



UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN
ACADEMY TRUST

KEY STAGE 4
OPTIONS
2024/2026

Dear Pupil

The next two years of your school life will be the most important for you in many ways. The results you obtain from your Key Stage 4 courses will play a large part in shaping your future.

This booklet, together with advice from teachers will help you to understand what is required for each subject. It will also help you to make choices where they need to be made and provides you with important information such as the coursework component for each qualification.

You are required to study English (with English Literature), Science (equivalent to two GCSE subjects) and Maths. You will also continue to study one humanities subject at GCSE, either History or Geography. In addition to your GCSE studies you will also study ICT and Social Studies. These subjects will give you the tools you need to keep yourself safe and healthy and ensure that you have the skills you need to succeed academically and in the workplace.

You can then choose an additional 6 hours of study which will consist of 3 Options (2 hours each).

The options include: Geography, History, French, Drama, Sociology, Health and Social Care, Art, Music, Physical Education, Business Studies, Childcare and a range of Engineering Technology options.

There are a large number of routes into further and higher education. All Key Stage 4 Options have direct pathways into further education at our own Sixth Form or other local providers in both academic and vocational studies. Our links with the University of Lincoln enhance several of the courses and offer you the opportunity to explore what higher education has to offer.

The information in this booklet should allow both you and your parents/guardians to make sensible choices about which subjects you will study in the next two years. You will also find out the requirements of compulsory subjects.

Further support can be found by accessing our careers platform Unifrog where you can research an extensive range of subjects and career choices. You have been shown how to access this site in your careers lessons.

It may not be possible to meet your requests completely. We do, however, hope to satisfy most needs and ask that the accompanying pro-forma is completed and returned by the date specified. The results of this pro-forma will allow us to construct a timetable where most requests will be met.

As part of the process you will be seen individually to discuss your choices and to ensure you understand the subjects you have opted to study.

I hope that you find this booklet useful, and that the choices you make prove to be successful for you.

Best Wishes

S Paige
Principal

*"Education is the passport to the future,
for tomorrow belongs to those who prepare for it today"*

– Malcolm X

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EXPLANATION OF SOME COMMON EDUCATIONAL TERMS USED IN THIS BOOKLET

Syllabus

- > Details of work that must be taught and learned within a subject.

Project (Special Study Folder)

- > A piece of work that has to be done over a period of time on a particular topic. You may be doing different topics and there usually has to be evidence of some independent and individual work.

Assessment

- > The way in which work is checked/examined to see what has been learned. It may be by examination, project, class and homework or a combination of all of them.

Continuous Assessment

- > Assessment that is carried out, by various methods (see assessment), over the whole three years of the course; the marks gained then help to determine the final grade.

Coursework/Written work

- > Work done during the three years of the course.

Comprehension

- > A piece of work designed to test understanding.

Oral

- > Some form of speaking examination e.g. question and answer, reading aloud.

Aural

- > Ability to listen and then answer questions on what has been heard.

Numeracy

- > The ability to do arithmetic and handle figures generally.

Literacy

- > Ability to read and write with some understanding.

Moderator

- > A teacher from another school who visits a number of different schools to see that standards within a certain subject are being maintained. Those standards are laid down and checked by the examining body.

Online Assessments

- > These are completed on a computer and often allow results to be gained quickly.

GCSE Exam Grades

GCSE exams will be graded on a new points system with students awarded grades 9-1.

Grade 9 will be the highest grade and year 1 the lowest grade. Some examinations will have tiered entry for example Foundation Tier will cover grades 1-5. The Higher Tier will cover grade 4-9.

Tier

For educational purposes and in the context of subjects in this booklet a tier is an examination paper covering a section of the 9-1 grading for GCSE. For Vocational courses pupils are generally awarded: Pass, Merit or Distinction. Pupils must achieve at least a pass to avoid failing the course.

100% Examination

Many subjects will be assessed at the end of the two years of study. This means that you will not be completing coursework during your studies. All of your knowledge will be tested at the end of Year 11.

It is essential that you become familiar with revising regularly for assessments in order to prepare you for the exams. It is also vital that you maintain an excellent attendance record in order that you do not miss the work. You will need to revisit your class notes on a regular basis and ensure that you are completing all homework and classwork to the highest standard.

Coursework

Coursework is a requirement for a few courses and contributes to the final examination grade.

It is important that your child is organised so as not to fall behind with their work.

Coursework needs to be completed to the highest standard.

MATHEMATICS

INTRODUCTION

Mathematics is one of the core subjects you must study at KS4.

THE AIMS OF THE COURSE ARE:

1. To increase and deepen your mathematical knowledge
2. To improve your mathematical skills
3. To develop your ability to use mathematics in other subjects and in everyday situations
4. To improve your ability to appreciate mathematics and to reason logically

WHAT YOU WILL STUDY

You will follow a mathematics course that is appropriate to your present ability – your achievements and efforts will determine your level of GCSE entry and may result in movement to another group.

You will be expected to provide your own equipment at all times, INCLUDING A CALCULATOR, PROTRACTOR AND COMPASS.

ASSESSMENT

There are 2 examination levels:

Higher 5, 6, 7, 8, 9

Foundation 1, 2, 3, 4, 5

You will sit 3 GCSE exams in May/June of year 11. These exams will make up 100% of your final grade.

There are two Calculator papers and one Non Calculator paper.

PROGRESSION

A grade 4 pass or above in Mathematics is required for most Level 3 pathways and you will be required to continue studying GCSE Mathematics Post 16 if you do not achieve it in Year 11. A grade 7 pass could lead to A Level Mathematics.

CAREERS

Mathematics is important in a great range of careers but is vital for accountancy, teaching, nursing and Science related careers.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

ENGLISH LANGUAGE COURSE OUTLINE

INTRODUCTION

Most students study the AQA specifications for both English Language and English Literature and are awarded two separate grades.

WHAT YOU WILL STUDY

English Language Course Outline

The course focuses on the development of reading and writing skills. Students are expected to demonstrate a competent control of Standard English and to write accurately and confidently. They will learn to read critically a variety of texts from a range of genres spanning the 19th, 20th and 21st centuries, including fiction and literary non-fiction.

Explorations in Creative Reading and Writing, Paper 1

Section A - Reading a 20th or 21st century fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

Section B - Writing their own creative text, inspired by the material that they have read in Section A. Writers' Viewpoints and Perspectives, Paper 2

Section A - Reading two linked sources from different time periods and genres in order to consider how each communicate their viewpoint to the reader.

Section B - Producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme from Section A.

Spoken Language, Non-examination Assessment

Presenting information and ideas, using Standard English appropriately.

ASSESSMENT

All students will be assessed on two written papers, with equal weighting of 50%. These papers will be taken at the end of the course in Year 11.

