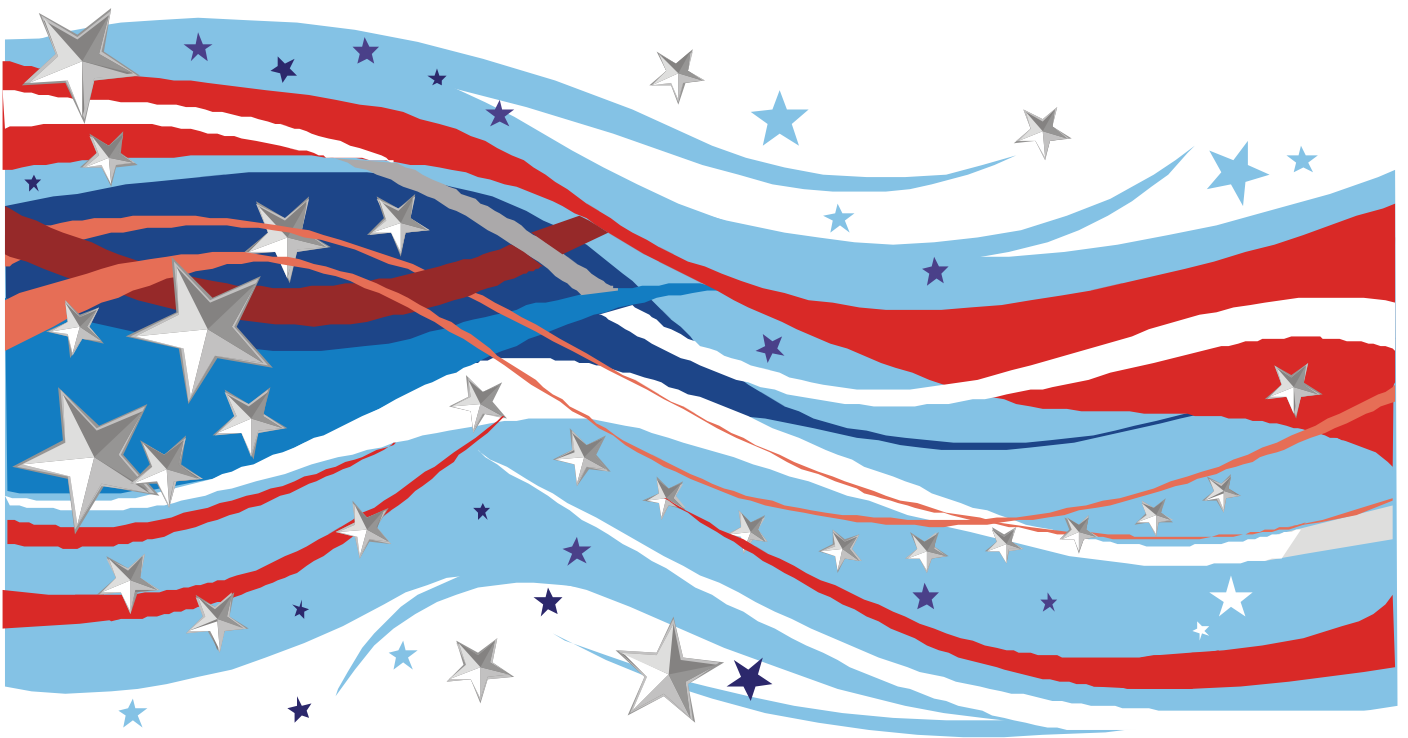




GARSTANG COMMUNITY ACADEMY



2019 - 2022

CURRICULUM BOOKLET

...excellencein everyone

GARSTANG COMMUNITY ACADEMY

...excellencein everyone

Y8 CURRICULUM EVENING

Thursday 14th March 2019

6:00pm - 7:30pm



Talk in the Hall at 6:00pm



GARSTANG COMMUNITY ACADEMY

...excellenceineveryone

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GARSTANG COMMUNITY ACADEMY

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Curriculum for September 2019-2022

Subjects leading to EBacc qualification

- English - 4 hours per week
- Mathematics - 4 hours per week
- Science - 5 hours per week
- Modern Language - 2 hours per week
- Geography/History - 2 hours per week

Compulsory Subjects not leading to qualifications

- Games
- CARE - including RE, citizenship, sex education, study skills and work related learning

Other Subjects

We offer a broad range of GCSE and BTEC subjects.

All of these subjects are taught for 2 hours per week.

The English Baccalaureate (EBacc)

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is endorsed by the Russell Group Universities.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

(Department for Education, January 2019).

The EBacc subjects are English, Maths, Science, Modern Languages, History and Geography.

As Maths, English and Science are compulsory for all students, those who choose to study French and either History or Geography, will attain the 'English Baccalaureate' qualification upon completing their GCSEs.

New Grades and New Specifications

All GCSE subjects are now following the new 2016 specifications. GCSE subjects are all graded on the new 9 - 1 scale, not the old A* - G scale.

Technical & Vocational Level 2 Courses

Some qualifications are equivalent to a GCSE; these are technical & vocational level 2 courses. At GCA we offer a range of BTEC technical awards and an OCR Cambridge National Award in Sport Studies. These qualifications are taught within a more vocational context and most units are assessed internally throughout the course. However, all level 2 courses have an external exam element that students must pass in order to achieve the qualification.

GARSTANG COMMUNITY ACADEMY

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Subject Information

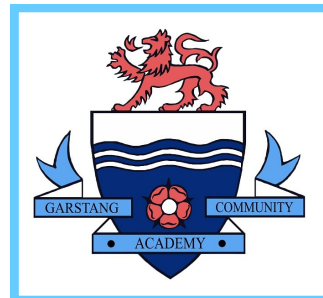
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English Language

GCSE - EBACC

Mrs L Banks : Core Subject Leader

CURRICULUM 2019-2022



GCSE English Language and GCSE English Literature

All students study both GCSE English Language and GCSE English Literature. There is no controlled assessment both qualifications are achieved through 100% examinations at the end of the course.

