



Grangefield School & Technology College

Pathways

2007

The 14 – 19 CURRICULUM

You may well have read and heard details about changes at National Level which will impact on the curriculum of learners in the 14 to 19 age group.

Significant aspects include:

- A more personalised approach – not all pupils following similar routes
- The development of pathways – into jobs, careers, training, further education. Pathways which can be continued at college and apprenticeships or whilst at work
- A flexibility for pupils to access specialised courses, college-based courses, extended work experience placements

For many years, almost all pupils at Grangefield have followed a very similar curriculum and a very similar timetable. Pupils in Year 9 have always made a small number of option choices giving them an input into their KS4 curriculum.

From September 2007, the choices process will look somewhat different with pupils following one of three pathways. Within those pathways, subject titles will be very similar to those offered in the past – but the whole package offered through each route will have distinctive differences.

For some students, a package of twelve GCSE examination subjects is appropriate and fits the needs of those young people, for others, the ability to concentrate on certain specialist subjects for longer periods will help towards pursuing further study in that area. For some students developing skills through extended work experience placements may help secure the qualifications/experience necessary to secure a chosen job or career.

The diagram below gives an outline of the three pathways – the subjects offered and the time for each subject. I must be careful not to mislead you at this point. Some pupils may be particularly suited to certain pathways and definitely not suited to others. Pupils have already completed a questionnaire which gives some guidance as to which route suits the wishes and needs of each youngster. If we felt the choice of route was very inappropriate we would ask to speak with you – not to force the pupil into a choice, but to make sure all the implications were understood.

Our aim is to encourage pupils into choices which bring about increased engagement, enjoyment, and achievement. For too long, too many young people have suffered from a lack of those three elements.

g	f	s

Why g, f, s? – **G**range**f**ield **S**chool

Within routes g, f and s there are still options to be made and following pages give detailed accounts of those options. Please study the booklet and when you feel you have enough information, help your son/daughter to complete the First draft of the choices form. This will not hold anyone into final choices, but will help us to know which courses may be over or under-subscribed.

On Parents' Evening , Thursday 15th February, 2007, there will be a 30 minute explanation of pathways, choices and courses – at 5.00 p.m. and again at 6.00 p.m. You many want to use one of those sessions before making any final decisions.

We genuinely look forward to working with you and your son/daughter on choosing courses which provide solid foundations for the future.

Any questions on Pathways and Options should be directed to Miss Stephenson (Head of Year), Mr Heath (Assistant Headteacher), Mrs Chambers (Head of Maths) or Mr Mansfield (Head Teacher).

A Mansfield
Head Teacher

ENGLISH

Exam GCSE AQA – A

- English is a compulsory subject, all pupils take part in a two year course which leads to entry for the GCSE examination. The majority of pupils are involved in a second GCSE examination, English Literature which leads to many pupils gaining a second GCSE exam.
- The English course is based upon developing a variety of skills centred upon communicating information from the written and spoken word.
- Pupils who work to develop their communication skills often make greater progress in other subjects because of these skills.
- The final grade for the English Language exam is made up from a mixture of coursework, 40% and examination, 60%. The Literature exam is made up from coursework, 30% and examination, 70%. Pupils entered for the two subjects will sit three exams, pupils who are entered only for Language will sit two exams.
- There are two levels of entry for both Language and Literature exams. The Higher level exam is the more difficult, pupils can gain a grade A* - D, however if pupils do not gain a D they are graded as unclassified. Pupils who are entered for the Foundation level can be awarded a grade C – G.
- Pupils can continue their English studies when they leave Grangefield by studying the subject or subjects at 'A' level and beyond.
- English is an important subject and the majority of employers see a good grade at GCSE English as a very positive indication of a pupil's ability.

MATHEMATICS

COURSE OPTIONS

GCSE Mathematics at Key Stage 4 is compulsory for all students.

COURSE CONTENT

Mathematics continues on from the skills covered in Key Stage 3, in the four areas of Number, Algebra, Shape and Space and Data Handling.

Students follow the OCR modular mathematics course, which consists of a number of modules, increasing in difficulty, which are assessed during the course.