There is a separate qualification available for Spoken Language.

PROGRESSION

A pass at the higher level in English Language is required for most Level 3 pathways.

CAREERS

English is important in all careers but is vital for working in the Health Service, Teaching, careers in the Media and careers in Science.

ENGLISH LITERATURE COURSE OUTLINE

English Literature encourages students to read a wide range of classic literature and make comparisons across their study. They will learn to analyse and evaluate a range of texts including 19th century fiction, Shakespeare and a range of literature from the English Heritage.

Shakespeare and the 19th Century Novel, Paper 1

Section A - Romeo and Juliet by William Shakespeare, writing about an extract and the play as a whole.

Section B - The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson or a Christmas Carol by Charles Dickens', responding to an extract and the novel as a whole.

Modern Texts and Poetry, Paper 2

Section A - An Inspector Calls by J. B. Priestley, writing a response to a classic modern text.

Section B - Poetry of Power and Conflict, reading and writing about a range of poetry linked by the theme of war and conflict.

Section C - Unseen Poetry, comparing unseen poems.

ASSESSMENT

English Literature comprises two examinations, with equal weighting of 50%.

PROGRESSION

English Literature is useful for further study in most Level 3 pathways and is essential for A Level English Literature.

CAREERS

English Literature is useful for careers in Editing, Proofreading and Creative Writing.



BUSINESS

INTRODUCTION

GCSE Business is offered as a single option.

During the course you will study two themes and the course will be assigned 2 hours per week. The course will be applied on the linear approach with all exams completed at the end of the two years.

WHAT YOU WILL STUDY

| | |
|----------------|------------------------------------|
| Theme 1 | Investigating Small Business (50%) |
| Theme 2 | Building a Business (50%) |

GCSE qualifications in business subjects should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The GCSEs should prepare students to make informed decisions about further learning opportunities and career choices.

GCSE qualifications in business subjects enable students to:

- > Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- > Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- > Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- > Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- > Consider the extent to which business and economic activity can be ethical and sustainable.

ASSESSMENT

The course will linear approach with examinations with all exams completed the end of the two years of study.

PROGRESSION

Completion of the course allows learners to progress to:

- > T Level Management & Administration
- > A levels
- > Higher Education or employment

Or you could enter the workplace through an Apprenticeship.

CAREERS

Studying Business could lead to careers in Accountancy, Banking, Retail, Insurance Industries and running your own business.

CONSTRUCTION

INTRODUCTION

BTEC Level 1/ Level 2 Tech Award in Construction and the Built Environment is offered as a single option 2 hours a week.

These courses offer an introduction to the sector and give the student the chance to acquire the basic vocational skills which they can develop further in the Sixth Form on industry recognized courses.

The BTEC Level 2 course is equivalent to 1 GCSE and is graded Pass, Merit or Distinction.

The Level 1 course is equivalent to 1 GCSE and is either Pass or Fail.

WHAT YOU WILL STUDY

Component 1: Construction Technology

In this unit you will:

- > Understand the structural performance required for low-rise construction.
- > Explore how sub-structures are constructed
- > Explore how superstructures are constructed

Component 2: Construction in Practice

In this unit you will:

- > Understand Hazards & Risk for safe production of a practical construction outcome

ONE OPTIONAL TRAINING/ASSESSMENT

- > Produce a practical outcome
 - Brickwork
 - or
 - Carpentry & Joinery

Component 3: Construction and Design

In this unit you will:

- > Understand the needs of a client & the constraints on a design when designing a low-rise building.
- > Be able to graphically communicate the design of a low-rise building.

ASSESSMENT

Component 1: Construction Technology is assessed through a written exam. All other Components are assessed internally, in the form of practical models and written assignments.

PROGRESSION

Bricklaying or Carpentry and Joinery can be studied at Level 2 or Level 3 in the Sixth Form or you could enter the workplace through an Apprenticeship.

CAREERS

There are many careers in the Construction Industry including trades such as Bricklaying, Joinery, Plasterer, Glazier and Shop Fitter, Architect or Structural Engineer.

SCIENCE

INTRODUCTION

Science is a core subject at KS4.

All pupils must study Combined Science. The course includes units of Biology, Chemistry and Physics and is worth 2 GCSEs. The grades awarded are combined into a dual award eg. 5-5 or 6-5. Therefore, excellence in one subject eg. Physics, will raise the overall grade. Pupils that have selected Triple Science as one of their options will complete the same content as the Combined Science pupils, plus extension units for each subject. This means they will complete 3 GCSEs and the grades are separate for each subject. Therefore, they could achieve a Grade 8 in Biology, Grade 7 in Chemistry and Grade 9 in Physics.

TRIPLE SCIENCE

For those pupils with a keen interest in Science, a GCSE target grade of 6 or above and who achieve the highest grades in their Year 9 exams there will be an opportunity to select to study Triple Science. This will be available in an option block. This option would particularly suit pupils considering A Level Science subjects. Please speak with your Science teacher about selecting this option.

WHAT YOU WILL STUDY

In Year 10 pupils will work on fundamental science principles that underpin the key areas of Biology, Chemistry and Physics

| BIOLOGY | CHEMISTRY | PHYSICS |
|--|---|--|
| Topic 1 – Overarching concepts in biology | Topic 1 - Overarching concepts in chemistry | Topic 1 – Overarching concepts of physics |
| Topic 2 - Cells and control | Topic 2 - States of matter | Topic 2 – Waves |
| Topic 3 – Genetics | Topic 3 - Methods of separating and purifying substances | Topic 3 - Light and the electromagnetic spectrum |
| Topic 4 - Natural selection and genetic modification | Topic 4 - Acids Topic 5 - Obtaining and using metals | Topic 4 - Particle model - 1 |
| Topic 5 - Health, disease and the development of medicines | Topic 6 – Electrolytic processes Topic 7 – Reversible reactions and equilibria | Topic 5 – Radioactivity |

In Year 11 pupils will complete the remaining units and consolidate their learning in preparation for the exams.

| BIOLOGY | CHEMISTRY | PHYSICS |
|--|--|---|
| Topic 6 - Plant structures and their functions | Topic 12 – Groups 1, 7 and 0 | Topic 7 - Energy - forces doing work |
| Topic 7 – Animal coordination, control and homeostasis | Topic 13 – Rates of reaction Topic 14 – Fuels | Topic 8 - Forces and their effects |
| Topic 8 - Exchange and transport in animals | Topic 15 – Heat energy changes in chemical reactions | Topic 9 – Electricity and circuits Topic 11 - Magnetism and the motor effect |
| Topic 9 - Ecosystems and material cycles | Topic 16 – Earth and atmospheric science | Topic 13 - Particle model – 2 Topic 14 - Forces and matter |
| Exam Preparation | Exam Preparation | Exam Preparation |

ASSESSMENT

Foundation tier will cover grades 1–5, and higher tier will cover grades 4–9.

