeth;

One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.

Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

2 hours and 30 minutes - 60% of qualification

Component 2: Post-1914 Prose/Drama, 19th century prose & unseen poetry

Written examination - 2hrs 30 - 60% of examination

Section A (20%) Post-1914 Prose/Drama

An Inspector Calls (Priestley);

One source-based question on a post 1914 prose/drama text

Section B (20%) 19th Century Prose

A Christmas Carol (Dickens) *OR War of the Worlds* (Wells)

One source-based question on a 19th century prose text from the above prescribed list.

Section C (20%) Unseen Poetry from the 20th/21st Century

Two questions on unseen poems, one of which involves comparison.

Note: Learners are not permitted to take copies of the set texts into the examination

English Language

Examination Board: Eduqas

Your child will sit separate GCSE qualifications in English Language and English Literature.

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes | 40% of qualification

• Section A (20%) – Reading

Understanding of one extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

• Section B (20%) – Prose Writing

One creative writing task selected from a choice of four titles

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written examination: 2 hours | 60% of qualification

• Section A (30%) – Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

• Section B (30%) – Writing Two compulsory transactional/persuasive writing tasks

Component 3: Spoken Language

Non-exam assessment: Unweighted

• One presentation/speech, including responses to questions and feedback

• Achievement in Spoken Language will be reported on as part of the qualification, but it will not form part of the final mark and grade

Where could a qualification in English lead?

GCSE English provides a foundation of literacy and oracy which enables students to operate effectively in the real world.

GCSE English at Grade 5 or above is also a necessary requirement for most Level 3 courses.

Gaining a GCSE in English can lead to several progression opportunities. You may decide to undertake further study either in further or higher education.

Almost all jobs and careers require you to have GCSE English Language. The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life.

There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, Public Relations, marketing, and job roles within the media.

Mathematics

Examination Board: Edexcel

Assessment in Mathematics will be examination only and there will be 2 tiers of examination available. The foundation tier will allow students to access grades 1-5 and the higher tier grades 4-9. Examinations will take place at the end of Year 11.

How will it be examined?

Students will sit 3 examinations, one without a calculator and 2 with. All 3 examinations will last for 1 hour and 30 minutes and will contribute equally to the overall grade.

What will be examined?

Students will be examined on topics from the following areas of mathematics.

- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Geometry & Measures
- Probability & Statistics

The weighting of these different subject areas in the examinations is dependent on the tier of entry with algebra being particularly important at higher tier. Students will not only be examined on their ability to use and apply standard techniques but also their ability to reason, interpret and communicate mathematically and their ability to use mathematics to solve problems. Students will be expected to recall the majority of formulae that they need to use.

What will students need?

Throughout KS4, as in KS3, students will be expected to demonstrate a mature and positive attitude towards developing their mathematics and should be correctly equipped for all mathematics lessons. This includes having their own scientific calculator to use whenever required. We would recommend the Casio fx-83GT Plus or the Casio fx-85GT Plus.

Independent Learning

Students will be required to participate in learning outside of their timetabled lessons. Teachers will set independent learning tasks each week and these will be a mixture of paper-based and online activities which provide students with an opportunity to practise learning which has taken place in the classroom or extend their learning beyond this. Students can seek help with these tasks from their mathematics teacher during lunch times and there are computers available in the academy for students who wish to complete online activities in school time. In the lead up to examinations independent learning tasks may take the form of past examination papers. Extra support will be available to students in school during these times either at lunchtimes or during period 6.

Where could a qualification in Mathematics lead?

For most employers, having a good grasp of maths puts you ahead of other applicants; from designing games to plumbing, midwifery to engineering, maths opens doors.

GCSE Mathematics at Grade 5 or above is also a necessary requirement for many Level 3 courses.

Gaining a GCSE in Mathematics can lead to several progression opportunities. You may decide to undertake further study either in further or higher education.

Learners achieving grades 7 – 9 are well equipped to continue their studies in maths at A-level.

JOBS THAT INVOLVE MATHS

New for 2022: Key Information

At The Axholme Academy, we believe that all students should have access to a broad, rich and balanced curriculum. From this year, students who are currently in Year 9 will all study the Separate Science content into years 10 and 11.

Once we have finished teaching the course content, which we aim to complete in February 2023 (in Y11), students will either:

1. Sit all six papers to receive 3 separate GCSE grades.
2. Sit four papers made up of either:
 - Biology papers 1 and 2 and Chemistry papers 1 and 2 to receive 2 separate GCSE grades.
 - Biology papers 1 and 2 and Physics papers 1 and 2 to receive 2 separate GCSE grades.
 - Chemistry papers 1 and 2 or Physics papers 1 and 2 to receive 2 separate GCSE grades.