The course has been designed to meet the needs of the National Curriculum and to provide skills that will be useful in later life.

There are 2 tiers of entry: Higher, which covers grades A* - C and Foundation, which covers grades C – G.

QUALIFICATIONS/ASSESSMENT

All students study for a full GCSE qualification in mathematics.

The qualification consists of modules and a terminal examination.

There are 10 modules available, with each aimed at specific grades. These range from G and below for M1 up to A* for M10. Students usually take 3 modules – in January and June of Year 10 and then in March of Year 11.

They are entered for the most appropriate modules and tier based on their NC level in Key Stage 3 and their subsequent progress in Key Stage 4.

There is not longer a coursework element in the course.

WHAT THE COURSE COULD LEAD TO

This course provides students with an opportunity to gain a valuable qualification often requested by employers and colleges. Numeracy, which is a large part of the GCSE, is a key skill required in all further education courses. A good grade is often essential for anyone wishing to progress to GCSE A-level or other similar courses.

COURSE REQUIREMENTS

All students require mathematical equipment (ruler, angle measurer, pair of compasses) and a calculator (which needs to be a scientific calculator for grade C).

It is important that students are not absent for the module tests.

SCIENCE

COURSE CONTENT

Most pupils will follow a dual award course called 21st Century Science. This is made up of two components.

In Year 10 pupils study Core Science. This course equips pupils with the knowledge and skills they need to make sense of the science they will meet in everyday life and allow them to make informed decisions on such topics as genetic engineering, global warming, use of radiations etc.

In Year 11 there are two possible paths. For pupils wishing to study science beyond GCSE (A levels etc) there is Additional Science. Most pupils will be following a more vocational Applied Science course.

A small number of pupils will be taking a single award entry level course which could lead to a GCSE in Core Science in Year 11 if sufficient modules are successfully completed.

ASSESSMENT

There are two tiers of entry – Foundation and Higher. The courses are based on short modules followed by module tests taken throughout the year on dates set by the examination board. All three courses have a coursework element.

Core Science – A case study and a data analysis exercise make up 33% of the marks

Applied Science – Coursework accounts for 50% of the marks on this course

Additional Science – Coursework accounts for 33% of the marks on this course.

COURSE REQUIREMENTS

Students need good attendance during the course in Years 10 and 11 to complete the modules and the tests. A calculator would be useful for the module tests.

APPLIED ART AND DESIGN

COURSE CONTENT (This is a double GCSE and counts as two options)

The course, which is an Edexcel double GCSE with grades A* - G, is vocationally based and is taught in 3 units. The units aim to introduce students to work related learning, develop awareness of how to operate as creative workers and co-operate with others and develop ways of working that emphasise practical independence, self-directed learning and improvement through practice. Students will gain awareness through practical experience of historical and contemporary art and develop expertise in a range of art & design skills and processes, as well as an awareness of safe techniques, relevant equipment and technology.

The course provides a useful qualification for any employment in art-based work such as TV, advertising, theatre crafts, graphics, fashion, photography, interior design, architecture, window display and teaching.

ASSESSMENT

The assessment consists of Units 1 & 2, 2D and 3D Visual Language, worth 66%, which are internally assessed, and Unit 3, the Set Assignment worth 34%, which is externally set by the exam board, internally assessed and then moderated. The work is presented as a portfolio of work covering the 3 units.

COURSE REQUIREMENTS

Students will require a sketchbook, art folder, pencils, paints and other materials throughout the course and have a positive attitude to work and confidence in their own abilities.

Students will work for a number of days at Cleveland College of Art & design, Hartlepool, as part of the Design Experience programme and will visit galleries and work with other professionals in art.

GCSE ART AND DESIGN

COURSE CONTENT

The course is an Edexcel GCSE (grades A* - G), and is assignment/project based. It enables students to explore a range of 2D and 3D approaches to their studies. The work explores creative skills, demonstrates the use of formal elements and gives visual form to their thoughts, feelings, observations and ideas. This is supported by research into artists and their various techniques and styles. All work produced in the two years is presented alongside final examination preparatory work (issued 8 weeks in advance to allow time for planning and research) in a student exhibition.