All students will take 6 x 1hr10 exams, with those studying triple taking 6 x 1hr45 exams.

A minimum of 8 practical tasks per GCSE are included (16 for combined science). These will be based on a set of agreed techniques. Knowledge and understanding of these core practical tasks, as well as investigative skills will be tested in the exams. 15% of marks in the exams will be devoted to practical assessment.

PROGRESSION

GCSE Science could lead to further science study including A Level Biology, Chemistry and Physics or T-Level Science.

CAREERS

GCSE Science is required for careers in Nursing, Medicine, Dentistry, Veterinary Science, Forensic Science and Laboratory Technician. It is also highly regarded by many employers as an indicator, if you have good GCSE results, you are able to problem solve, have a good understanding of the natural world and can apply yourself and succeed in anything you put your mind to.

ART AND DESIGN

INTRODUCTION

Art and Design is both a creative and academic subject. If you enjoy looking at other artists work, producing your own Art or aspire to become either an Artist or Designer then this is the course for you.

Why choose GCSE Art and Design?

The Creative Industries, which range from advertising, design and crafts to TV, film, music and games, accounted for 3.12 million jobs in 2018. One in every eleven jobs in the UK is in the creative industry. Taking GCSE Art and Design can open up a wealth of career possibilities and can also be used in many other areas. The course aims to develop all aspects of Art, but is weighted heavily on your sketchbook. GCSE Art and Design is a good accompaniment for a wide range of other subjects and also helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, patience and a positive attitude.

GCSE Fine Art

The course (2 lessons per week) is aimed at students who have a passion for Art and Design. You must have some artistic skill but want to improve your artistic abilities further. You must want to learn about other artists both traditional and contemporary as it is important to demonstrate in your sketchbook that your ideas are influenced by other artists, designers or craftspeople.

At the beginning of the course you will develop your existing skills and be introduced to new materials and techniques, this will be achieved through Art based projects. You will then work on a coursework project which will be centre-assessed and externally moderated.

The final part of the course is the controlled assessment which is where you work on another project set by the exam board and you produce your final piece under exam conditions.

The GCSE Fine Art course is very time consuming and it is vital that students only pick Art if they are willing to spend their own time learning, practising, refining and working on their project work. It is suggested that for students to reach their target grade in GCSE Art they must be willing to spend a minimum of 1 focused hour in their own time.

ASSESSMENT

This course is assessed by 4 objectives:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources. (25%)

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (25%)

AO3 Record ideas, observations and insights relevant to intentions as work progresses. (25%)

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (25%)

In Art coursework contributes to 60% of the end result. The controlled assessment or exam is contributes to the remaining 40%.

What equipment will I need to study GCSE Art and Design?

Artistic equipment is vital on any Art course, most equipment will be provided by the school but some basic artist materials will be helpful for you to complete self-motivated work at home. You will need the following things to study on this course:

- | | |
|---|-----------------------------------|
| > Sketching/drawing pencils (a minimum of 4 but 12 ideally) | > Rubber. |
| > Sketchbooks (one per project and you will study 4 projects over the 3 years) | > Glue stick |
| > A3 portfolio | > Black pen |
| > Pencil sharpener | > A good set of colouring crayons |
| | > A set of watercolour paints |
| | > Paint brushes |

Why should I choose GCSE Art & Design?

You should choose to study GCSE Art and Design if:

- > You enjoy Art.
- > You enjoy being creative.
- > You enjoy practising art in your own time.
- > You want to write about your own work.
- > You want to learn and write about other artists.
- > You want to study art post 16.
- > You would like to work in the creative industries.

PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Art and Design sector. It also prepares students for AS and A Level or BTEC level 3 Art and Design. It is also a useful subject to include on CV and UCAS personal statement.

CAREERS

Film/television and photography, floristry and hairdressing, landscape gardening, theatre and stage design, product design, furniture design, interior design and architecture, illustration, graphic design, publishing, games design, fashion and textiles



MUSIC

INTRODUCTION

Music is both a creative and academic subject. It can be employed in many walks of life and can be a really valuable skill for many careers. When applying for courses and jobs you need to get yourself noticed and, if you have musical ability and gain this GCSE, you set yourself apart as it is a specialist subject. People are always interested in Music and musicians!

WHY STUDY MUSIC?

Taking GCSE Music can open up a wealth of career possibilities and can also be used in many other areas. The course aims to develop all aspects of music. GCSE Music is a good accompaniment for a wide range of other subjects and also helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, patience and a positive attitude.

WHAT YOU WILL STUDY

Course Structure

The course is focussed on three basic disciplines:

- > Performing (playing or singing) 30%
- > Composing 30%
- > Appraising 40%

Through the course you will study five Areas of Study:

- > My Music
- > The Concerto Through Time
- > Rhythms of the World
- > Film Music
- > Conventions of Pop

You will also study a range of musical theory including:

- > Pitch and chords
- > Tonality and key
- > Structure
- > Timbre and recognition of instruments
- > Texture
- > Tempo, metre and rhythm
- > Dynamics including Italian Terminology.

The context of music will also be studied and the ability to read staff notation (Treble and Bass Clef) is essential. You will be expected to attend one music club at school, as part of your Homework each week and will receive free instrumental/vocal tuition from our visiting instrumental tutors.

ASSESSMENT

You will record a Solo and an Ensemble Performance, compose two pieces of music (one based on a brief set by OCR) and sit a Listening Examination.

PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Music sector. It also prepares students for AS and A Level or BTEC Music. It is also a useful subject, to include on CV and UCAS personal statement.

CAREERS

Cruise Ships and Entertainment; Entertainment at Holiday Camp; Holiday Rep; Working with Children (teaching assistants, child care); Community Musician; Music Therapy; Nursing; Music Teaching; Arts Management; Arts Development; Backstage Crew; Events Management; Museum Curator; Disc Jockey; Personal Relations; TV/Radio Presenting; Agent; Musician.



DRAMA

INTRODUCTION

Drama is a creative subject, but it is also academic. It develops many skills useful in all walks of life and can also be a really valuable skill for many careers. Learning how to stand up in front of people and perform, as well as develop other creative skills is really useful, whatever you decided to do in the future.

WHY STUDY DRAMA?

Many of us enjoy going to the theatre or watching films, but we may not know that much about what is going on behind the scenes, in order to create this performance. In GCSE Drama, we look at different practitioners, who had very clear views on what Theatre should be like and how actors should approach their craft. Studying the ideas of these practitioners enables us to gain a greater understanding of what is happening on stage, when we watch something, which can lead to greater knowledge and enjoyment. Many pupils relish the idea of performing on a stage and GCSE Drama trains pupils in this skill. We also look at many other aspects of theatre, such as sound, lighting, set design and costume, and experience a wide variety of live theatre, in order to develop our knowledge. GCSE Drama can help you in a wide variety of career possibilities and can also be used in many other areas. It helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, team work, patience and a positive attitude.