The decision on the above will **only** be made when the content is complete and will be based on assessment data, further education preferences and possible future career aspirations. This decision will take place in consultation with parents, students and their teachers' insight.

Science

Examination Board: AQA

Biology

Biology GCSE: This is a separate award and is equivalent to one GCSE.

Summary of content:

- **Cell biology**
- **Organisation**
- **Infection and response**
- **Bioenergetics**
- **Homeostasis and response**
- **Inheritance, variation and evolution**
- **Ecology**
- **Related practicals and scientific enquiry skills**
- **Maths for Science**

Engaging biology practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are 8 required practicals to complete over the two year course.

Examinations: GCSE Biology exams are terminal. This means that students will sit two exam papers in total, at the end of year 11. Each paper will assess the different topics: Paper 1 consists of questions on topics 1-4. Paper 2 consists of questions on topics 5-7.

The duration of each exam paper is 1 hour 45 minutes. Tiers include Foundation and Higher. The papers are equally weighted, each is worth 50% of the grade and has 100 marks. Types of question include multiple choice, structured, closed, short answer and open response.

Science

Examination Board: AQA

Chemistry

Chemistry GCSE: This is a separate award and is equivalent to one GCSE.

Summary of content:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
- Related practicals and scientific enquiry skills
- Maths for Science

Engaging chemistry practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are 8 required practicals to complete over the two year course.

Examinations: GCSE Chemistry exams are terminal. This means that students will sit two exam papers in total, at the end of year 11. Each paper will assess the different topics: Paper 1 consists of questions on topics 1-5. Paper 2 consists of questions on topics 6-10.

The duration of each exam paper is 1 hour 45 minutes. Tiers include Foundation and Higher. The papers are equally weighted, each is worth 50% of the grade and has 100 marks. Types of question include multiple choice, structured, closed, short answer and open response.

Science

Examination Board: AQA

Physics

Physics GCSE: This is a separate award and is equivalent to one GCSE.

Summary of content:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics
- Related practicals and scientific enquiry skills
- Maths for Science

Engaging physics practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are 8 required practicals to complete over the two year course.

Examinations: GCSE Physics exams are terminal. This means that students will sit two exam papers in total, at the end of year 11. Each paper will assess the different topics: Paper 1 consists of questions on topics Energy; Electricity; Particle model of matter and Atomic structure. Paper 2 consists of questions on topics Forces; Waves; Magnetism and electromagnetism and Space physics.

The duration of each exam paper is 1 hour 45 minutes. Tiers include Foundation and Higher. The papers are equally weighted, each is worth 50% of the grade and has 100 marks. Types of question include multiple choice, structured, closed, short answer and open response.

Where could a qualification in Science lead?

Primarily this subject can give students the foundation knowledge they need to go onto BTEC ,AS and A2 level courses.

The career options and possibilities are limitless such as -

Medicine, Dentistry, Veterinary, Physicist, Biochemistry, Botanist, Engineering, Astronomy, Medical Research, Climate Scientist, Oceanographer, Sports Scientist, Zoologist, Pharmacist, Nuclear Engineer, Geneticist, Marine Engineer, Forensic Scientist, Education Laboratory Technician, Teaching, Lecturing, Ecologists, Acoustics Consultant, Archaeologist to name a few.



Core Subjects - Non-Examined

Complementary Studies

We believe that a well-planned, coherent and effective PSHE and Citizenship education programme will develop and enhance students' behaviour and safety by providing them with the accurate information required to make informed choices about themselves and their spiritual, moral, social and cultural development. It can also underpin the development and application of a wide range of skills and thereby have a positive impact on academic achievement. Together these will prepare students for the next stage of education, for future employment and life.

All students will follow a personal, social, health and citizenship education course (PSHCE) and a vocational guidance programme, which includes:

- A PSHE course which focuses on building self-awareness, positive self-esteem and confidence and includes respecting diversity, relationships and sex education, drug education, personal safety, emotional wellbeing and financial capability.
- A Citizenship course which aims to give students the knowledge, skills and understanding to play an effective role in society at local, national and international level and includes modules on social and moral responsibility, law and order, government and democracy, local and wider communities as well as charities and sustainable development.
- A comprehensive RSE programme which allows students the opportunity to explore puberty, sexuality, healthy and safe relationships and sexual health within a safe and supportive environment.
- An introduction to work course, which prepares students for the years directly after secondary education, giving them an insight into the knowledge and skills they will need to apply for further courses and apprenticeships and includes job seeking and interview skills, health and safety in the workplace, one week of work experience, work simulation or community service in Year 10, a series of skill sessions looking at progress and opportunities post-16, career planning and finally revision skills.
- An RE course including topics such as rites of passage, places of worship, pilgrimage and the problem of evil.

