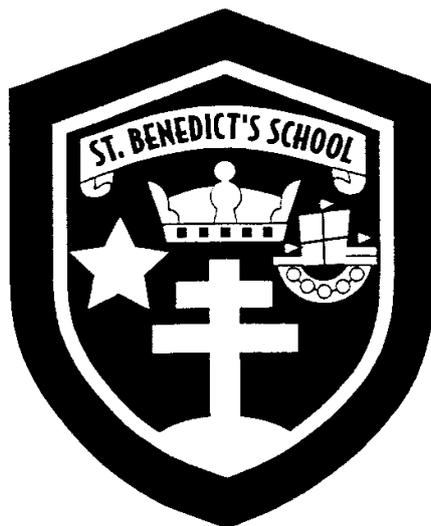


ST BENEDICT'S CATHOLIC HIGH SCHOOL  
WHITEHAVEN

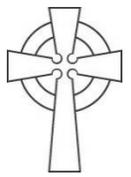


**KEY STAGE 4  
CURRICULUM**

**2017-2019**



## KEY STAGE 4 CURRICULUM 2017 – 2019



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## THE KEY STAGE 4 (AND BEYOND) CURRICULUM 2017 - 2019

We at St Benedict's understand the importance of supporting your child through the choices that will determine their journey through the next stage of their school experience. The option process has been designed to provide the structure, advice and guidance needed to make informed decisions about the qualifications that will be studied. We advise students to maintain a broad and balanced choice of subjects to ensure that future pathways are kept open. Although career direction and particular interests are important, we believe that studying subjects that students enjoy also plays an important role when making option choices. Students are more likely to succeed if they choose subjects that they enjoy and have a strong interest in. The time line below sets out the important events and dates that make up this process.

<b>Information, Advice and Guidance leading to Option Choices for KS4</b>	
25 <sup>th</sup> January	World of Work Day. A chance for students to work with employers and careers advisers.
30 <sup>th</sup> January	Option process introduced to Year 9 students at assembly.
31 <sup>st</sup> January	Option Booklet and letter regarding Options Evening and Pathway recommendations issued.
2 <sup>nd</sup> February	Options Evening for parents and students 6.00 – 7.30pm.
16 <sup>th</sup> February	Progress Review Evening letter and appointment sheet issued.
20 <sup>th</sup> February	HALF TERM
1 <sup>st</sup> March	Year 9 reports issued.
2 <sup>nd</sup> March	Progress Review Evening with subject teachers.
6 <sup>th</sup> March	Deadline for the return of Options forms.

# PATHWAYS TO SUCCESS AT KEY STAGE 4 (AND BEYOND)

It is important to realise that subject choices made now constitute a serious commitment for two years. We strongly advise that you and your child discuss the options process very carefully.

In Years 10 and 11 there are three main curriculum pathways. These are designed to ensure a realistic and appropriate curriculum for every student. Each pathway contains a list of compulsory subjects (Core) and option choices.

The school will recommend the pathway that we feel is most suitable for your child. We take a number of measures into account to make this recommendation including your child's prior attainment at Key Stage 2 and their current assessment grades showing the progress they have made as well as their CAT scores that give an indication of student's academic abilities.

Whichever pathway students follow they will study the Core subjects:

English Language, English Literature, Mathematics, Religious Education and at least Combined Science (2 GCSEs). They will also follow a study programme leading to the European Computer Driving Licence qualification (ECDL) in Year 10. Students will also have PE/games lessons throughout Years 10 and 11.

Some students will wish to study a group of subjects known as 'The English Baccalaureate'. To achieve this they would need to choose at least one of History or Geography **and** at least one of French, German or Spanish and gain a good pass in these subjects as well as English, Mathematics and Science. The school's pathways allow students to achieve this group of subjects if they wish to.

## PATHWAY 1

Pathway 1 students will follow the Core subjects and will choose at least two subjects from: French, German, Spanish, Geography, History, Computer Science and Triple Science.

They will also be able to choose one other option subject from: Art & Design, Business Studies Food & Cookery, Product Design, Electronic Products, Engineering, ICT, Performing Arts and PE/Sport.

These subjects could be at GCSE or an equivalent qualification. Your child's subject teacher will ensure that they follow the appropriate course for them to succeed in line with their potential.

## PATHWAY 2

Pathway 2 students will follow the Core subjects and will choose at least one subject from: French, German, Spanish, Geography, History, Computer Science and Triple Science.

They will also choose up to two other option subjects from: Art & Design, Business Studies, Food & Cookery, Product Design, Electronic Products, Engineering, ICT, Performing Arts and PE/Sport.

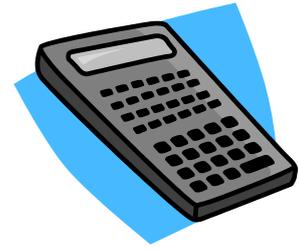
These subjects could be at GCSE or an equivalent qualification. Your child's subject teacher will ensure that they follow the appropriate course for them to succeed in line with their potential.

This pathway enables students to take more practical and vocational qualifications that may be more suited to your child's preferred learning approach.

Decisions about secondary education will probably be the most important decision you and your child have yet to make in their school career. I hope that you will take advantage of the information provided so that together we can make the right decisions.

## PATHWAY 3

Pathway 3 students will follow the Core subjects and a personalised combination of academic and vocational qualifications. Parents of students recommended for Pathway 3 will be invited into school for a meeting to discuss this pathway in more detail.



# CORE SUBJECTS

Combined Science

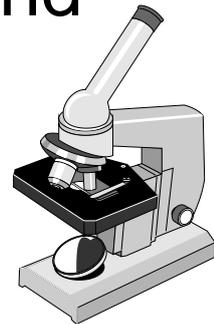
ECDL

English Language and  
English Literature

Mathematics

Physical Education

Religious Studies



**Subject: COMBINED SCIENCE (GCSE)**

**Exam Board: AQA**

### **Why study Science?**

The most recent changes to the Key Stage 4 Science Curriculum will encourage you to engage in up-to-date and relevant science. It will enable you to build, explore and apply your understanding of science. This is often referred to as 'Working Scientifically'. We will be integrating current scientific issues, as they appear in the media, into your science lessons and will provide you and your teachers opportunities for discussion and debate of various topical science issues.