WHAT YOU WILL STUDY

Course Structure

The course is focussed on three basic disciplines:

- > Devising Theatre 40%
- > Performing a Text 20%
- > Interpreting Theatre 40%

Pupils can study performance or design.

Through the course you will study the following six practitioners:

- > Stanislavski
- > Brecht
- > Berkoff
- > Emma Rice
- > Theatre in Education
- > Musical Theatre

You will also study a range of texts including works from both Shakespeare and contemporary playwrights. A willingness to perform in front of an audience is essential, even if your wish to specialise in design. You will be expected to take part in the school production each year and there will be rehearsals and performances that take part outside of school hours. You must see one piece of live theatre each year and a variety of opportunities will be provided by the Performing Arts Department.

ASSESSMENT

The course aims to develop all aspects of drama, but is weighted heavily on practical aspects, such as performance and design.

You will take part in a devised piece of theatre, which will be internally assessed and externally moderated. You will also perform in or design for a performance of an existing text. This will be externally assessed by a visiting moderator. Finally, you will sit a 1 ½ hour exam on Interpreting Theatre.

PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Performing Arts sector. It also prepares students for AS and A Level or BTEC Drama or Theatre Studies. It is also a useful subject, to include on CV and UCAS personal statement.

CAREERS

Cruise Ships and Entertainment; Entertainment at Holiday Camp; Holiday Rep; Working with Children (teaching assistants, child care); Community Theatre Actor/Performer; Drama Therapy; Nursing; Drama Teaching; Arts Management; Arts Development; Backstage Crew; Events Management; Museum Curator; Disc Jockey; Personal Relations; TV/Radio Presenting; Agent; Actor; Lighting Designer; Set Designer; Costume Designer; Make Up Artist.

PHYSICAL EDUCATION

All Key Stage 4 pupils will receive 2 hours of core PE a week.

You can also choose to study for a Physical Education qualification.

To be successful in the subject you must have sporting ability and be able to attend regular extra-curricular clubs and/or represent the Academy in sports fixtures. An interest in learning about the body and the impact and effects of sport on an individual's participation is necessary.

GCSE PHYSICAL EDUCATION

The GCSE Physical Education course is one which is theoretically dominated making up 60%, with a practical element creating 40% of the overall grade. These will be mainly based in the classroom with some practical lessons – usually delivering theory through a practical element.

WHAT YOU WILL STUDY

Theory of PE – 2 Exams

Paper 1 – The Human Body & Movement in Physical Activity & Sport (30%)

- > Applied Anatomy & Physiology
- > Movement Analysis
- > Physical Training
- > Use of Data

Paper 2 – Socio-Cultural Influences & Well-Being in Physical Activity & Sport (30%)

- > Sports Psychology
- > Socio-cultural influences
- > Health, Fitness & Well-being
- > Use of Data

Practical Performance in PE

- > Practical performance in three different physical activities in the role of player/performer; one in a team activity, one in an individual activity and a third in either a team or in an individual activity. (Each activity = 10%. Overall = 30%)
- > Analysis & Evaluation of Performance to bring about improvement in one activity (Written document - 10%)

ASSESSMENT

GCSE PE is a challenging course and a large proportion of the grade will be from theoretical examinations (60%) with only 40% being practically assessed.

PROGRESSION

Level 3 BTEC Extended Diploma in Sport (UAH) or A-Level PE.

CAREERS

PE Teacher; Sports Coach; Personal Trainer; Sports Science Industry; Sports Development; Sport & Leisure Industry & Management; Exercise, Health & Fitness Industry; Physiotherapist; Sports Psychology; Sports Analysis & more.



FOOD PREPARATION AND NUTRITION

Food Preparation and Nutrition is an exciting and rewarding subject. Students will learn how to select a nutritious diet in order to achieve a healthy lifestyle, in line with current government guidelines. At the same time, they will learn the skills that enable them to make a wide range of dishes. They will also acquire an understanding of food safety and hygiene, how to prepare, cook and present dishes and how to efficiently plan and organise their practical activities. This subject provides valuable lessons, which will equip students with practical life skills. This qualification is graded on the new Grade 9 to Grade 1 system.

WHAT YOU WILL STUDY

Students will need to make connections between theory and practice in order to apply their understanding of food and nutrition to the practical preparation of food. The topics covered in this course are:

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

All dishes planned and cooked will be focused around the government guidelines of the 'Eatwell Guide'. Students will be expected to cook with a wide range of ingredients from all the major food groups.

ASSESSMENT

In Year 11 students will complete two pieces of non-exam assessment (NEA):

NEA 1: Food Investigation:

This examines students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will write an electronic report (1,500 - 2,000 words) including photographic evidence of practical Food Science investigations. This contributes towards 15% of the final Grade.

NEA 2: Food Preparation Assessment:

This examines students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and the application of nutrition. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours. Students will write an electronic report, which reflects the planning for their task. This contributes towards 35% of the final Grade.

At the end of Year 11 students will sit a 1 hour 45 minutes written exam. The exam tests student's theoretical knowledge of food preparation and nutrition. This contributes towards 50% of the final Grade.



DESIGN AND TECHNOLOGY (Resistant Materials, Textiles, Graphics)

Pearson BTEC Tech Award

FIRST TEACHING FROM SEPTEMBER 2022

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

The skills developed through an education in design are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019, and has grown by 7.4% since 2017, a rate of growth five times that of the overall UK economy.

Student will study the course through their chosen Design & Technology specialism of either Resistant Materials, Textiles or Graphics

The course is made up of 100% course work and so every piece of work produced in lesson contributes to their final grade. It is therefore imperative that students keep up to date with their work and take responsibility for their project management.

COMPONENTS:

Learners are required to complete and achieve both components in the qualification.

1 Creative Practice in Art and Design – Internally moderated

2. Responding to a Brief - Externally moderated

The two components focus on the assessment of applied knowledge, skills and practices. These are essential to developing a basis for progression and therefore learners need to achieve both components in order to achieve the qualification.