Independent Learning requirements

Students will be required at various points throughout the course to go away from the classroom and think about the issues raised in class and re-evaluate their own feelings, attitudes and opinions. This may or may not take the form of written tasks. On a practical level, students must be prepared to be proactive in finding a work experience placement, use work and revision skills appropriately and complete background research and applications for further education. These activities will be directed by the teacher as and when required.

PE

All students continue to take part in PE and Games activities. The KS4 curriculum builds on the prior learning from KS3. Students continue to have the opportunity, through different options, to take part in a range of team and individual games activities including football, hockey, badminton, rounders and cricket as-well as games such as table tennis and volleyball which are not studied in as much depth at KS3. The opportunity continues to exist to take part in individual and team challenges within outdoor activities and athletics.

Students are also challenged to develop their health and fitness and take part in physical activities which they can continue with beyond their school days. There may be opportunities to participate in these activities outside of The Axholme Academy. Students are taught how to improve their personal fitness and sessions can include circuit training, resistance training, aerobics and dance.

Within KS4 Physical Education, students are encouraged to take on leadership roles in lessons. They are expected to officiate games and organise different activities with reduced support from staff. Some students will have the opportunity to lead sessions for other students and their peers, whilst others may become involved in assisting with the numerous events held by the PE Department throughout the year.

Physical Education at KS4 is less rigid than at KS3 with activities tailored to the interests and needs of the students in order to prepare them to be involved in lifelong physical exercise.

Options Subjects

Art & Design: Fine Art

Examination Board: AQA

Work produced for this qualification will demonstrate the use of visual elements and creative skills.

The GCSE Art & Design course is made up of two components.

Unit 1: Portfolio of Work (60% of the marks)

Students produce work for their portfolio during Years 10 & 11. They must submit **more** than one project demonstrating an ability to sustain work from initial starting points through to a final outcome, which includes meaningful links with the work of other artists.

Unit 2: Externally Set Task (40% of the marks)

Students are required to produce a personal outcome in response to **one** of the starting points set by the Exam Board in their final year of the course. Preparation time to develop ideas is followed by a total of 10 hours to produce a final outcome under exam conditions.

Assessment

Students must demonstrate their ability to:

- Develop ideas from research undertaken as a response to a given starting point. This will include investigating the work of other artists from Western and non-Western cultures.
- Refine ideas through experimenting with a range of media and techniques.
- Record ideas and observations through drawing, painting, collage, photography, 3D media, etc.
- Present a personal, informed and meaningful outcome.
- The awarding body for this course is AQA.

Independent Learning

In addition to timetabled Art lessons, students are expected to develop their coursework projects and prepare for the Externally Set Task in their own time, so that they can produce in depth research and develop ideas fully. The Art room is open for half an hour most lunch times, and for an hour after school at least once a week. As part of their independent learning, students are encouraged to visit local (and if possible, national) art galleries at weekends/holidays to support investigations into the work of other artists.

Art & Design: Textile Design

Examination Board: AQA

The course offers students a wide range of creative and exciting opportunities to explore a variety of textile techniques with reference to contemporary artists and fashion designers. For example, Art Textiles, Fashion Design and Illustration, costume design, constructed textiles, printed and dyed textiles, stitched and/or embellished textiles and digital textiles.

Students considering Textiles at GCSE should have a real interest in the subject. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week. This is a full GCSE and students will be graded 1-9.

Students complete a coursework portfolio worth 60% of their final mark. Through their work students will record ideas through mark making, photography and a wide variety of textile techniques. For this portfolio students will work in sketch books and explore two briefs:

- 'Botanicals' which focuses on surface pattern experimenting with different printing and dyeing processes
- 'Structures' taking architecture and or the Human body as the theme developing textile outcomes including applique, 3D pattern development and fabric manipulation.

They will develop their skills in these areas through a variety of samples and will learn how to effectively use materials to produce increasingly skilled and expressive pieces.

They will also develop their own ideas by exploring the work of contemporary artists, textile and fashion designers and producing appropriate responses. They will experiment in a range of media from digital printing, screen printing, block printing, knitting, weaving, free hand machine embroidery, textile embellishments, dyeing, surface pattern, disperse dyeing and constructed textiles to creative pattern cutting. Projects develop from a single starting point in a variety of directions, exploring a wide range of expressive techniques. Students conclude their project by producing a relevant final piece, usually a fashion garment. The coursework portfolio and exam are marked against four assessment objectives that represent all aspects of the course evenly including textiles techniques, artist's research, use of media and final piece.