### **You will study and learn:**

- How to develop the skill of practical collection of data;
- The importance of enhancing your scientific literacy through developing your abilities to critically engage with science in the media;
- The skill of presenting and analysing scientific information;
- The way understanding of science changes over time and the applications of contemporary scientific developments.

### **Our aim:**

- To provide you with a science education which is challenging and exciting;
- For you to have a greater understanding of the relevance and importance of Science both now and in your life after school.

Science is a core subject, and as such, everyone must study science at GCSE.

### **GCSE Combined Science: Trilogy**

All three subjects (Biology, Chemistry and Physics) are taught leading to two GCSEs (giving grades like 9-9 or 7-6 or 5-5). Students will not be excluded from choosing any of the A Level sciences but must bear in mind that the science content of all three sciences are not covered in as much detail when compared to the 3 separate sciences option. **This is not an option choice.**

### **Assessment:**

The new course is linear with no coursework so all of the assessment is at the end of Year 11. There will be six one hour fifteen minute papers, two Biology, two Chemistry and two Physics. They each contribute 16.7% of the overall grade and each is worth seventy marks. Each of the exam papers is available at Foundation or Higher tier.

The course contains compulsory practical tasks. There will be questions related to these tasks in the examinations.

**Departmental Contact:** Mrs Thomason, Deputy Subject Leader or Mrs Kelso, Assistant Headteacher STEM

## **EUROPEAN COMPUTER DRIVING LICENCE (ECDL)**

### **Why study ECDL?**

The vast majority of the population now use computers on a frequent basis and being able to confidently and competently use computers is an essential life skill. The ECDL is a programme of study leading to an internationally recognised vocational qualification covering the skills and competencies necessary to use a computer and common computer applications.

### **You will learn:**

- How to use common software packages including word processing, spreadsheet and presentation software.
- How to improve productivity using ICT
- How to use ICT to solve problems
- How to use ICT and computers to support your studies in other subjects

### **Assessment:**

Four on-line assessments each lasting between 45 minutes and 1 hour, one for each of the four units of work covering Word processing, Spreadsheets, Presentation software and improving productivity using IT.

The ECDL is a level 2 technical award qualification equivalent to one GCSE. The grades given are Distinction\*, Distinction, Merit and Pass.

**Departmental Contact:** Mr C Redhead, Subject Leader

**Subject: ENGLISH LANGUAGE & ENGLISH LITERATURE (GCSES)**

**Exam Board: AQA**

**Why study English?**

English is a valuable subject for all students. Studying how language is used in literary and non-fiction text helps students to become better communicators. By developing your skills in English through reading, writing, speaking and listening you will become a competent user of English. This means you will be better prepared for the future where a qualification in English; this means is a basic requirement for the world of work or to allow you to progress to Higher Education.

**You will study:**

- A variety of books, plays and poems;
- A variety of non-fiction texts including newspaper/magazine articles, reports, leaflets and web based texts.

**You will learn:**

- How to understand and use spoken English more effectively in a variety of situations;
- How to write and speak effectively for different purposes and audiences;
- How to read, understand and use different types of printed texts.

All students will be studying English Language and Literature as 2 separate GCSEs.

**Assessment:**

Students are assessed at the end of Year 11 with two English Language exams and two Literature exams.

Students will be graded from 1- 9.

**LANGUAGE**

Paper One: Explorations in Creative Reading and Writing.

Paper Two: Writers' Viewpoints and Perspectives.

**LITERATURE**

Paper One: Shakespeare and the Nineteenth Century Novel.

Paper Two: Modern Texts and Poetry.

**Departmental Contact:** Mrs P Proctor, Subject Leader or Mrs R Parker, Second in Department.

**Subject: MATHEMATICS (GCSE)**

**Exam Board: AQA**

**Why study Mathematics?**

GCSE Mathematics is a qualification that is required by most employers and is often compulsory for entry to further or higher education, and so it is an important subject for you to study. Mathematics requires logical thinking and analytical skills that can be used in everyday life.

**You will study:**

- Number and Algebra;
- Shape, Space and Measures;
- Handling Data.

**You will learn the following skills:**

- Numeracy;
- Logical thinking;
- Problem-solving techniques;
- How to work independently.

**Assessment:**

There is a choice between two levels of entry: Foundation and Higher. The grades available range from 1 to 9. The Foundation Tier will give access to grades 1-5, and the Higher Tier grades 4-9. The entry tier will be decided by the Subject Leader after consultation with class teachers. The majority of students will continue to study at the entry tier recommended at the start of their GCSE course. However, individual performance will be monitored and, if appropriate, students will move tiers.

**Examination:**

The Maths GCSE is a linear course, meaning that all students will sit exams at the end of Year 11.

**Departmental Contact:** Mrs A Mulrain, Head of Mathematics

**Subject:        PHYSICAL EDUCATION (Key Stage 4: Years 10/11)**

All students are expected to follow a course in Physical Education. By the end of the key stage students will have had the opportunity to:-

**1. Acquire and develop skills**

- develop and apply advanced skills and techniques
- apply them in increasingly demanding situations

**2. Select and apply skills, tactics and compositional ideas**

- use advanced strategies and organisational concepts and principles
- apply these in increasingly demanding situations
- apply rules and conventions for different activities.

**3. Evaluate and Improve performance**

- make informed choices about what role they want to take in each activity
- judge how good a performance is and how to improve it
- prioritise and carry out these decisions to improve their own and others performance
- develop leadership skills.

**4. Have a knowledge and understanding of fitness and health**

- know how preparation, training and fitness relate to and affect performance
- how to design and carry out activity and training programmes that have specific purposes
- know the importance of exercise and activity to personal, social and mental health and well-being
- know how to monitor and develop their own training, exercise and activity programmes in and out of school.