ASSESSMENT

The assessment consists of a final presentation of work produced throughout the two years, in the form of an exhibition of both coursework and work undertaken for the final examination, worth 60%, and a set assignment, which is worth 40%. The exhibition is internally assessed and externally moderated by Edexcel. The assessment and moderation focus on the exhibition and the sketchbook evidence that is presented by the student. The sketchbook/work journal is a mandatory requirement of the course.

COURSE REQUIREMENTS

Students will require a sketchbook, art folder, art pencils, coloured pencils, paints and other materials throughout the course. They also should have a positive attitude to work and confidence in their own abilities. Students will be expected to visit art galleries and museums and relate their work to that of other artists.

FRENCH

French is an optional subject.

Accreditation: GCSE

Awarding Body: AQA

COURSE CONTENT

The course consists of four areas of study. These are *My World, Holiday Time and Travel, Work and Lifestyle* and *The Young Person in Society*. Each of these themes is sub-divided into five units, and the language skills acquired are set in a meaningful contemporary context,

There is an equal balance between the four language skills of listening, speaking, reading and writing.

ASSESSMENT

This is by examination at the end of the course. There is an examination in each of the four skills, and each of the skills is of equal value. There are two tiers of examination (Foundation and Higher) in each skill, and students may choose to enter at either level in each component, according to their individual strengths. Students who enter at Foundation Level for all four components can achieve a maximum grade of C. Students are able to submit Coursework as an alternative to the writing examination. Coursework involves three pieces of written French of approximately 150 words each, and there is only one tier of entry covering the complete spectrum.

A GCSE qualification in a foreign language is obviously essential for those pupils who wish to consider further study at A Level and beyond. In addition, such a qualification is valuable as an ancillary skill in many careers, from banking to working abroad. The social and inter-personal skills acquired and developed through learning to use a foreign language have a value which clearly extends well beyond the context of formal education. The experience and skills learned through the study of one modern foreign language are readily transferable when there is a need or wish to learn to use another foreign language. The course requires and develops skills in memory, mental agility and communication.

SPANISH

Spanish is an optional subject.

Accreditation: GCSE

Awarding Body: AQA

COURSE CONTENT

The course consists of four areas of study. These are *My World*, *Holiday Time and Travel*, *Work and Lifestyle*, and *The Young Person in Society*. Each of these themes is sub-divided into five units, and the language skills acquired are set in a meaningful contemporary context.

There is an equal balance between the four language skills of listening, speaking, reading and writing.

ASSESSMENT

This is by examination at the end of the course. There is an examination in each of the four skills, and each of the skills is of equal value. There are two tiers of examination (Foundation and Higher) in each skill, and students may choose to enter at either level in each component, according to their individual strengths. Students who enter at Foundation Level for all four components can achieve a maximum grade of C.

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URDU

Urdu is an optional subject.

Accreditation: GCSE

Awarding Body: AQA

COURSE CONTENT

The course consists of four areas of study. These are *My World*, *Holiday Time and Travel*, *Work and Lifestyle*, and *The Young Person in Society*. Each of these themes is sub-divided into five units, and the language skills acquired are set in a meaningful contemporary context.

There is an equal balance between the four language skills of listening, speaking, reading and writing.

ASSESSMENT

This is by examination at the end of the course. There is an examination in each of the four skills, and each of the skills is of equal value. There are two tiers of examination (Foundation and Higher) in each skill, and students may choose to enter at either level in each component, according to their individual strengths. Students who enter at Foundation Level for all four components can achieve a maximum grade of C. Students are able to submit Coursework as an alternative to the writing examination. Coursework involves three pieces of written Urdu of approximately 150 words each, and there is only one tier of entry covering the complete spectrum.