Art & Design: Textile Design

Examination Board: AQA

At the end of the course students sit an externally set exam worth 40% of their final mark. Students receive an early release paper with a selection of titles to choose from. Like their coursework, these titles are starting points for a project. Students respond to these in the same way as they do with their coursework producing drawings, mark makings and photographs of relevant objects, researching and responding to relevant Artists and designers, and exploring ideas through a variety of media. This period of preparation begins in January and the work produced in and out of class is worth 30% of their final mark. Students then produce a relevant final piece during a 10-hour exam (held over 3 sessions under exam conditions over March and April of Y11) worth the remaining 10% of their mark.

This course is part of the Art and Design qualifications, as such you could not take both Textiles and Fashion and Art and Design. As this course is part of Art and Design remit, textiles students will have the opportunity to go on all of the Art trips ran by the Art department.

For this course we will be asking for a contribution of £15 each year towards sketchbooks and contributions to materials.

Where could a qualification in Art & Design lead?

Employment in the UK's creative industries is the fastest growing in the UK and the second largest industry after finance. 1 in 11 jobs in the UK are in the creative industries with over 3 million people employed across the sector. This makes studying on an Art & Design programmes very desirable.

The Art and Design courses are structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary artists and designers to express their own ideas. It is an excellent grounding for further study of fashion, textiles design, art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

Students that study on an Art & Design course acquire employability skills that are highly sought after by all employers; problem solving, team work, initiative and enterprise, independence, adaptability and coping with uncertainty to name just a few.

After completing an art and design course, students can go on to pursue careers as an architect, animator, community arts worker or administrator, exhibition designer, fine artist, graphic artist, illustrator, printmaker, production designer, interior designer, fashion designer, or textile designer.



Computer Science

Examination Board: AQA

This course gives an insight into what goes on 'behind the scenes' in computing, including a real, in-depth understanding of how computer technology works.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who've taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their peers who are picking up the subject at these levels.

Independent Learning

Throughout this course students are expected to work independently inside and outside of lessons. During lessons students must remain disciplined when programming in order to solve problems and fix coding errors.

Students are expected to spend time coding outside lessons to embed the skills covered during lessons. During Year 10 students complete weekly Computational Thinking ILTs and during Year 11 students will develop a range of algorithms complete practice exam questions for ILTs.

Course Content

Topics covered within this course are:

3.1 Algorithms	3.5 Computer networks
3.2 Programming	3.6 Cyber security
3.3 Data representation	3.7 Relational databases
3.4 Computer systems	3.8 Ethical, legal and environmental impacts

Computer Science

Paper 1: Computational thinking and programming skills

What's assessed

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

How it's assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.



Paper 2: Computing concepts

What's assessed

The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Where could a qualification in Computer Science lead?

Technology is being used by more people for more purposes. With the continued development of artificial intelligence and 'big data' collected online, there is a global shortage of programmers and data analysts to spearhead these developments. Due to this shortage, careers in ICT sectors are incredibly rewarding and very well paid.

GCSE Computer Science provides the ideal foundation for young people looking to progress into any ICT related role. Students can progress onto A Level or a vocational equivalent qualification with clear progression into a related careers path. Students who decide not to study Computer Science post-16 will develop a fantastic understanding about how computers work which is sure to serve them well in the future.



Choosing GCSE
Computer Science

Design and Technology

Examination Board: AQA

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

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

This GCSE course gives students the opportunity to gain experience in identifying, considering and solving problems through design based work through the use of varied materials. There is an assessed project which follows an iterative design process.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work.

This GCSE course is graded in the 1-9 grading system and is a more academic choice for students wanting to go onto higher and further education in this field.

Assessment.

- **Written exam: 2 hours · 100 marks · 50% of GCSE**

Questions

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles and a 12 mark design question.

What's assessed?

Practical application of:

-Core technical principles, Specialist technical principles, Designing and making principles.

- **Non-exam assessment (NEA): 30–35 hours approx- 100 marks- 50% of GCSE**

Task

- Substantial design and make task
- Assessment criteria:
 - Investigating
 - Designing
 - Making
 - Analysing and Evaluating working prototype
 - Portfolio of evidence

For this course we will be asking for a contribution of £15 each year towards materials and folders.

Where could a qualification in Design and Technology lead?