**The following activities will be offered to students in KS4**

BOYS: Football; Rugby; X-C; Badminton; Volleyball; Athletics; Cricket; Softball; HRF (circuits); Basketball; Table-Tennis; Dodgeball

GIRLS: Netball; Hockey; X-C; Badminton; Tennis; Rounders; Aerobics; Football; Circuits; Athletics; Dodge ball; Bench ball; Rugby; Fitness; Table-Tennis; Volleyball; Dance; Cheerleading

**Departmental Contact:** Miss L Powe, Subject Leader

**Subject: RELIGIOUS STUDIES (GCSE)**

**Exam Board: Eduqas**

**Why study Religious Studies?**

A GCSE in Religious Studies is firstly a respected qualification; it will sit alongside your other GCSE subjects and provide the foundation for your next step in life. Secondly and perhaps more importantly it will help you with the issues that we all have to face throughout our life. It will give you the opportunity to explore your own solutions to moral problems and to have these views explored and countered and thirdly these modules fulfil the content requirements of the Curriculum Directory of the Bishops of England and Wales.

**In Year 10 you will study fundamental Catholic Theology & Judaism**

The unit is made up of two modules. These modules are entitled: Origins and Meanings & Good and Evil. During this course we will be discussing all of the central questions of life and how the Catholic Church responds to these issues such as “Does God exist?” and “Why do bad things happen to good people?” Your work will also include how religion is viewed by the wider world with particular reference to film industry. This course also deals with the issues and Catholic teachings surrounding marriage and family life.

**In Year 11 you will study Unit 10: Applied Catholic Theology**

The unit is made up of two modules. These modules are entitled: Life and Death & Sin and Forgiveness. During this course we will be discussing all of the central questions of life and how the Catholic Church responds to these issues such as “Why do we celebrate Christmas and Easter?” and “How should we live our lives?” You will also deal with issues surrounding respect and active citizenship.

**You will learn about:**

- Understanding of the beliefs, values and traditions of the Catholic Church and the wider Christian tradition.
- The influence of the beliefs, values and traditions of the Catholic Church.
- Catholic and Christian responses to moral issues e.g. Abortion, Euthanasia, etc.

**You will learn the following skills:**

- Recall, selection, organisation, deployment of the specified content.
- Showing the nature, relevance and application of issues through the skills of description, analysis and logical argument.
- Developing your personal faith and understand your journey of faith.
- Communication.

**Assessment:**

Three exams - both at the end of Year 11 worth 33.3% each. Each exam lasts 1 hour 30 minutes.

For suitable students, as identified within the RE Department, there will be the opportunity to sit an additional GCSE in General Studies.

**Departmental Contact:** Mr I Nevitt, Subject Leader



# PATHWAY 1

# OPTIONAL

# SUBJECTS

## GROUP A

Students will choose **at least two** subjects from the following:-



Computer Science  
French  
Geography  
German  
History  
Spanish  
Triple Science



In the event that a course fails to attract sufficient numbers we may have to withdraw it.



# PATHWAY 2

# OPTIONAL

# SUBJECTS

## GROUP A

Students will choose **at least one** subject from the following:-



Computer Science  
French  
Geography  
German  
History  
Spanish  
Triple Science



In the event that a course fails to attract sufficient numbers we may have to withdraw it.

**Subject: Computer Science (GCSE)**

**Exam Board: OCR**

### **Why study Computer Science?**

GCSE Computer Science is a course designed to deepen your understanding of how computers and computer systems work. The subject provides a powerful training tool to enable you to competently solve everyday problems through developing your own programs. It also helps you to further develop your understanding of how computers are used for everyday tasks, including online banking, streaming entertainment or communicating with somebody at the other side of the world. GCSE Computer Science is designed to enable you to broaden your technical understanding and give you the technical skills to prepare for the world of tomorrow.

### **You will study:**

The course is split into 3 parts:

#### ***Unit 1 - Theory – Computer Systems***

You will investigate in depth how the hardware components that make a computer system, including the CPU work and explore how it processes information. You will learn about System Architecture, Memory, Storage and System software. You will also investigate the moral, social, legal, cultural and environmental issues surrounding use of computer systems, and how computers connect together using networks, including the Internet.

#### ***Unit 2 – Theory – Computational Thinking, Algorithms and Programming***

You will build on the knowledge gained in the first unit. You will investigate and design algorithms and investigate new programming techniques, such as how to produce robust programs. Computational logic, translators and data representation will also be covered in this unit.

#### ***Unit 3 – Programming Project***

The third unit will focus on programming. You will build on your programming skills developed during Years 8 and 9 and use that knowledge to code solutions to problems. You will be taught how algorithms can be used to design and plan sequences of instructions to problem solve. You will also investigate the fundamentals of programming, such as using variables, selection and iteration, and how to correct errors in your coding. During the unit you will be required to undertake a controlled task, set by the exam board.

### **Assessment:**

There are 3 units in the GCSE Computer Science course: -

**Unit 1/Component 1** - Computer Systems theory - assessed by a 1 hour 30 mins examination worth 40% of the overall mark.

**Unit 2/Component 2** – Computational Thinking, Algorithms and Programming theory - assessed by a 1 hour 30 mins examination worth 40% of the overall mark.

**Unit 3/Component 3** - Controlled Assessment Task - Programming Project. This project will last approximately 20 hours, and is worth 20% of the overall mark.

The course is graded from 9 - 1.

**Departmental Contact:** Mr C Redhead, Subject Leader

**Subject: FRENCH (GCSE)**

**Exam Board: AQA**

### **Why study French?**

Studying French will help you communicate in the language, as well as helping you to understand the language in speech and writing. It will benefit you when you come into contact with French speaking people, both at home and abroad. You will learn about the culture of countries where French is spoken and will be able to communicate with young people of your own age in these countries. A qualification in a foreign language is very useful and is increasingly desirable for many jobs.

### **You will study French in relation to the following themes:**

Relationships with family & friends, technology in everyday life, free time activities, social issues, global issues, travel & tourism, work & education.

You will learn the following skills:

- Listening
- Speaking
- Reading
- Writing

### **Assessment:**

You will take a paper in each of the 4 skills: Listening, Speaking, Reading & Writing.

There are two entry levels, Foundation or Higher Tier.

**Paper 1 Listening - 25%**                      Foundation Tier - 35 minutes  
Higher Tier - 45 minutes

You will listen to announcements, short conversations, instructions, short news items and telephone messages etc. in French on a CD that has pauses to give you time to write your answers.