Skills and process taught in Unit 1: YEAR 10

- > Use research to develop understanding of design practice
- > Research sources for investigation: primary sources, secondary sources
- > Art and design investigation methods relevant to a specialist area
- > Exploring art and design media, materials, techniques and processes
- > Responding to the work of others practically
- > Generating ideas to solve creative problems
- > Informing ideas
- > Use techniques to communicate ideas and intentions
- > Practical skills development
- > Apply health and safety practice
- > Explore materials relevant to own creative intentions
- > Develop skills through traditional, digital or experimental specialist materials and techniques
- > Apply industry development approaches relevant to work
- > Use ongoing review and practise of skills for development and refinement
- > Documenting and staying organised
- > Exploring different methods of communication

Skills and process taught in Unit 2: YEAR 11

- > Interpreting a brief
- > Considering constraints and intentions
- > Personal intentions
- > Organisation skills
- > Identifying priorities
- > Preparing for a project
- > Applying industry approaches relevant to a project
- > Consider constraints of the brief
- > Review of fitness for purpose
- > Presenting development and final response in a portfolio
- > Presenting intentions through images and annotation
- > Showing the final response

LEVEL 1 / LEVEL 2 HOSPITALITY AND CATERING

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers, how they operate and what they have to take into account in order to be successful. The qualification is graded L1 pass to L2 Distinction.*

The qualification has been devised around the concept of a 'plan, do, review' approach so that students take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

WHAT YOU WILL STUDY

You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Student will learn a wide variety of professional kitchen skills and knowledge so that they are well equipped to complete their four hour practical assessment. In addition to this, students will learn transferable skills of planning, problem solving, organisational and time management, and communication skills.

ASSESSMENT

Unit 1: The Hospitality and Catering Industry

External, on line examination that lasts 1 hour 20 minutes. This external examination will take place at the end of Year 11 and contributes towards 40% of the final Grade.

Unit 2: Unit 2: Hospitality and Catering in Action

Internally assessment, contributes towards 60% of the final Grade. For this internal assessment, students will be required to respond to a task set by the exam board. To respond to this task students will need to research, plan, safely prepare and present two dishes with accompaniments. The preparation and presentation of these two dishes will need to be completed in a single 3 hour session. Pupils are also required to complete a piece of coursework in 9 hours.

IMPORTANT

- > Ingredients are usually needed every other week.
- > This is a commitment that needs to be taken when opting for the course.
- > Students will be expected to bring in their own ingredients.

HISTORY

"In studying History we are finding out about ourselves" – Vivian Galbraith.

WHY CHOOSE GCSE HISTORY?

- > You will develop your analytical skills.
- > You will gain an understanding of key Historical events and how they shaped the world today.
- > You will study primary sources and secondary interpretations to reach informed conclusions.

WHAT YOU WILL STUDY

Edexcel GCSE History (9-1).

This includes:

- > Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- > Anglo Saxon and Norman England 1066-1088
- > Superpower Relations and the Cold War 1941-1991
- > Weimar and Nazi Germany 1919-1939

The emphasis in GCSE History requires both a good retention of subject knowledge but also the ability to apply the skills taught throughout the course. You are taught to analyse a great variety of historical evidence, both visual and written, in order to make reasoned and informed judgements and answer a range of questions presented to you.

ASSESSMENT

The course is 100% examination. There are 3 written examinations at the end of the course:

Paper 1 - Crime and Punishment through time 1000-present

(Source Enquiry into Policing in Whitechapel c1880): 1hr 15

Paper 2 - Anglo Saxon and Norman England 1066-1088 and Superpower Relations and the Cold War 1941-1991: 1hr 45

Paper 3 - Weimar and Nazi Germany 1919-1939: 1hr 20

PROGRESSION

You could continue your study of History at A Level in the Sixth Form.

CAREERS

Advertising, Teaching, Heritage work, Policing, Law, Archaeologist, MP, Marketing

"A generation which ignores History has no past and no future" – Robert Heinlein.

GEOGRAPHY

INTRODUCTION

"Geography is the subject which holds the key to our future" - Michael Palin

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

- > To understand the environment at local and global scales
- > To know your world through fieldwork
- > Make wise decisions that balance the environment and development concerns
- > To develop a wide range of skills such as presenting arguments or map skills
- > To use computers and other technology for analysis / presentation
- > To understand other cultures in UK and throughout the world
- > To know where places in the world are

WHAT YOU WILL STUDY

OCR B (Geography for Enquiring Minds) will be studied at GCSE.

Themes include: Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance.

10% of the GCSE grade will now be made up from Maths and Statistics work therefore a good grasp of Mathematics is essential. Emphasis is placed on written and numeracy skills.

ASSESSMENT

The course will now be 100% examination with 3 exams at the end of Year 11.

There is still a requirement for fieldwork (2 pieces – human and physical). You will now be examined on fieldwork skills which includes Maths and Statistics work.

PROGRESSION

You could continue your study of Geography at A Level in the Sixth Form. Geography links extremely well with specialist Science and arts subjects, so it is ideal for a balanced curriculum. It also link well with Philosophy and Ethics.

CAREERS

GCSE Geography with:
Art and Design Technology
Science
History

Potential Careers:
Architecture, Cartography, Landscape Design
Agriculture, Environmental Health, Conservation
Archaeology, Law, Curator, Publishing

GCSE OPTION COMPUTER SCIENCE

INTRODUCTION

The academic qualification enables learners to develop the computational skills needed to thrive in the fast-changing world of Computer Science.

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of KS3. The rigorous course of study requires advanced mathematical and problem solving skills.

This includes innovative programming challenges written in Python that enable pupils to develop the computational skills they need for an exciting digital future beyond the classroom.

WHAT YOU WILL STUDY

The course is split into 2 main sections:

Principles of Computer Systems

This section looks at the structural components of a computer system including systems architecture and software. It includes understanding binary representation, the fundamentals of computer networks, cyber security and the emerging trends in computing technologies that impact society.

Application of Computational Thinking

This section focuses primarily on algorithms and programming techniques. It also includes data structures, how to construct truth tables and understanding the importance of pseudo code in developing solutions to problems.

ASSESSMENT

- > Principles of Computer Science: 1 hour 30 minute written exam (50%)
- > Application of Computational Thinking: 2 hour computer-based exam (50%)

PROGRESSION

Pupils will be able to progress on to any Post 16 Computing/T Level course, with the potential to go to University.

CAREERS

This qualification would typically lead to careers in networking, cyber security, games development, software design, artificial intelligence and app development.

GCSE OPTION BTEC DIGITAL INFORMATION TECHNOLOGY

INTRODUCTION

Digital Information Technology is for learners who want specific advanced knowledge and skills in the digital sector.

The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy.

This qualification will enable learners to progress within this industry and demonstrate a range of advanced digital skills and knowledge.

WHAT YOU WILL STUDY

The main focus is on four areas of equal importance:

- > 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.
- > The 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.
- > Developing the attitudes that are considered most important in digital information technology including personal management and communication.
- > The effective use of skills, processes 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.