Students who achieve a grade 5 or above would be well prepared to study A level Design and Technology (Product Design), a popular and successful course. This can lead to Apprenticeships and Higher Education institutions

Career opportunities:

Designer, Architect, Engineer, Construction site manager, Product tester, Retail, Buyer, Material engineer, CAD designer, CAM technician, Education



**WHAT IS D&T...
and why do we need it?**

Digital Information Technology

The BTEC Tech Award in Digital Information Technology gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The course has two internally assessed components, and one that's externally assessed:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

As digital technologies and organisations continue to evolve, each new development offers new and exciting ways of completing tasks and interacting with our hardware devices and opens a new project with a new set of user requirements that needs to be solved. User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users can interact positively with their hardware devices.

In this component, you will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. You 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.

- Understand interface design for individuals and organisations
- Be able to use project planning techniques to plan, design and develop a user interface
- Be able to review a user interface.

Component 2: Collecting, Presenting and Interpreting Data

In order to make decisions, organisations collect vast amounts of data from a range of different sources. They need to use appropriate data-collection methods and ensure that the data is of sufficient quality to enable decision making. Data must then be converted into information to allow it to become useful. Even when data has been converted into information, it will not provide any conclusions on its own. It is up to the data user to be able to look at the information and draw conclusions, so how the information is presented is key to ensuring that effective and accurate decisions are made.

In this component, you will learn the different data manipulation tools that can be used to change the way that data is presented. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You 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. You will develop your understanding of how to represent information in different ways to give it more meaning.

- Understand how data is collected and used by organisations and its impact on individuals
- Be able to create a dashboard using data manipulation tools
- Be able draw conclusions and review data presentation methods.

Digital Information Technology

Component 3: Effective Digital Working Practices (External Assessment)

Modern organisations are increasingly reliant on the use of digital systems to complete every day, business-critical tasks. The development of these systems has presented organisations with many opportunities to work in new, inventive and flexible ways to achieve their aims. The systems have also brought new challenges and a range of responsibilities.

This component will give you 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 you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You 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.

You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems.

In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.

- Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology
- Demonstrate an understanding of facts, terms, processes and issues in relation to digital information technology
- Apply an understanding of facts, terms, processes and issues in relation to digital information technology
- Make connections with the concepts, issues, terms and processes in digital information technology

Where could a qualification in ICT lead?

You can go onto 6th form, apprenticeships or work (IT junior roles).

IT career options include: e.g Web designer, Systems analyst, Computer games developer, Cybersecurity Analyst. You can also seek for employment in the media (broadcast engineer, multimedia broadcaster, sound technician) military (armed forces technical officer, intelligence officer, satellite technician) or finance (credit analyst, commodity broker, financial risk analyst).

Enterprise

The BTEC Tech Award in Enterprise gives learners the opportunity to develop sector-specific applied knowledge and understanding through realistic vocational contexts.

Students will have the opportunity to develop applied knowledge and skills in the following areas:

- knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge
- development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.

The course has two internally assessed components, and one that's externally assessed:

Component 1: Exploring Enterprises

Students will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful.

Students will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

- Understand how and why enterprises and entrepreneurs are successful
- Understand customer needs and competitor behaviour through market research
- Understand how the outcomes of situational analyses may affect enterprises.

Enterprise

Component 2: Planning and Presenting a Micro-Enterprise Idea

Students will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

- Choose an idea and produce a plan for a micro-enterprise idea
- Present a plan for the micro-enterprise idea to meet specific requirements
- Review the presentation of the micro-enterprise idea to meet specific requirements.

Component 3: Marketing and Finance for Enterprise (External Assessment)

Students will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Students will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

- Knowledge: Demonstrate knowledge of marketing terms and principles and financial information in relation to a given enterprise
- Understanding: Demonstrate understanding of marketing terms and principles and financial information in relation to a given enterprise
- Analyse and interpret marketing information and financial data, making connections to inform solutions
- Evaluate marketing and financial information in context to make reasoned judgements and decisions
- Perform procedures

Where could a qualification in Enterprise lead?

Enterprise can be the gateway into a number of great career choices: as well as being a fascinating subject in its own right, it is a useful subsidiary subject alongside almost any degree course at university.

Some common courses to combine with Business are Law, Accounting, Economics, Journalism, English, ICT and Engineering. Business is a favoured Bachelor Degree for universities recruiting to MBA (Master of Business Administration Degree) courses which lay the foundations of a career in management within all sorts of exciting industries.

Food Preparation and Nutrition

Examination Board: AQA

This exciting GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The GCSE will be graded 1-9. This is a more academic course that has many links to Science.

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macronutrients, micronutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food
3. **Food safety** – Food spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

Course components

Written Paper – 50% -The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

Food Investigation – 15% -Students' understanding of the working characteristics, functional and chemical properties of ingredients are assessed through research and experimentation. Students will submit a written report (1,500 – 2,000 words) including the photographic evidence of the practical investigation.