**Paper 2 Speaking Test - 25%**      Foundation Tier 7-9 minutes  
Higher Tier 10-12 minutes

You will complete a role play, a photo card discussion and a general conversation based on stimulus materials. Marks will be awarded for communication, knowledge & use of language, range & accuracy of language, pronunciation and fluency

**Paper 3 Reading - 25%**                      Foundation Tier - 45 minutes  
Higher Tier – 1 hour

The examination paper will consist of short items such as instructions, public notices and advertisements together with extracts from brochures, guides, letters, faxes, e-mail and web sites. You will give answers mainly in English or as multiple-choice and there will also be a short translation from French into English.

**Paper 4 Writing - 25%**                      Foundation Tier – 1 hour  
Higher Tier – 1 hour 15 minutes

The writing component consists of differentiated tasks such as a message, a short passage, a short translation from English into French and a structured writing task of approximately 90 words at foundation tier. Students taking the higher tier paper are expected to complete an open ended writing task of approximately 150 words in addition to a short translation.

**Departmental Contact:** Mr A Arins, Subject Leader

**Subject: GEOGRAPHY GCSE (9-1)**

**Exam Board: EDEXCEL A (1GA0)**

### **Why study Geography?**

This GCSE (9–1) qualification encourages learners to think like geographers through the study of geographical themes applied within the context of the UK and the wider world. “Without Geography - You are nowhere!” Or to quote Michael Palin, “**Geography holds the key to our future**”

### What qualities do I need to study GCSE Geography?

You should have a keen interest in the world around you. Geography is topical, so encouraging your child to watch the news or documentaries like “Planet Earth” and read newspapers, will help inform them of the issues facing the World. Geography is full of opinions, so debating controversial topics is a way of training the Geographer within. You should be prepared to work hard & research topics.

### Where will Geography take me?

Geographers recognise that everything is connected. Where do your relatives live? Which countries provide your food? Where were your Christmas presents manufactured? How can we manage flood risk? Why are some countries poor?

Geography could lead you to exciting career prospects - It is one of the most versatile subjects as it bridges the gap between arts and science subjects. It could take you into the Travel Industry, Environment Agency, River Authorities, Forestry, Planning and Highways Department, Management, Military or Teaching. You may also wish to continue your studies with us in the sixth form at A-level.

The Geography course at St Benedict’s aims to foster your enthusiasm for the world around us, to stimulate your interest in global issues and arouse your curiosity. The qualification gives a prominent position to **fieldwork** and other geographical skills whilst ensuring they are embedded within teaching & learning.

### **You will study:**

The course follows the EDEXCEL A syllabus, studying **a wide range of** geographical themes: The changing landscapes of the UK; weather hazards and climate change; Ecosystems, biodiversity & management; Changing cities; Global development; Resources management and Geographical investigations.

### **You will learn:**

- To develop a knowledge and understanding of current events from the local to those worldwide;
- to investigate the earth and its peoples – economic development and life in the city;
- to study the features of the earth - such as rivers, seas, ecosystems and environmental threats;
- to develop a range of useful skills such as map reading, data collection, GIS, ICT & problem solving;
- to gain an understanding and appreciation of the cultures and backgrounds of people from all over the world and the ways they live and work.

### **Assessment and Examination:**

Success will depend on how hard you work but your teacher will work with you to help you achieve. The course is assessed through 3 examinations:

Component 1: The Physical Environment = 37.5%

Component 2: The Human Environment = 37.5%

Component 3: Geographical investigations: Fieldwork & UK Challenges = 25%

**Departmental Contact:** Mrs J. Lee, Subject Leader

**Subject: GERMAN (GCSE)**

**Exam Board: AQA**

### **Why study German?**

Studying German will help you communicate in the language, as well as helping you to understand the language in speech and writing. It will benefit you when you come into contact with German speaking people, both at home and abroad. You will learn about the culture of countries where German is spoken and will be able to communicate with young people of your own age in these countries. A qualification in a foreign language is very useful and is increasingly desirable for many jobs.

### **You will study German in relation to the following themes:**

Relationships with family & friends, technology in everyday life, free time activities, social issues, global issues, travel & tourism, work & education.

You will learn the following skills:

- Listening
- Speaking
- Reading
- Writing

### **Assessment:**

You will take a paper in each of the 4 skills: Listening, Speaking, Reading & Writing.

There are two entry levels, Foundation or Higher Tier.

**Paper 1 Listening - 25%**                      Foundation Tier - 35 minutes  
Higher Tier - 45 minutes

You will listen to announcements, short conversations, instructions, short news items and telephone messages etc. in German on a CD that has pauses to give you time to write your answers.

**Paper 2 Speaking Test - 25%**      Foundation Tier 7-9 minutes  
Higher Tier 10-12 minutes

You will complete a role play, a photo card discussion and a general conversation based on stimulus materials. Marks will be awarded for communication, knowledge & use of language, range & accuracy of language, pronunciation and fluency.

**Paper 3 Reading - 25%**                      Foundation Tier - 45 minutes  
Higher Tier – 1 hour

The examination paper will consist of short items such as instructions, public notices and advertisements together with extracts from brochures, guides, letters, faxes, e-mail and web sites. You will give answers mainly in English or as multiple-choice and there will also be a short translation from German into English.

**Paper 4 Writing - 25%**                      Foundation Tier – 1 hour  
Higher Tier – 1 hour 15 minutes

The writing component consists of differentiated tasks such as a message, a short passage, a short translation from English into German and a structured writing task of approximately 90 words at foundation tier. Students taking the higher tier paper are expected to complete an open ended writing task of approximately 150 words in addition to a short translation.

**Departmental Contact:** Mr A Arins, Subject Leader

**Subject: HISTORY (GCSE)**

**Exam Board: AQA**

### **Why study History?**

Answer: It's fun, it's interesting and it deals with the important themes and ideas that have created the world and culture that you live in today! Studying History shows you how people have always struggled with the really important questions in life: food, survival, family, art, war, politics, religion, entertainment, health, racism, tolerance and science, to name just a few. You will learn about the successes and the failures, the advances and the set-backs. You will see how studying History can give you an understanding of the past and might also give you ideas about how to lead your life now and in the future.

This GCSE course covers a wide range of topics, ancient and modern, local and global. As well as being exciting and interesting, this course will help you to develop skills which will be useful in a wide range of jobs or in the further study of History.