ASSESSMENT

Learners are required to complete and achieve all three components of the qualification.

| | |
|--|--|
| Component 1: Exploring User Interface Design Principles and Project Planning Techniques | Each internal assignment will be completed in approximately 6 hours of supervised assessment. |
| Component 2: Collecting, Presenting and Interpreting Data | |
| Component 3: Effective Digital Working Practices | This paper-based external assessment will be completed in 1 hour 30 minutes at the end of the qualification. |

PROGRESSION

Pupils will be able to progress to any digital qualification, with the potential to go to University.

CAREERS

This qualification would typically lead to careers in database administration, IT project management, cyber intelligence officer, social media management or forensic computer analysis.

CORE IT DIGITAL FUNCTIONAL SKILLS

INTRODUCTION

The Digital Functional Skills qualification will enable learners to participate in digital and online activities safely in the workplace and other real-life contexts.

The Digital Functional Skills qualifications should:

- > Enable learners to gain confidence and fluency in their use of digital knowledge and develop a positive attitude towards the use of their digital skills.
- > Enable learners to develop an appreciation of the importance of digital skills in the workplace.
- > Enable learners to demonstrate their knowledge and skills by applying these to complete tasks and activities.

WHAT YOU WILL STUDY

The digital skills and knowledge pupils develop will include:

- > The use of a variety of digital devices for a particular purpose.
- > Understanding the different forms of communication in a digital environment.
- > To understand how to successfully diagnose system and user errors and to be able to identify solutions.
- > To be able to combine different types of information for a particular scenario.

ASSESSMENT

The qualification consists of one externally assessed assessment, available onscreen, and on-demand.

Each assessment comprises two sections:

- > Question Paper: 15 minutes
- > Task: 1 hour 15 minutes

PROGRESSION

The qualification is suitable for those wanting to progress to employment or vocational education that requires the use of digital skills.

CAREERS

This qualification would typically lead to careers that operate within an office environment or require the use of digital skills to function in a range of different industry roles.

FRENCH

INTRODUCTION

In a world where both local and international companies are looking to trade with emerging economies much further abroad, the ability to speak another language has never been more important in the workplace. Proficiency in more than one language add another dimension to other skills you can offer an employer and could boost opportunities for travel and improve your future earning potential. An additional language also demonstrates to an employer that you have a strong work ethic and can be given responsibility to take on more complex tasks and work independently. Studying a second language also shows that you can communicate and adapt to different situations and people. Moreover, it gives you an insight into other cultures and how other people think.

WHAT YOU WILL STUDY

You will study a range of engaging and relatable thematic contexts, which are relevant to your current and future needs. These include:

- > My personal world
- > Lifestyle and wellbeing
- > My neighbourhood
- > Media and technology
- > Studying and my future
- > Travel and tourism

ASSESSMENT

The GCSE course is divided into four skills and each skill has a foundation or higher tier. Each student may only be entered for one tier across all four skill areas. All areas are tested at the end of year 11.

Reading – 50 marks (25%)

There are 2 parts to the exam. In the first section, you will read different stimuli in French and will have to answer a range of multiple-choice, multiple-response and short-answer open response questions. All questions will be set in English. In the second section, you will be required to translate short passages into English (35-40 words for foundation tier and 50-55 words for higher tier).

Listening – 50 marks (25%)

There are 2 parts to the exam. In the first section, you will listen to French extracts and will have to answer a range of multiple-choice, multiple-response and short-answer open response questions. All questions will be set in English. In the second section, you will be required to complete a dictation. You will listen to some short sentences in French and you will have to write what you can hear in French.

Writing – 50 marks (25%)

Depending on whether the student is entered for Foundation or Higher tier, they are required to produce three pieces of writing which may consist of: a short text, an email, letter, web page, article, report or promotional material with some specified content, plus a translation of either simple sentences or a short passage from English into the assessed language.

Speaking – 50 marks (25%)

This component requires learners to respond in the assessed language to 3 tasks: Task 1 – Read aloud and answer 2 follow-up questions in French on the topic from the text; Task 2 – Role-play in a transactional setting (for example at the doctor's or at the airport); Task 3 – Student will describe a photo and will be asked questions on the same topic as a follow-up task.

PROGRESSION

You could continue your study of French at A Level in the Sixth Form.

CAREERS

International trade, banking and finance, translation, tourism, education, journalism, government, armed forces.

"One language sets you in a corridor for life. Two languages open every door along the way." – Frank Smith.

HAIRDRESSING AND BEAUTY THERAPY

INTRODUCTION

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time and exploring changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

The qualification is a Level 2 Technical Award in Hair and Beauty Studies

WHAT YOU WILL STUDY

You will study how hair and beauty has developed from ancient times to present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact on services.

There will be a practical element in both hair and beauty therapy

The qualification develops the following knowledge, understanding and skills:

- > Specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- > Evolution of hair and beauty from use in ancient times to the mid-90s
- > How technological advancements, changes to the economy, and social factors have influenced the sector
- > Chemistry of cosmetics and biology related to hair and beauty
- > Uses of design and images for business use
- > Technical hairstyling, make-up and manicure

ASSESSMENT

To gain the qualification you will be required to complete all assignments online and sit an online test. These will be marked externally on a pass, merit and distinction basis. Excellent attendance and commitment is therefore important.

PROGRESSION

Your understanding and skills can be developed further through progression to other qualifications, such as:

- > Level 2 Diploma in beauty therapy/beauty consultancy/hair and media make-up
- > Level 2 diploma in women's hairdressing/barbering

CAREERS

Hairdresser, Beauty Therapist, Make Up Artists, Barber.

CHILD DEVELOPMENT

INTRODUCTION

The Childcare Department is situated in the 6th Form Block and is equipped with a wide variety of useful equipment and resources to aid our teaching and the students' learning.

WHAT YOU WILL STUDY AND ASSESSMENT

The qualification is split into 3 parts

1. **Health and well-being for child development** – externally assessed written paper, equivalent to 40% of the total grade. Questions will cover all aspects of the specification including:
 - > Reproduction and the roles and responsibilities of parenthood
 - > Antenatal care and preparation for birth
 - > Postnatal checks, postnatal provision
 - > Conditions for development
 - > Recognise, manage and prevent childhood illnesses
 - > Child safety
2. **Understand the equipment and nutritional needs of children from birth to five years.**
This is split into four short tasks and will form 30% of the final grade.
3. **Understand the development of a child from birth to five years.** This will form 30% of the final grade. Students will be required to have a child to study between 0-5 years at the beginning of Year 11 in order to complete this area of the course.

Students wishing to follow this course should have a genuine interest in children and should possess the following personal qualities; be caring, helpful, honest, patient and kind.

PROGRESSION

It is also an excellent progression route for further education in the 6th Form where we offer Level 1, 2 and T level in childcare.

CAREERS

Childcare Practitioner, Primary School Teacher, Teaching Assistant, Social Work, Nursing, Community Work, Midwifery.