Food Preparation Assessment – 35% -Student' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio including photographic evidence.

Students who wish to take this course need to consider that they will be expected to bring in their own ingredients to cook with each week. The recipes that students will be cooking are depicted by the theory of food students will be learning alongside their cooking skills. There will be a chance for students to cook their own choices of dishes also.

For this course we will be asking for a contribution of £10 each year towards dry store ingredients, ingredients for experiments and folders.

Where could a qualification in Food Preparation and Nutrition lead?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines.

For more information on food careers please visit www.tastycareers.org.uk

Geography

Examination Board: AQA

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

The course will be broken down into 3 papers, all of which are examined.

Paper 1 - Living with the physical environment (Currently worth 35% and lasting 1hr and 30 minutes)

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

- **The challenge of natural hazards** – this includes topics like earthquakes, volcanoes, weather hazards like tropical storms and climate change.
- **The Living World** – this includes topics like tropical rainforests, ecosystems and hot or cold environments.
- **Physical landscapes in the UK** – this includes topics like coastal, river and glacial landscapes

Paper 2 – Challenges in the Human Environment (Currently worth 35% and lasting 1hr and 30 minutes)

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

- **Urban issues and challenges** – includes topics like urban growth and population and sustainability
- **The changing economic world** – includes topics like the development gap and the economic future of the UK
- **The challenge of resource management** – this includes topics like food, water and energy.

Paper 3 – Geographical Applications (Currently worth 30% and lasting 1hr 15 minutes)

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. A pre-release resources booklet will be made available 12 weeks before the Paper 3 exam. There will be one section about critical thinking and problem solving and another element will be fieldwork.

- Question types: multiple-choice, short answer, levels of response, extended prose and there will be no tiered entries; all students sit the same paper.

This qualification is linear, meaning that students will sit all their exams at the end of the course.

Where could a qualification in Geography lead?

Geography is a broad based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. If you choose to take geography on to university there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of geography will probably surprise you.

Careers are broad and diverse but could include: Mapping patterns in anything from global pandemics, to crime to international trade / Urban landscape architecture / Environmental law / City planning (location of new stores) / Civil service (government advisors) / Education / Armed forces / Geoscience (search for minerals and hydrocarbons) / Travel and tourism

#ChooseGeography

Health and Social Care

This BTEC qualification consists of three components which give learners the opportunity to develop a broad knowledge and understanding of Health and Social Care at Levels 1 and 2.

The course is generally aimed at students thinking of working in the early years, health or social care sectors. However, much of the subject matter is of value to anyone interested in a career dealing with people, as it provides a means to understand the influences that help us become the people we are, as well as offering opportunities to develop attitudes, essential skills and techniques, as well as personal qualities which may be useful when communicating with others.

Component 1: Human Lifespan Development:

- human growth and development across life stages
- factors affecting growth and development
- different types of life event
- coping with change caused by life events

Component 2: Health and Social Care Service and Values:

- health services
- social care services
- barriers to accessing services
- skills and attributes in health and social care
- values in health and social care
- the obstacles individuals requiring care may face
- the benefits to individuals of the skills, attributes and values in health and social care practice

Component 3: Health and Wellbeing (external assessment):

- factors affecting health and well being
- interpreting health indicators
- person centred approach to improving health and wellbeing
- recommendations and actions to improve health and wellbeing
- barriers and obstacles to following recommendations

Independent Learning Requirements

- **Components 1 and 2 are assessed by externally set coursework completed within a specific period of time under controlled conditions. Component 3 is assessed by external examination.**

Students will be set a range of independent learning tasks throughout the course. During the taught elements of each component, these tasks may include research requiring access to the internet, written tasks or self-evaluation. During periods of coursework, students will not be expected to work on assessment tasks away from the classroom. However, substantial preparation will be required prior to each internally assessed component and prior to the examination in Component 3.

Where could a qualification in Health and Social Care lead?

The course prepares students for a career in people focused professions such as a care worker, social worker or outreach worker. Level 3 Health and Social Care is offered at local Further Education providers.

Linked Careers include:

- Nursing
- Hospital management
- Childcare
- Psychologist
- Social Work
- Teaching
- Other professions within hospitals, schools and nurseries.



What can I do with Health & social care?



History

Examination Board: AQA

The Exam

Paper 1	Germany 1890-1945: Democracy and dictatorship Conflict and tension in Asia 1950-1975.	- 1 hour exam - 1 hour exam
Paper 2	Britain: Health and the People 1000 AD to the present Norman England 1066-1100	- 1 hour exam - 1 hour exam

The Course

Paper 1

- **Germany 1890-1945: Democracy and dictatorship**

This course looks at the transformation of Germany from the monarchy under Kaiser Wilhelm II, struggling to become a world power and faced with growing tension at home; through the First World War and the attempt to build a new Democracy in the 1920s. It moves to the World Wide depression which saw the Hitler take over and examines how the Nazis tried to change Germany and how World War 2 changed the Reich.