### **You will study:**

Paper One: Understanding the Modern World.

- In Section A of Paper One, you will have a chance to study one of the following two options:
  - America between 1840 and 1895: You will investigate a period of dramatic change in American history as the Plains Indians are drawn into conflict with the settlers who begin to move onto their lands.
- OR
- Germany 1890-1945: This option focuses on the development of Germany during a turbulent half century of change which saw the development and collapse of democracy and the rise and fall of Nazism.

Paper Two: Shaping the Nation.

- In Section A of Paper Two, you will study the medicine used to keep people healthy from the Middle Ages to the present day. This is a fascinating topic that will constantly have you saying, "They used to do what!?"
- In Section B of Paper Two, you will investigate the Norman Conquest of England and the changes that William the Conqueror introduced to England after 1066. You will then apply your knowledge of the Norman Conquest to a specific site identified by AQA.

### **You will learn the following skills:**

- How to interpret and evaluate pieces of information (sources);
- How to communicate and apply your knowledge;
- How to describe and analyse the key features of the period studied;
- Critical thinking and problem solving.

During all your studies, you will have the opportunity to use photographs, films, paintings, videos, ICT, newspapers and many other original and intriguing sources.

### **Assessment:**

The GCSE History course is based on two exams worth 50% each. The exams are 1 hour 45 minutes in length.

The exam papers will assess your knowledge and understanding and this will be done through a mixture of short and long essay style answers and source based questions. They are the same types of questions that you have been asked to do in your history lessons this year so there won't be any nasty surprises.

**Departmental Contact:** Miss Coan, Subject Leader

**Subject: SPANISH (GCSE)**

**Exam Board: AQA**

### **Why study Spanish?**

Studying Spanish will help you communicate in the language, as well as helping you to understand the language in speech and writing. It will benefit you when you come into contact with Spanish speaking people, both at home and abroad. You will learn about the culture of countries where Spanish is spoken and will be able to communicate with young people of your own age in these countries. A qualification in a foreign language is very useful and is increasingly desirable for many jobs.

### **You will study Spanish in relation to the following themes:**

Relationships with family & friends, technology in everyday life, free time activities, social issues, global issues, travel & tourism, work & education.

You will learn the following skills:

- Listening
- Speaking
- Reading
- Writing

### **Assessment:**

You will take a paper in each of the 4 skills: Listening, Speaking, Reading & Writing.

There are two entry levels, Foundation or Higher Tier.

**Paper 1 Listening - 25%**                      Foundation Tier - 35 minutes  
Higher Tier - 45 minutes

You will listen to announcements, short conversations, instructions, short news items and telephone messages etc. in Spanish on a CD that has pauses to give you time to write your answers.

**Paper 2 Speaking Test - 25%**      Foundation Tier 7-9 minutes  
Higher Tier 10-12 minutes

You will complete a role play, a photo card discussion and a general conversation based on stimulus materials. Marks will be awarded for communication, knowledge & use of language, range & accuracy of language, pronunciation and fluency.

**Paper 3 Reading - 25%**                      Foundation Tier - 45 minutes  
Higher Tier – 1 hour

The examination paper will consist of short items such as instructions, public notices and advertisements together with extracts from brochures, guides, letters, faxes, e-mail and web sites. You will give answers mainly in English or as multiple-choice and there will also be a short translation from Spanish into English.

**Paper 4 Writing - 25%**                      Foundation Tier – 1 hour  
Higher Tier – 1 hour 15 minutes

The writing component consists of differentiated tasks such as a message, a short passage, a short translation from English into Spanish and a structured writing task of approximately 90 words at foundation tier. Students taking the higher tier paper are expected to complete an open ended writing task of approximately 150 words in addition to a short translation.

**Departmental Contact:** Mr A Arins, Subject Leader

**Subject: TRIPLE SCIENCE (GCSE)**

**Exam Board: AQA**

### **Why study Science?**

The most recent changes to the Key Stage 4 Science Curriculum will encourage you to engage in up-to-date and relevant science. It will enable you to build, explore and apply your understanding of Physics, Chemistry and Biology. This is often referred to as 'Working Scientifically'. We will be integrating current scientific issues, as they appear in the media, into your science lessons and will provide you and your teachers opportunities for discussion and debate of various topical science issues

### **You will study and learn:**

- How to develop the skill of practical collection of data;
- The importance of enhancing your scientific literacy through developing your abilities to critically engage with science in the media;
- The skill of presenting and analysing scientific information;
- The way understanding of science changes over time and the applications of contemporary scientific developments

### **Our aim:**

- To provide you with a science education which is challenging and exciting;
- For you to have a greater understanding of the relevance and importance of Science both now and in your life after school.

Triple Science results in three separate GCSE's in Biology, Chemistry and Physics and will count as one of your options. The grades are awarded separately and so it is possible to achieve a grade 9 for one GCSE whilst achieving a grade 5 for another. The three separate sciences provide excellent preparation for any of the 'A' Level sciences. It is an option for students who seek to explore science at a deeper level and may be considering a career in science, medicine, engineering or other science related areas. This option is aimed at those students who gain a grade B or above in their Science Teacher Assessment this year.

### **Assessment:**

The new courses are linear with no coursework so all of the assessment is at the end of Year 11. There will be six one hour and forty five minute papers, two Biology, two Chemistry and two Physics. Each counts 50% of the overall grade for their subject and have one hundred marks. Each of the exam papers is available at Foundation or Higher tier.

The course contains compulsory practical tasks. There will be questions related to these tasks in the examinations.

**Departmental Contact:** Mrs E Thomason, Deputy Subject Leader or Mrs Kelso Assistant Headteacher STEM



PATHWAY 1

# OPTIONAL SUBJECTS

GROUP B



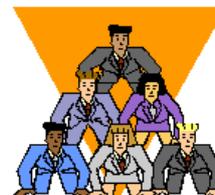
Students will also be able to choose **one** other option subject from the following:-



Art & Design  
Business Studies  
Design & Technology  
Engineering  
Food & Cookery  
Health & Social Care  
ICT  
Performing Arts  
PE/Sport



In the event that a course fails to attract sufficient numbers we may have to withdraw it.