A GCSE qualification in a foreign language is obviously essential for those pupils who wish to consider further study at A Level and beyond. In addition, such a qualification is valuable as an ancillary skill in many careers, from banking to working abroad. The social and inter-personal skills acquired and developed through learning to use a foreign language have a value which clearly extends well beyond the context of formal education. The ability to demonstrate literacy in Urdu significantly widens students' social and cultural horizons. The experience and skills learned through the study of one modern foreign language are readily transferable when there is a need or wish to learn to use another foreign language. The course requires and develops skills in memory, mental agility and communication.

BTEC FIRST DIPLOMA / CERTIFICATE IN ICT

Some pupils will be eligible to take one of two BTEC qualifications in ICT.
There are two courses.

The first Diploma for ICT Practitioners consists of two core units plus specialist units that provide for a combined total of 360 guided learning hours. The qualification attracts the same points as *four* GCSEs at grades between A* and C. (Pass, Merit, Distinction)

The pupils eligible for this course will be chosen with respect to their suitability and by the school.

The first Certificate for ICT Practitioners consists of one core unit plus specialist units that provide for a combined total of 180 guided learning hours. The qualification attracts the same points as *two* GCSEs at grades between A* and C. (Pass, Merit, Distinction)

This course is offered as an Option for those pupils requiring a higher level of understanding of Information and Communication Technologies.

BTEC is a well established qualification which is highly regarded by employees and by establishments of further education.

On successful completion of a BTEC first qualification, learners may progress into or within employment and /or continue their study in the vocational area.

ASSESSMENT

The awarding body for the BTEC qualifications is Edexcel.

Pupils work is assessed by coursework produced during the learning period and there is no end of study examination. Coursework is externally moderated for quality assurance.

The BTEC Diploma and Certificate courses are composed of modules of work which are appropriate to a pupils needs. Grades are by Pass, Merit or Distinction and are equivalent to.....?

REQUIREMENTS

The BTEC first courses allow Grangefield School to better tailor learning to the needs of particular pupils. For example, the Certificate option is well suited to pupils who wish to learn about the subject to a greater depth. The BTEC courses are particularly suited to pupils who have a record of good attendance and a reputation for hard work in class. This is particularly important due to the focus on coursework assessment.

GCSE ICT

COURSE CONTENT

As a specialist technology college ICT is central to the teaching and learning of the school. To enhance this all students take an ICT course at Key Stage 4. Most students will study the AQA GCSE course, which follows on from the skills developed at Key Stage 3. Some students will take a suitable entry level course, which gives alternate accreditation for those who find parts of the subject more challenging. Another group of students will be directed towards the BTEC course which is a multiple award course equivalent to 4 GCSE's – these students and their parents will be informed before the main options deadline as it will affect the number of 'free' options they have.

ASSESSMENT

Assessment in ICT relies heavily on practical applications of ICT and so coursework is an important part of the final grade. There are slightly different mixes of coursework and examinations for each course, but coursework is typically 60% of the mark.

COURSE REQUIREMENTS

Students are directed towards the appropriate ICT course, based on past performance, aptitude and ability. However good attendance is crucial for all of the courses due to the emphasis on coursework.

GCSE LEISURE AND TOURISM

INTRODUCTION

Leisure and Tourism is the fastest growing industry in the world. This optional GCSE is designed to equip you with the skills and qualifications necessary to begin a career in this exciting sector. As part of this course you will be expected to go out on a number of visits to various Leisure & Tourism organisations and complete research on your own.

The course itself has three units:

Unit 1

Investigating Leisure & Tourism – in this unit you will find out all the different aspects that make up the leisure and tourism industry, both here in the UK and abroad. This is assessed through an examination (33%).

Unit 2

Marketing in Leisure & Tourism – this unit covers the way leisure and tourism organisations try to get customers using their products and services. You will investigate how organisations use advertising and promotional material for your chosen organisation. You will be required to produce a portfolio (this means 33% coursework).

Unit 3

Customer Service in Leisure & Tourism – students will explore the importance of customer service and care. They will develop their customer service skills and how to deal with customer queries as required. You will be required to produce a portfolio (this means 33% coursework).

Skills you will develop

- Literacy and Numeracy skills
- Communication skills – the ability to speak confidently in front of others
- IT skills – desktop publishing, spreadsheets etc.
- The ability to work as part of a team with people from Industry

This course is a double option and this means you could achieve from A*A* to GG. It could lead to a career in the service sector, eg, in a Travel Agency or in the Leisure Sector.