HEALTH AND SOCIAL CARE

INTRODUCTION

If you're interested in working with people, or want to care for and help others this may be the course for you. BTEC Tech Award Level 1/2 gives you the background knowledge and skills needed by anyone considering working with people.

You will:

- > Learn through investigation
- > Develop knowledge and understanding about health, social care and early years
- > Complete practical work
- > Learn about and understand the world you live in
- > Research occupations you may want to work in.

What do I need to know, or be able to do, before taking this course?

This will be a new subject for students. The course is vocationally based and after studying our BTEC Tech Award Level 1/2 you will have some understanding of working in health, social care and early years.

WHAT YOU WILL STUDY

The course has the following three Components.

Component 1: Human Lifespan Development (An assignment exam in Feb/Mar in Year 10)

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and lifestyle events affect your growth and development?

Component 2: Health and Social Care Services and Values (An assignment exam in Oct/Nov Year 11)

This component will help you gain an understanding of how care values are applied in health and social care settings to help individuals take control of their own care and to ensure their own specific needs are met.

Component 3: Health and Wellbeing (Exam)

This component is exploring the factors that affect physical health and mental health, health lifestyle indicators, and developing a plan to improve individual's health and wellbeing.

PROGRESSION

This course is ideal preparation for progression to more detailed study of health, social care and early years.

After this course you can continue your studies in our 6th Form on the T-Level Health Supporting Adult Nursing OR find employment/apprenticeship in a specialised area within the health, social care and early years field.

CAREERS

Nursing, Early Years Education, Social Work, Caring Professions.





MOTOR VEHICLE GCSE OPTION - IMI Level 1 Certificate In Carrying Out Periodic Vehicle Maintenance And Inspection

INTRODUCTION

This is a Level 1 technical award qualification which provides individuals with the basic introduction to the knowledge, understanding and practical skills required to gain employment or further study towards the automotive maintenance and repair industry. This qualification is for learners who have a keen interest in automotive maintenance and repair and are looking to progress into employment within this sector. The qualification has been designed to be practical, engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers.

This qualification has been developed for schools to deliver a GCSE equivalent qualification which will afford direct progression to Level 1 full time Motor Vehicle qualifications in Yr12 or alternatively provide transferable skills to other vocational subjects.

WHAT DOES THE QUALIFICATION COVER?

The qualification has been designed to be theoretical and practical based which is engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers. The knowledge and skills within this qualification can be applied to a range of light and heavy vehicle sectors. Learners will develop the transferable knowledge and skills from the following mandatory subject areas that are required by an automotive maintenance technician:

Knowledge of carrying out periodic maintenance and vehicle inspection

- > Know the health and safety practices used within an automotive environment
- > Know the tools, equipment and information used within an automotive environment
- > Know the requirements for carrying out periodic vehicle maintenance and inspections

Skills in carrying out periodic maintenance and vehicle inspection

- > Be able to use safe working practices within an automotive environment
- > Be able to use tools, equipment, consumables and information to carry out periodic vehicle maintenance
- > Be able to carry out periodic vehicle maintenance and inspection

ASSESSMENT

Learners will gain their basic knowledge and skills in a classroom and workshop-based environment by carrying out tasks which their teacher will observe. Learners are required to complete an online assessment and practical support material as evidence of their skills and knowledge in a 'portfolio of evidence'. Learners will complete a written report of the practical tasks undertaken as part of the synoptic assessment. This report will be graded by their assessor; Refer, Pass, Merit or Distinction. Learners will also complete an online test that will be automatically externally marked and graded as Refer, Pass, Merit or Distinction.

Achievement of this qualification is graded Refer, Pass, Merit, or Distinction.

As a result of learners successfully completing this qualification they will be well prepared for the next level of study and/or employment. Once learners have achieved this qualification they can progress to further study in automotive and engineering subjects or to a job role in automotive maintenance and repair as an apprentice technician within the automotive / engineering sector.

MOTOR VEHICLE GCSE OPTION - IMI Level 2 Certificate In Automotive Maintenance

INTRODUCTION

This is a Level 2 technical award qualification which provides individuals with an introduction to the knowledge, understanding and practical skills required to gain employment or further study towards the automotive maintenance and repair industry. This qualification is for learners who have a keen interest in automotive maintenance and repair and are looking to progress into employment within this sector. It will provide them with the opportunity to develop their knowledge and skills in this ever changing technological sector.

This qualification has been developed for schools to deliver a GCSE equivalent qualification which will afford direct progression to Level 2 full time Motor Vehicle qualifications in Yr12 or alternatively provide transferable skills to other vocational subjects.

WHAT DOES THE QUALIFICATION COVER?

The qualification has been designed to be theoretical and practical based which is engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers. The knowledge and skills within this qualification can be applied to a range of light and heavy vehicle sectors. Learners will develop the transferable knowledge and skills from the following mandatory subject areas that are required by an automotive maintenance technician:

Knowledge relating to automotive engine and chassis component maintenance

- > Understand housekeeping and health and safety practices within an automotive environment
- > Understand how automotive engine and chassis systems operate
- > Understand how to carry out automotive engine and chassis component maintenance

Skills in maintaining automotive engine and chassis components

- > Be able to follow health and safety practices within an automotive environment
- > Be able to use tools, equipment and information when maintaining engine and chassis system components
- > Be able to remove, inspect and replace engine and chassis system components
- > Be able to record information and make suitable recommendations

ASSESSMENT

Learners will gain their knowledge and skills in a classroom and workshop-based environment by carrying out tasks which their teacher will observe. Learners are required to complete an online assessment and practical support material as evidence of their skills and knowledge in a 'portfolio of evidence'. Learners will complete a written report of the practical tasks undertaken as part of the synoptic assessment. This report will be graded by their assessor; Refer, Pass, Merit or Distinction. Learners will also complete an online test that will be automatically externally marked and graded as Refer, Pass, Merit or Distinction.

Achievement of this qualification is graded Refer, Pass, Merit, or Distinction.

As a result of learners successfully completing this qualification they will be well prepared for the next level of study and/or employment. Once learners have achieved this qualification they can progress to further study in automotive and engineering subjects or to a job role in automotive maintenance and repair as an apprentice technician within the automotive / engineering sector.



CITY & GUILDS LEVEL 2 TECHNICAL AWARD IN CONSTRUCTING AND MAINTAINING THE BUILT ENVIRONMENT ELECTRICAL AND PLUMBING

This qualification allows you to explore the construction and built environment industry. If you enjoy practical, hands-on tasks but also want to discover how buildings are constructed and what happens when they require repair, maintenance or refurbishment, then this qualification is for you.