# PATHWAY 2

# OPTIONAL

# SUBJECTS

## GROUP B



Students will also be able to choose **one** other option subject from the following:-



- Art & Design
- Business Studies
- Design & Technology
- Engineering
- Food & Cookery
- Health & Social Care
- ICT
- Performing Arts
- PE/Sport



In the event that a course fails to attract sufficient numbers we may have to withdraw it.

**Subject: ART and DESIGN (GCSE)**

**Exam Board: AQA 3201 - Art and Design (unendorsed)**

**Why study Art and Design?**

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Possibilities for personal expression are endless. The qualification can lead to art and design related employment or to Higher Education Courses such as A Level Art and Design, which in their turn can lead to a Degree course. The Website [www.studentartguide.com](http://www.studentartguide.com) gives a list of 150 art related career paths leading to employment including; Advertising, Web Designers, Computer Games Designers, Fashion Designers, Illustrators, Architects, Teaching, Product graphic Designers, Interior designers etc.

**Course topics and subject areas:**

The GCSE general course enables students to experience a wide range of processes, materials and techniques. As part of the critical/historical element they study either a historical or contemporary artist or designer whose work is linked with their own. The Controlled Assessment includes the following areas: Drawing / Painting, Printmaking, Sculpture, 3D Design, Graphics and Textiles.

**You will learn how to:**

- Understand the world of art, craft and design and relate it to your work;
- investigate possibilities through observation, analysis and experimentation;
- express and record personal ideas by developing skills in using two and/or three dimensional materials;
- present your work to its best advantage.

**Assessment: Controlled Assessment, set and marked by the Centre**

Unit 1: Portfolio of work (Controlled Assessment) - 60 per cent, in which we do two projects titled Art and Words and Fragmentation.

Unit 2: Externally set task - 40 per cent.

Students have the choice of over seven starting points; for example Spirals and Rituals are two that were on this year's exam question sheet.

**Externally set task**

The externally set task will last for ten hours and consists of preparatory studies, development work and a conclusion. You will be given around 10 weeks to produce developmental work and preparatory work inspired by one of several starting points. In the examination you will produce a final piece.

**Departmental Contact:** Mrs R Longbone, Subject Leader

**Subject: BUSINESS STUDIES (BTEC Level 2 First Award)**

**Exam Board: Edexcel/Pearson**

### **Why study Business Studies?**

The Edexcel BTEC Level 2 First Award in Business has been designed to:

- allow you to achieve throughout the course with 75% portfolio work and only 25% exam (on screen with re-sit opportunities) and achieve the equivalent to a GCSE;
- give you an understanding of the broad range of business specialisms through the selection of optional specialist units;
- encourage you to develop communication, planning and team working skills;
- give you the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Edexcel BTEC Level 3 Nationals in Business or academic qualifications;
- give you the opportunity to develop a range of skills and techniques, to support you in being successful in working life.

### **You will study:**

The BTEC Business studies course is split into specialist units, with 2 core units and 2 optional units, each focusing on a different area. The core units cover the essential knowledge and skills required in the business sector such as business ownership; the economy and how businesses are organised and run. The optional specialist units range from branding and promotion, customer service, sales, retail business, recruitment and career development to business support. In addition to this, the qualification provides opportunities for you to develop the communication skills needed for working in the business sector, as you progress through the course. This can be achieved through presentations and in discussions where you will have the opportunity to express your opinions.

### **Assessment:**

You must complete *two core units*, and *two from a choice of optional units* to reach the total of 120 guided learning hours (GLH). Each unit takes about 30 hours.

### **Core Units:**

- Unit 1 Enterprise in the Business World - Internally Assessed Portfolio
- Unit 2 Finance for Business - external test via an on screen test

### **Optional units (2 units to be chosen):**

- Unit 3 Promoting a Brand - Internally Assessed Portfolio
- Unit 4 Principles of Customer Service - Internally Assessed Portfolio
- Unit 5 Sales and Personal Selling - Internally Assessed Portfolio
- Unit 6 Introducing Retail Business - Internally Assessed Portfolio
- Unit 7 Providing Business Support - Internally Assessed Portfolio
- Unit 8 Recruitment, Selection and Employment - Internally Assessed Portfolio

The BTEC Level 2 First Award in Business is taught over 120 guided learning hours (GLH) - the same as a GCSE. This BTEC qualification is the equivalent to a GCSE at Level 2 - Level 2 Pass (C); Merit (B) and a Distinction is the equivalent to an 'A' grade at GCSE

**Departmental Contact:** Mr C Redhead, Subject Leader

**Subject: DESIGN AND TECHNOLOGY - MATERIALS TECHNOLOGY  
(LEVEL 1/2 TECHNICAL AWARD)**

**Exam Board: AQA**

### **Why study Materials technology?**

This course will help you to understand and appreciate the design and manufacture of products, making you a more discerning purchaser with a greater awareness of design and manufacture. It will enable you to be creative in your approach and you will use computers as well as a variety of drawing techniques to help you design and develop products. You will learn about a range of materials. Knowledge and understanding develops through practical projects and study of manufacturing and industrial techniques. There is a logical progression from KS3, and the course provides a suitable preparation for an A-Level in Product Design.

### **You will study:**

- Materials in a practical way, the working properties of woods, metals and polymers;
- How to generate a range of design proposals including use of CAD together with a variety of drawing techniques;
- How to use the Internet to research ideas;
- Planning;
- Development;
- Making;
- Testing;
- Evaluation;
- Communication;
- How to select materials and work with appropriate tools and equipment to make products
- Design including use of CAM;
- How to evaluate products.

### **You will:**

- Improve your ICT skills, learn and develop further CAD and CAM abilities and their practical application to design and make projects;
- Work in a hands on way to develop core skills to make high-quality products using woods,metals,and polymers;
- Develop your awareness of consumer requirements;
- Analyse products and processes;
- Learn about careers paths in design and Technology
- Work in teams and individually

### **Assessment:**

The course is assessed as follows:-

Unit One: Skills demonstration, students undertake a number of mini projects that will allow them to be assessed against 12 practical skills. 30% of the qualification internally assessed.

Unit Two: Extended making project

Students undertake an extended making project.