GCSE GEOGRAPHY

INTRODUCTION

GCSE Geography course follows the OCR Avery Hill Specification B. It is a single option subject which consists of four units, aimed at broadening knowledge and understanding of a range of places and environments.

Unit 1

Climate – the Environment and People aims to investigate ways in which climate affects the activities of people and how people change their environment for better or worse.

Unit 2

Water, Landforms and People investigates the need for water and the consequences for people of too much or too little water.

Unit 3

People and Place – this covers key ideas such as quality of life, standard of living, poverty, housing and services.

Unit 4

People, Work and Development looks at international trade, aid and the effects they have on individuals.

ASSESSMENT

The course is assessed through two pieces of coursework which makes up 25% of the final examination result. There are also two examinations. The first examination tests knowledge and understanding. The second tests the student's ability to solve problems. The course has two tiers of entry: Foundation for candidates targeted with a C to G or Higher for candidates capable of an A* - D,

Studying Geography can lead you into many different careers including: Earth Science, Weather Forecasting, Coastal Management and Cartography.

It is a very rewarding GCSE full of issues and themes and would suit anyone with a positive attitude.

GCSE RE – SHORTCOURSE

INTRODUCTION

Short course RE follows the Edexcel specification A studied from the perspective of Christianity and Islam. It is a half course GCSE and consists of five topics, enabling students to think autonomously about important moral issues.

Topic 1

Marriage and family life investigates the changing attitudes towards sex, marriage, divorce and family life.

Topic 2

Social Harmony investigates issues surrounding prejudice and discrimination and reflects on issues raised by living in a multi-ethnic and multi-faith society.

Topic 3

Believing in God investigates ultimate questions such as “if God is good why is there evil in the world?”

Topic 4

Matters of life and death explore the contemporary moral issues of abortion and euthanasia.

Topic 5

Religion in the media investigates a range of religious broadcasts and examines reasons for their popularity.

ASSESSMENT

The GCSE is assessed by one final written examination which all students take and grades range from A* - GG. There is no coursework component to this course.

Studying religious education can lead to many different careers but is particularly useful for careers such as uniformed services, public sector workers and caring professions.

GCSE RE – FULL COURSE

INTRODUCTION

Full course RE follows the Edexcel specification A studied from the perspective of Christianity and Islam. It is a full course GCSE and consists of ten topics, enabling students to think autonomously about important moral issues.

The first half of the course is studied in Year 10 and topics include:

Topic 1

Marriage and family life investigates the changing attitudes towards sex, marriage, divorce and family life.

Topic 2

Social harmony investigates issues surrounding prejudice and discrimination and reflects on issues raised by living in a multi-ethnic and multi-faith society.

Topic 3

Believing in God investigates ultimate questions such as “If God is good why is there evil in the world?”

Topic 4

Matters of Life and Death explore the contemporary moral issues of abortion and euthanasia.

Topic 5

Religion in the Media investigates a range of religious broadcasts and examines reasons for their popularity.

The second half of the course which is studied in Year 11 covers the following topics:

Topic 1

Social responsibility investigates how people make moral decisions as well as issues surrounding politics in the UK.

Topic 2

Religion and the environment investigate issues surrounding animal rights and experimentation as well as issues raised by pollution.

Topic 3

Peace and Conflict examines issues such as is there “such a thing as a just war?” and “was September 11th classed as Jihad?”

Topic 4

Crime and Punishment examines issues surrounding the death penalty and the theories behind punishments.

Topic 5

Medical ethics examines contemporary moral issues surrounding fertility treatments and transplant surgery.

ASSESSMENT

The GCSE is assessed by two written examinations; one at the end of Year 10 and one at the end of Year 11 which all students take and grades range from A* - G. There is no coursework component to this course.

Studying religious education can lead to many different careers but is particularly useful for careers such as uniformed services, public sector workers and caring professions.