- **Conflict and tension in Asia 1950-1975**

This looks at the Cold War between USSR / China and the USSR and how it was fought out in Asia. It begins with the Korean War and looks at how the USA created a United Nations Coalition to oppose North Korea's invasion of the South. It moves on to examine the Vietnam War and looks at both the conflict in Asia and the growth of the Peace Movement in America.

Paper 2

- **Britain: Health and the people 1000 AD- the present day.**

This course looks at the big themes of religion, chance, government, science and war in promoting and hindering health care. It examines the Middle Ages, when health care stood still, the Renaissance, where new methods were cautiously adopted; the Victorian era, where understanding of germs led to major breakthroughs in Industrial Cities which needed them and the Modern Age.

- **Norman England 1066-1100**

Why did William invade? How did he seize control of England? These are two of the topics this course looks at as well as how the Normans transformed the social, economic and Religious landscape of England. Students will study a particular site connected to the period.

Where could a qualification in History lead?

A qualification in history can lead directly to a career in the heritage or museum industry. However, the key skills developed throughout the course can be transferred to almost any career as you will constantly be constructing arguments and explanations to justify an opinion or viewpoint. Employers want workers who can evaluate evidence and make informed decisions and judgements based on fact.

These skills are particularly useful in careers involving:

- Law
- Politics
- Researcher
- Teacher
- Civil service
- Author
- Journalism
- Data analyst



Why study history?

Languages

Examination Board: AQA

Students opted for French or Spanish at the beginning of Year 9 and will continue with this language into years 10 and 11.

Learning a language helps you to develop language and communication skills. You also obtain other skills such as adaptability, imagination and resilience. It can boost your ability to solve problems under pressure too.

There are three themes studied at GCSE as part of the course:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

There are four skill areas covered: Listening, Speaking, Reading and Writing. Students will sit all elements at the same level, either higher (5-9) or foundation tier (1-5).

Listening

-25% of the final grade.

-assessed by an examination (35 minutes Foundation or 45 minutes Higher)

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Target Language, to be answered in Target Language or non-verbally

Speaking

-25% of the final grade.

-assessed by an examination at the end of the course lasting 7–9 minutes (Foundation Tier) + preparation time and 10–12 minutes (Higher Tier) + preparation time

Reading

-25% of the final grade.

-assessed by an examination (45 minutes Foundation or 1 hour at Higher)

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Target Language, to be answered in Target Language or non-verbally

Section C – translation from Target Language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Writing

-25% of the final grade.

The foundation and higher tier differ in structure with writing but both include a translation from English into Target Language (35 marks for Foundation and 50 words for Higher) and questions where students are expected to write a particular number of words without a dictionary or other resources.

Where could a qualification in Languages lead?

Gaining a language qualification at GCSE level should increase your employment prospects and consequently your salary as British companies need to communicate to trade abroad. It will also enable you to study French further in the Sixth Form and to consider a course at university involving a language or even a year abroad where you can put your language skills to good use.

There are many opportunities at university which involve languages, not just as a languages Honours degree but also as Joint Honours or as a stand alone module in combination with Business, Engineering, Law, Media, Economics, Geography, Human Resources Management, Fashion, History of Art, Education ... even Medicine!

Being able to communicate in a modern foreign language is increasingly useful for careers in industry, technology and engineering, as well as many aspects of business



7 REASONS
TO LEARN
LANGUAGES

Music

Examination Board: AQA

GCSE Music is designed to allow the study of music through the integration of performing, composing, and listening & appraising, with opportunities to use music technology (including DJing). It recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music: Western Classical, Pop & Rock, Film and Game music, Musicals, Blues, Fusion, Folk, Minimalism and more. This flexibly structured course allows students to capitalise on their different interests. It gives students the opportunity to make music, both individually and in groups, to develop a lifelong interest in music, and to progress to further study.

Course structure

Component 1 - Listening and Appraising: 40%

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.

There are four areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

Students listen to and learn about music from these 4 areas, their learning culminates in an end of course listening exam where students will answer questions on unfamiliar pieces.

For 2 areas of study students will critically appraise the music from the specified study pieces and answer questions on these in the end of course exam.

Component 2 - Performing: 30%

This component is internally assessed through:

- Performance 1: Solo Performance
- Performance 2: Ensemble Performance

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

Students do not need to already play an instrument as students can learn during the GCSE music course, music technology options are available (including DJing), as well as more traditional instruments and singing.