They will produce a made outcome in addition to a small portfolio to evidence the planning and development and testing and evaluation stages. 30% of the qualification internally assessed.

### **Examination**

Unit 3: Fundamentals of materials technology

Written exam: 1 hour 30 minutes

Students will be assessed on their knowledge and understanding of the following:

- Materials and their working properties;
- Processes and manufacture;
- Joining, components, adhesives and finishes;
- Product specification;
- Commercial practice;
- Careers opportunities.

40% of overall qualification externally assessed

**Departmental Contact:** Mr Scally, Subject Leader for Technology, or Mrs Collins

**Subject: ENGINEERING BTEC LEVEL 1/ LEVEL 2 award**

This is a GCSE Equivalent course in which you can gain a Pass, Merit or Distinction

**Exam Board: Pearson**

**Why study Engineering?**

Engineering is one of the most important job sectors offering a wide variety of careers. Gaining a qualification in Engineering will give you access to a vast range of career and further education opportunities. Engineering is about bringing good ideas into reality using a range of problem solving and creative techniques similar to some of those you have been using in Technology. It is important that you have a lively and enquiring mind, the ability to tackle complex problem solving activities and the ability to take responsibility for some of your own independent learning and wider reading. An interest in engineering, a willingness to explore new ideas and an ability to communicate your ideas effectively will be essential qualities of an engineering student.

**You will study:**

Four areas of equal importance, which cover the:

- development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly;
- knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry;
- knowledge of the stages involved in planning and implementing an engineering project;
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

**You will:**

- Be learning in both the classroom and in the workshop;
- have an opportunity to learn in a practical and realistic way and apply your skills in work related situations;
- develop knowledge and understanding in engineering;
- use computers to design, calculate, make and write illustrated reports and products;
- develop Key Skills that are highly valued by employers and further education;
- carry out a range of activities including investigations into different aspects of engineering industries;
- be involved in the design, making and investigation of engineered products.

**Assessment:**

There are 3 units in the course:

- 1 Exploring Engineering Sectors and Design applications, which is internally assessed
- 2 Investigating an Engineering Project, which is internally assessed
- 3 Responding to an Engineering Brief, which is an externally assessed examination

Units 1 and 2 are assessed on a portfolio of evidence of investigation, design and practical work.

**Departmental Contact:** Mr Scally, Subject Leader for Technology, or Mr Royle

**Subject: Food and Cookery Level 2 Certificate**

This is a GCSE Equivalent course in which you can gain a Pass, Merit or Distinction

**Exam Board: NCFE**

**Why study Food and Cookery?**

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

**You will study:**

- Cooking and food preparation;
- Food science;
- Health, safety and hygiene;
- Food preparation and presentation;
- Nutrition and menu planning;
- Where food comes from;
- Diet and good health;
- Environmental considerations;
- The food and cookery occupational area

**You will:**

- Develop your practical and technical skills in food preparation, cooking and methods of presentation
- Learn how to work on your own and as part of a team
- Investigate food and its functions in the body and in recipes
- Demonstrate an understanding of health and safety in relation to the catering industry
- Show knowledge of nutrition, healthy eating and special diets when planning menus
- Prepare and cook using basic skills
- Learn how to use a range of specialist equipment safely
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.

You will complete 4 mandatory units:

**Unit 1**

Preparing to cook

This unit is internally assessed through a portfolio of evidence

**Unit 2**

Understanding food

This unit is internally assessed through a portfolio of evidence

**Unit 3**

Exploring balanced diets

This unit is an externally set and marked assessment paper

**Unit 4**

Plan and produce dishes in response to a brief.

This unit is internally assessed through a portfolio of evidence

**Departmental Contact:** Mr S Scally, Subject Leader for Technology, or Mr Boal

**Subject: Level 1/2 Cambridge National in Health and Social Care**

**Exam Board: OCR**

### **Why Study Health and Social Care?**

This will probably be a new subject to you but it will help you to understand Health, Social and Early Years Care. The course will allow you to progress into further education or employment. Some employment possibilities include Nursery Nurse, Care Assistant, Child minder and Nursery Assistant it is also useful for students thinking about a career in the Police Force. This qualification can also contribute towards meeting entry requirements for training in for example nursing, occupational health and counselling.

### **Who Is This Course For?**

The course is open to all students and is suited to both boys and girls. Students will need to be hard working, motivated and have the ability to meet deadlines. It is also important that you can work alone and as part of a group.

### **Assessment:**

Four units of work will be completed over two years, in Year 10 the two units are mandatory which means you must study them. In year 11 you study two units from the optional units:

### **Year 10:**

#### **Essential values of care for use with individuals in care settings. (Written Paper)**

This unit covers the following topics:

- Values of care
- Aspects of Legislation including Equality 2010 Act and Mental Health Act 2007
- Personal health/hygiene and health and safety

#### **Communicating and working with individuals in health, social care and early years settings. (CCA)**

This unit covers the following topics:

- Communicating effectively within a health, social or early years setting

Understand the personal qualities required to work effectively in health, social and early years settings

### **Year 11 (All CCA):**

- Understanding body systems
- Pathways for providing care in health, social care and early years settings
- Understanding life stages
- Creative activities to support individuals in health, social and early years settings
- Understanding the development and protection of young children in an early years setting
- Understanding the nutrients needed for good health
- Using basic first aid procedures
- 

**Departmental contact: Mrs D Ashbridge**

**Subject: IT (Technical Award Level 1/2)**

**Exam Board: AQA**

### **Why study ICT?**

ICT skills are essential for success in employment or higher education, and are among the fundamental transferrable skills required by employers. This course is designed to enhance your understanding of how ICT is used in the work place. The subject provides a powerful training tool to enable you to confidently enter the world of work with the knowledge of how ICT tools are used in a wide range of environments; from education and healthcare to large multi-national car manufacturing organisations. It also helps you to further develop your understanding of how computers are used in everyday life, including online banking, streaming entertainment or communicating with somebody at the other side of the world. The new Technical qualification is a vocational course that aims to give students skills and knowledge in three key areas which are known to have a skills shortage, the creative sector (gaming & websites), data management (spreadsheets & databases) and technical area (networking /building /configuring a PC)

### **You will study:**

You will complete three units of work:

#### ***Unit 1 – Understanding IT systems (30%)***

This is a practical unit of work that will test your ability to create a body of work that will showcase your skills in a range of core IT skills. The tasks that you will be given by the exam board will cover ten practical skills from two of the three key areas identified: creative, data management and technical.