MEDIA STUDIES

The mass media play an increasingly important role in contemporary society, providing us with information and entertainment. In addition the media play an important part in shaping attitudes and social values. This GCSE course which is new to Grangefield School is designed to enable candidates to develop a critical understanding of the role of the mass media in society.

Candidates must study a minimum of three of the following forms of media: television, film, radio, popular music, newspapers, magazines and comics.

No prior learning or level of attainment is necessary for candidates to undertake this course. GCSE Media Studies is accessible to pupils of all abilities as there are two tiers of assessment. Foundation which allows pupils to achieve grades from G to C and Higher which allows pupils to achieve grades from D to A*.

GCSE Media Studies has links to the media requirements of the National Curriculum for English at Key Stage 3 and Key Stage 4. This course also links well with the subjects of ICT and Citizenship.

This qualification also lays an appropriate foundation for further study of Media Studies or related subjects, which are proving to be very popular at colleges and universities.

ASSESSMENT

Coursework – 50% of the marks

The coursework component is divided into two equally weighted sections:

Section A: Coursework assignments

Section B: Practical production and supporting account

In **Section A** candidates are required to submit three coursework assignments, each of 700 – 800 words in design and production work.

In **Section B**, candidates are required to undertake a practical production, from conception to realisation, together with a supporting account of about 700 – 800 words. Candidates may work individually or in small groups.

Controlled Test – 50% of the marks

The topic for the controlled test changes each year, but the format remains the same. The controlled test will be undertaken over a three-hour period, and follows a simulation or case study approach, which will encourage candidates to engage in the media industry. They are also encouraged to

undertake individual research into the topic. Candidates receive materials in advance to stimulate their research in preparation for taking the test.

GCSE MUSIC

COURSE CONTENT

The AQA music course aims to develop students understanding and appreciation of different kinds of music, including pop music and film themes, as well as extending their own interests and encouraging a life-long interest in music. There are 5 areas of study: *Music for Special Events, Music for Film, Music for Dance, the Pop Song since 1960 and Orchestral Landmarks.*

ASSESSMENT

The assessment consists of 4 components, each worth 25%.

Performance – students must be able to demonstrate performing skills by singing or playing a musical instrument. They need to perform 2 pieces of music, one as a solo and one in an ensemble. This can be assessed at any time during the course.

Composing (Coursework) – students must submit a composition which is based on *Music for Special Events*.

Integrated Assignment (Coursework) – this is an AQA set assignment, issued on November 1st in Year 11, for one composition to be completed by Easter of Year 11. It is externally assessed.

Listening and Appraising (Final Exam) – drawing on music from all 5 areas of study.

It is an option subject and there are no specific tiers of entry.

COURSE REQUIRMENTS

There is an obvious advantage in becoming involved with extra-curricula activities such as the choir or playing in a musical ensemble.

This course can lead to studying Music at A Level, Performing Arts, Careers in Teaching, Music Technology and Music Therapy.

COMPULSARY PHYSICAL EDUCATION

The National Curriculum for England at Key Stage 4

This requires candidates to be taught the knowledge, skills and understanding through two of the six activity areas: athletics, dance, games, gymnastics, swimming and outdoor and adventurous activities.

Each pupil is required by law to participate in Physical Education. In Year 10 and 11 the emphasis is more on the students to take responsibility for their learning. It is not an examination subject.

CONTENT

- A range of sports will be offered for pupils to choose an option for each half term
- Some options in Year 11 may be visiting other sporting venues (a small cost may be incurred) e.g. ice-skating, leisure centres, swimming, bowling etc
- Umpiring, coaching, participation, judging, leadership skills, organising assessment and performing will all be covered
- 1 hour lesson on Physical Education per week

ASSESSMENT

Pupils will be assessed in their activities on the four aspects of the National Curriculum.

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Also effort levels in participation.

REQUIREMENTS

- Active participation in lessons
- Full participation and correct PE Kit is compulsory.

GCSE PHYSICAL EDUCATION

COURSE CONTENT

This is an optional course. Full GCSE PE awarded by AQA, which consists of both theory and practical aspects. This course is for persons intending to work in fitness coaching and sport sector. It lays an appropriate foundation for further study of physical education or related subjects.