UNIT 201 WORKING IN THE BUILT ENVIRONMENT

The purpose of this unit is for learners to understand how the construction and built environment industry is structured and how individuals work together to plan and deliver projects. This understanding will enable pupils to establish who needs to be involved in specific tasks within construction projects, what they will do, and when.

UNIT 202 CONSTRUCTION METHODS AND MATERIALS

The purpose of this unit is for learners to understand the methods used to construct buildings and why certain materials are used instead of others in the construction and maintenance of buildings

Everything in the built environment is made out of one or more materials. These materials may be natural or may have been manufactured from naturally-occurring raw materials. Each material will have its own physical and chemical properties that will make it useful for some tasks but not for others, and so the selection of a material for a given task will depend upon its properties.

UNIT 203 MAINTENANCE, REPAIR AND REFURBISHMENT OF BUILDINGS

The purpose of this unit is to provide learners with an understanding of the need for maintenance and repair of buildings. They will understand the differences between maintenance, repair and refurbishment and be able to recommend actions for the repair, maintenance and refurbishment of a building as part of a construction project.

UNIT 204 USING TOOLS TO CONSTRUCT AND MAINTAIN BUILDINGS

The purpose of this unit is for learners to understand the breadth of practical skills that are performed in the construction industry and the different tools and techniques that are used. Learners will develop an understanding of the importance of tools in a wider sense, and the specific uses to which each tool is put

Topics covered in this unit include how to work safely on construction projects including the use of sources of information such as legislation and risk assessments. Learners will understand how risk assessments are used to identify hazards, assess risks and propose control measures where necessary.

This unit will focus on the Electrical and Plumbing industry. Pupils will develop practical skills and knowledge for the installation, testing and maintenance of basic Electrical and plumbing installations.

ASSESSMENTS

- > **Year 11** Written Exam
- > **Year 11** Synoptic assessment for both plumbing and electrical.
- > **Practical Electrical assessment**
- > **Practical Plumbing assessment**

WHERE CAN THIS QUALIFICATION LEAD TO?

This qualification will help support post 16 education progression into our 6th Form T-Levels in Onsite Construction for specialisms in brickwork and carpentry or the T - Level in Building Services Engineering, for specialisms in Electrotechnical and Plumbing Engineering.



RELIGIOUS STUDIES

INTRODUCTION

GCSE Religious Studies is a two year course which will provide you with the opportunity to challenge your own views, discover new things about our world and learn how to put your ideas forward in a reflective manner.

You will:

- > Be able to engage in a subject where different cultures and beliefs are explored.
- > Explore religions, beliefs and reflect on fundamental questions challenging their beliefs and the beliefs of others;
- > Challenge your own opinions about a number of ethical issues.
- > Apply religious beliefs to ethical issues such as terrorism.
- > Be able to express your own opinion on a variety of topics.

WHAT YOU WILL STUDY:

| | |
|---|---|
| Religion 1: Christian Beliefs & Practices <ul style="list-style-type: none"> > How can God be all-loving if people suffer? > Do we have free will or are our lives pre-planned? > What do Christians believe about Life after Death? > How do Christians worship God? > Are Christian festivals really about religion in modern Britain? | Religion 2: Islam Beliefs & Practices <ul style="list-style-type: none"> > What are Muslim beliefs about Allah? > How to live a good life? > What is the purpose of prayer? > Where do Muslims go on pilgrimage to? > What causes conflict in Islam? |
| Theme A: Relationships and families <ul style="list-style-type: none"> > Are gay marriages acceptable within Christianity? > What do Christians believe about divorce? > Why do some Christians believe contraception is unacceptable? > Is Christianity sexist? | Theme B: Religion and life <ul style="list-style-type: none"> > Should you help someone die if they have a terminal illness? > Should everyone have unlimited access to abortions? > Is it right to test medicine's on animals, if it might save lives? |
| Theme D: Religion, peace and conflict <ul style="list-style-type: none"> > What are the causes of terrorism? > Can you justify war if it means killing innocent people? > Why do some Christians think it's important to work for peace? | Theme E: Religion, crime and punishment <ul style="list-style-type: none"> > Are people born evil or do they learn that behaviour? > Do prisons work? > When should we forgive people? For what actions? > Should Britain bring back the death penalty? |

ASSESSMENT

The course is 100% exam and we follow the AQA exam board.

Students will have 2 exams which will be 1 3/4 hour each.

Paper 1: The study of Religion (102 marks) + Paper 2: Themes (99 marks)

PROGRESSION

You could continue to study Philosophy and Ethics in the Sixth Form at A Level.

CAREERS

Religious Studies is a highly regarded, academic course of study as it equips you with skills that are needed for further education. The skills you learn in Philosophy and Ethics are useful in a number of careers including Teaching, Law, Journalism, Politics, Prison Officer and the Police Service.

SOCIOLOGY

WHAT IS SOCIOLOGY?

Sociology is the study of people and society. It is the study of different trends within society and looks into how and why society changes. In Sociology, you will investigate changes in family patterns, why people commit crime and how education has changed over time.

KEY QUESTIONS YOU WILL STUDY

- > Do people in certain areas commit more crime?
- > Do criminals have particular deviant characteristics?
- > Should young offenders be treated the same way as other criminals?
- > Do students at private schools do better than those at state schools?
- > What is the link between gender and achievement at school?
- > Should society be divided into gender, race and ethnicity?

WHAT WILL YOU STUDY?

Sociology is a very academic course of study and we follow the Eduqas exam board. It is 100% examination. You will have two papers both 1hr 45mins each at the end of year 11.

| | |
|--|---|
| Component 1 <ul style="list-style-type: none"> > 50% of the qualification > Understanding Social Processes > Key concepts of cultural transmission > Families > Education > Sociological research methods | Component 2 <ul style="list-style-type: none"> > 50% of the qualification > Understanding Social Structures > Social differentiation and stratification > Crime and deviance > Applied Methods of Sociological Enquiry |
|--|---|

Component 1

You will look at how the structure of families has changed over the course of time. You will look at statistical data on divorce rates, cohabitation and the domestic division of labour. In the study of education, you will look at what factors contribute to performance in education such as peer pressure and racism. Within Sociological research methods, the validity of primary and secondary data will be scrutinized. You will study the practical and ethical issues surrounding gathering data.

Component 2

Within understanding social structures, you will look at different forms of power and authority within society. You will study equality and inequality within society with regards to gender, race, ethnicity, income and wealth. The course will enable you to critically consider the effects of feminism, racism and gender discrimination. In crime and deviance, you will look into why people commit crimes and whether there is a link to crime and ethnicity, race, gender and demographics.

WHAT CAN YOU DO WITH SOCIOLOGY?

Sociology is a highly regarded subject which can lead to many employment opportunities.

It gives you a better understanding of the world and allows you to see society from different perspectives. Qualifications in Sociology can lead to jobs in teaching, law, police and journalism.

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