#### ***Unit 2 – Creating IT systems (30%)***

An AQA set task is provided at the start of the unit. You will identify one of the occupational strands and carry out the tasks that have been identified. This could be in the form of creating a website for a company, a spreadsheet to calculate a business's finances or designing and creating a small network for a school.

#### ***Unit 3 – Fundamentals of IT (40%)***

The examination unit that will underpin the knowledge and skills you have learned from the previous two units. It will cover all of the different area's, such as the creative sector and will test you on your understanding of the skills that you have acquired.

### **Assessment:**

You will be assessed in two different ways within this course:

**Unit 1 & 2** – Coursework completed in the classroom. Each unit is worth 30% of your final grade, 60% overall.

**Unit 3** – A written exam. 1 hr 30 mins. A series of multiple choice, short answer or extended answer questions that will test your understanding of the subject.

The course is graded from Distinction\* at Level 2 to Credit at Level 1.

**Departmental Contact:** Mr C Redhead, Subject Leader

**Subject: PERFORMING ARTS (BTEC)**

**Exam Board: Edexcel BTEC L2**

### **Why study Performing Arts?**

This is an excellent opportunity for you to belong to a rapidly expanding department at St Benedict's. In studying BTEC Performing Arts, you will have the chance to develop your skills, knowledge and understanding of dance, acting, musical theatre, production or musical performance.

The Edexcel BTEC Level 2 First Award in Performing Arts has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4.

The knowledge and skills you gain from part of this course will give you confidence to apply for a wide range of jobs or college courses and you will develop essential skills that will help you in everyday life.

### **You will study:**

Two core units and one optional unit.

### **Core Unit 1: Individual Showcase - 25% (Externally assessed)**

Securing work and training opportunities in the performing arts will require you to be able to promote yourself effectively in a range of situations. First impressions matter, so it is crucial that you are able to recognise and promote your skills with confidence and clarity. This unit covers what to include in a letter of application and how to prepare audition pieces or presentations that demonstrate your relevant skills and knowledge. You will choose one from a number of possible progression opportunities as the basis for your work.

### **Core Unit 2: Preparation, Performance and Production - 25%**

In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. No matter what role you undertake, you will also need to explore the performance piece you are working on.

### **Optional Specialist Unit: One of the units below is selected - 50%**

Unit 3 Acting Skills

Unit 4 Dance Skills

Unit 5 Musical Theatre Skills

Unit 6 Music Performance Skills

Unit 7 Production Skills for Performance

### **You will learn:**

- To understand the skills required for the selected progression opportunity
- To present a self-promotional response to the selected progression opportunity
- To take part in the preparations for a live performance
- To demonstrate performance or production skills and techniques in a performance

### **You may also have the opportunity to:**

- Take part in workshops with visiting performers.
- Go on trips to see performances at local or regional venues.
- Perform in local venues.

### **Assessment:**

Unit 1 is assessed externally while unit 2 and optional units are assessed internally. The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria. Evidence for assessment may be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.

**Departmental Contact:** Miss L Powe, Subject Leader or any Performing Arts teacher

**Subject:           PHYSICAL EDUCATION (GCSE)**

**Exam Board:     AQA**

**Why study Physical Education?**

The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as BTEC L3 Sport and to Higher Education in PE as well as to related career opportunities.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

The knowledge and skills you gain from part of this course will give you confidence to apply for a wide range of jobs or college courses and you will develop essential skills that will help you in everyday life.

**You will study:**

New and contemporary topics which will help students of all abilities to develop a well rounded skill set and prepare them for progression to further studies.

**You will learn:**

- To demonstrate knowledge and understanding of the factors that underpins performance and involvement in physical activity and sport;
- To apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport;
- To analyse and evaluate the factors that underpin performance and involvement in physical activity and sport;
- To demonstrate and apply relevant skills and techniques in physical activity and sport;
- Analyse and evaluate performance

**Assessment:**

Assessment of the theory section is in the form of two written exam papers each 1 hour 15 minutes. The questions are a mixture of multiple choice/objective test questions, short answer questions and extended answer questions. The practical performances are assessed by the teacher and moderated by AQA.

- For each of the three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

**Theory - 60%**

This section is made up of two sections (papers):

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

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

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

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

**Non-exam assessment: Practical performance in physical activity and sport - 40%**

- 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).
- Analysis and evaluation of performance to bring about improvement in **one** activity.

**Departmental Contact:** Miss L Powe, Subject Leader

**Subject: SPORT (BTEC)**

**Exam Board: Edexcel BTEC L2**

### **Why study Sport?**

The content of this BTEC Sport specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as BTEC L3 Sport and to Higher Education in PE as well as to related career opportunities.

The Edexcel BTEC Level 1/Level 2 First Award in Sport has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4, but it is also suitable for other learners who want a vocationally focused introduction to this area of study.

### **You will study:**

Two core units and one optional unit

#### **Core Unit 1: Fitness for Sport and Exercise (External)**

In this unit you will:

- know about the components of fitness and the principles of training
- explore different fitness training methods
- investigate fitness testing to determine fitness levels.

#### **Core Unit 2: Practical Sports Performance (Internal)**

In this unit you will:

- understand the rules, regulations and scoring systems for selected sports
- practically demonstrate skills, techniques and tactics in selected sports
- be able to review sports performance.

**Optional Specialist Unit:** One of the unit below is selected

Unit 3 The Mind and Sports Performance

Unit 4 The Sports Performer in Action

Unit 5 Training for Personal Fitness

Unit 6 Leading Sports Activities

### **You may also have the opportunity to:**

- Take part in out of school sports activities
- Go on trips to watch elite sports performance
- Visit local fitness establishments

### **Assessment:**

Unit 1 is assessed externally through an exam while unit 2 and optional units are assessed internally. The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria. Evidence for assessment may be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.

**Departmental Contact:** Miss L Powe, Subject Leader, or any Physical Education teacher