THEORY - 40%

The theory aspect is 40% of the final mark and is assessed by a 2 hour written examination at the end of Year 11. There are four main areas of study in the course:

- Health, Fitness and the Factors Affecting Performance
- Principles of Training
- Factors Affecting Individual Performance and Participation
- Social and Cultural Factors Affecting Participation

Some examples of topics covered are: Sponsorship, Diet, Drug in Sport, Funding, Media, Reasons for Participation, Injury in Sport, Skeletal System.

PRACTICAL ASSESSMENT – 60%

The practical performance is assessed in four activities chosen from at least two of the following activity areas: (continual assessment in Years 10 & 11)

- Games, Gymnastics, Dance, Athletics, Swimming, Outdoor & Adventurous
- Knowledge of the rules and observation and analysis of performance is assessed by coaching and umpiring.

Also, this assessment includes a written fitness programme to Plan, Perform, Monitor and Evaluate a Health Related Fitness Programme.

COURSE REQUIREMENTS

- A good level of physical ability
- All assignments and homework deadlines are to be adhered to
- Active participation in lessons
- Full participation and correct PE Kit is Compulsory

BTEC FIRST CERTIFICATE IN SPORT – Equivalent to Two GCSE Qualifications

This is an optional course, designed to provide specialist work related qualifications in Sport. This course is for persons intending to work in the fitness/coaching and sport sector. For further study, this course can be used as a stepping stone to go onto a higher BTEC National Diploma or A-levels.

COURSE CONTENT

- 3 units
- Health, Safety and Injury in Sport
- Planning and Leading Sports Activities
- Practical Sport (one team and one individual sport)

ASSESSMENT

Variety of assessments used including case studies, assignments, project work, performance, observations and time constrained assessment.

- Depending on the Quality of Evidence, each candidate will receive a Pass, Merit or Distinction Grade
- This course will be 10 hours per fortnight
- There will be a chance to gain external qualifications such as JSLA, First Aid, Football Leaders and Umpire Qualifications, (some costs will be incurred)
- Also opportunities to organise tournaments and work with Primary Schools
- No formal exam is needed, Assessment is by coursework and external modification

REQUIREMENTS

- You must play representative sport for a club or the school
- Students will receive large amounts of coursework/homework which is needed to complete the course
- A Key Stage Two Level of 4 is required in English, Maths and Science
- Full participation and correct PE Kit is Compulsory
- An application and interview will be necessary to gain entry onto the course as there will be limited places
- Some weekend commitments may be necessary

YOUTH AWARD

ASDAN (Award Scheme Development and Accreditation Network)

ASDAN offers several routes to gaining recognised qualifications. The award schemes progress through:

- Bronze, Silver and Gold
- C.O.P.E. (Certificate of Personal Effectiveness, Level One, equivalent to Grade E – GCSE)
- C.O.P.E. Level 2 – equivalent to Grade B – GCSE
- Universities Levels

The programmes are designed to develop Key Skills, recognise personal achievements and help build a National Record of Achievement. There will be no final exam; however, pupils are encouraged to keep a well-organised portfolio of evidence with the required number of challenges, which will demonstrate the following skills:

- Improving own learning
- Working with others
- Problem Solving
- Communication
- Application of Number
- Information Technology

The above skills are known as Key Skills and are held in high regard by all employers, Further Education Establishments and Training Providers, therefore promoting the employability of our young people.

All challenges can be completed in school, college, home and in the community.

Examples of challenges are:

- Basic First Aid
- Food Hygiene
- Health 7 Safety
- Sustainable Development (growing vegetables at the Local Allotment, Re-cycling)
- Work Experience

Following completion of the required number of challenges, the portfolio of evidence will be internally moderated and then externally moderated to ascertain the level gained by the student.

This programme enables the young person to sample a number of challenges in various settings, helping the young person to broaden their horizons and gain experience through all walks of life. Consequently this programme gives them the skills needed for LIFE.

GCSE DRAMA

GCSE HISTORY

HEALTH AND SOCIAL CARE