Component 3 - Composing: 30%

This unit is internally assessed through:

- Composition 1: Composition to a brief (set by the exam board)
- Composition 2: Free composition

Compositions can be composed in any style or genre to best reflect the skills, strengths and interests of the individual students.

The combined duration of the compositions must be a minimum of 3 minutes

Where could a qualification in Music lead?

This course will give you the skills to study a Music course at post-16 leading onto studying Music at University.

This course will give you foundational skills for a career in the Music and performing arts industry. Studying Music gives transferable skills valuable for any workplace.

Career examples include: Sound engineering, music technician, entertaining and performing, session musician, music production, publishing and journalism, gaming, bioacoustics, teaching, music therapy, film and television work.

Why study music?

Religious Studies

Examination Board: AQA

25% of the course will be based on beliefs, teaching and practices of **Christianity**.

25% of the course will be based on beliefs, teaching and practices of **Judaism**.

These 2 components will be assessed together in an exam of 1 hour 45 minutes, at the end of year 11.

The other **50% of the course** will focus on the following **religious, philosophical and ethical themes**.

- Religion and life.
- The existence of God and revelation.
- Religion peace and conflict.
- Relationships and families.

This will also be assessed in an exam of 1 hour 45 minutes, at the end of year 11.

Independent Learning

Students will be expected to complete all the work in class, and to catch up on the work of any lessons they have missed.

There will be one independent learning task set each week, which will usually be revision or exam questions.

Where could a qualification in Religious Studies lead?

Religious Studies can lead to a wide range of career opportunities. It is particularly valued for careers that involve meeting different people regularly. The most common career areas for students of religious studies include the NHS; the civil service; youth and social work, advertising, investment and banking, law, politics, business, the creative industries, the charity sector, publishing and journalism, and education.

The skills developed in studying religions are increasingly in demand in a complex, connected, global world. They help us to understand ourselves, our society, and the world. In a world where many future jobs do not currently exist, Religious Studies allows students to demonstrate their flexibility and thinking skills to future employers.

Case Study: The career benefits of studying Religious Studies

Sport Science

Why choose Sport Science? This course is best suited to students who have a keen interest in sport and want to develop a greater knowledge of the science behind the performer and apply this in practical scenarios. Elite sport has embraced Sport Science disciplines wholeheartedly in the past few years. Natural talent is key when producing outstanding performance but this is now supplemented with every small detail of an athlete's training programme, nutrition, rest time, technology, environment and psychology in the pursuit of excellence.

What will I study and how will I be assessed? You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

- **R180: Reducing the risk of sports injuries and dealing with common medical conditions.** This is assessed by an exam (70 marks). By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.

- **R181: Applying the principles of training: fitness and how it affects skill performance.** This is assessed by a set assignment (80 marks). By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

The two optional units are:

- **R182: The body's response to physical activity and how technology informs this.** This is assessed by a set assignment (40 marks). By completing this unit you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems.

- **R183: Nutrition and sports performance.** This is assessed by a set assignment (40 marks). By completing this unit you will gain an understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

Expectations

Students choosing Sport Science are required to be 100% committed to the course, both in theoretical and practical learning. It is also assumed that students will have a keen interest in the Sport Science behind elite sports performance. Meeting deadlines with coursework is essential. Independent learning will regularly take place and will be frequently set for completion outside the classroom. This course is extremely rewarding, interesting and current.

Where could a qualification in Sports Science lead?

This course is a fantastic stepping stone for anyone wanting to study PE and Sport Science during further education and local Further Education providers encourage this.

It is useful for students who are interested in a career in sport. This includes jobs such as a sports coach, sport scientist, personal trainer, PE teacher, sports administrator, leisure management, sport psychologist, physiotherapist and dietician.

A lot of these jobs now exist within elite sport and are a great way to pursue a career in sport at this level.

Personalised Subjects

Study Plus

What is Study Plus?

Study+ is an intervention study group for students who may require additional support with their studies.

Within the taught lessons there is a focus on developing the skills needed to be an independent learner. This is achieved through a series of projects which can be tailored to the interests of the group. Study skills to be successful in lessons such as note taking, use of alternative technology, and successful group work are also practiced along with research, revision and exam skills. Emphasis is placed on the 6R's throughout the 2 years in order to promote independent study. Those students with exam access arrangements are taught to use these effectively.

All specific skills are taught using the subject specifications of those that are studied by the group meaning that everything is related to the students revision. No two programmes are the same with each being personalised to the students in the group.

Additionally, subject specific skills can be re-taught and re-phrased where required. Literacy skills are also promoted throughout.