COURSE CONTENT & ASSESSMENT FOR GCSE ENGLISH LANGUAGE

Paper 1: Explorations in Creative Reading & Writing

1 hour 45 minutes (80 marks / 50% of qualification):

- **Section A - Reading (40 marks / 25%)**
One single text - C20th and C21st Literature
- **Section B - Writing (40 marks / 25%)**
One creative writing task.

Paper 2: Writers Viewpoints and Perspectives

1 hour 45 minutes (80 marks / 50% of qualification)

- **Section A – Reading (40 marks / 25%)**
One non-fiction text and one literary non-fiction text.
- **Section B - Writing (40 marks / 25%)**
Writing to present a viewpoint.

Spoken Language: one presentation/speech, including responses to questions and feedback (does not form part of final grade).

English Literature

GCSE

Mrs L Banks : Core Subject Leader

CURRICULUM 2019-2022



It is compulsory from September 2016 for all students to study English Literature.

COURSE CONTENT FOR GCSE ENGLISH LITERATURE:

Paper 1: *Shakespeare and the 19th Century Novel*

1 hour 45 minutes (64 marks / 40% of qualification)

Section A: *Shakespeare Play*

Students will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: *The 19th Century Novel*

Students will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Paper 2: *Modern Texts and Poetry*

2 hours and 15 minutes (96 marks / 60% of qualification)

Section A: *Modern Texts*

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: *Poetry*

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: *Unseen poetry*

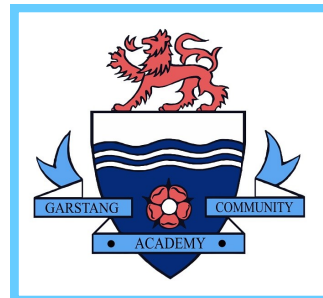
Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mathematics

GCSE - EBACC

Mr J Molloy : Core Subject Leader

CURRICULUM 2019-2022



Maths is still available at both Higher and Foundation tiers. Students will be assessed and entered for the correct tier of entry to maximise their potential.

The assessments will cover the following content headings:

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

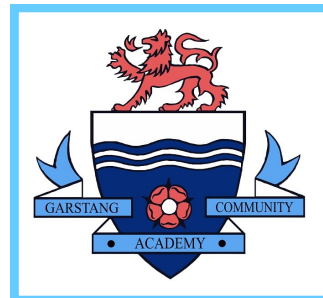
The qualification consists of three equally-weighted written examination. All three papers must be at the same tier of entry and must be completed in the summer of Year 11. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long with 80 marks available. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. Communication marks are worth a total of 25% (working out).

Combined Science

GCSE - EBACC

Mrs H Tasker: Core Subject Leader

CURRICULUM 2019-2022



GCSE Combined Science consists of various Chemistry, Biology and Physics topics. Students will gain two GCSEs in this core subject. This double award GCSE provides students with a knowledge and understanding of science that is relevant to their everyday life and helps students develop their questioning, analytical and evaluative skills, alongside essential practical skills.

Subject Content

Biology: Cells and control, genetics, natural Selection and genetic modification, ecosystems and material cycles, key biological concepts, plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, health, disease and development of medicines.

Chemistry: States of matter, methods in separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria, group 1, 7 and 0, rates of reaction, fuels, heat energy changes in chemical reactions, Earth and atmospheric science.

Physics: Motion and forces, waves, light and electromagnetic spectrum, particle model 1, radioactivity, forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and the motor effect, conservation and energy, particle model 2, forces and matter.

Assessment

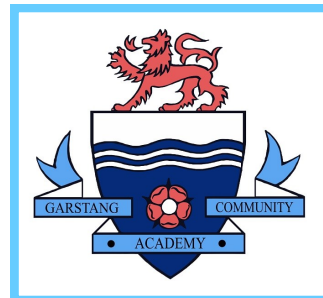
GCSE Combined Science is 100% externally assessed. There are six exams at the end of the course each lasting 1 hour and 10 minutes. Students will be assessed and entered for the correct tier of entry to maximise their potential.

Triple Science

GCSE - EBACC

Mrs H Tasker: Core Subject Leader

CURRICULUM 2019-2022



In the separate 'Triple Science' qualifications, students study separately Biology, Chemistry and Physics in greater depth than in the Combined GCSE Science course. Students will be awarded three separate GCSEs in Biology, Chemistry and Physics at the end of Year 11. *Note: Any student considering A/AS level Sciences should do Triple Science.*

Subject Content:

Biology: Cells and control, genetics, natural selection and genetic modification, health, disease and development of medicines, plants structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, ecosystems and material cycles.

Chemistry: States of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria, transition metals, alloys and corrosion, quantitative analysis, dynamic equilibria calculations involving volumes of gases, chemical cells and fuel cells, group 1, 7 and 0, rates of reaction, fuels, heat energy changes in chemical reactions, earth and atmospheric science, qualitative analysis: tests for ions, hydrocarbons, polymers, alcohols and carboxylic acids, bulk and surface properties of matter including nanoparticles.

Physics: Motion and forces, waves, light and electromagnetic spectrum, particle model, radioactivity, uses of radioactivity, astronomy, forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and motor effect, conservation of energy, particle model, forces and matter, electromagnetic induction.

Assessment

Biology, Chemistry and Physics GCSEs are 100% externally assessed with no controlled assessments. There are six exams at the end of the course each lasting 1 hour and 45 minutes. Students will be assessed and entered for the correct tier of entry to maximise their potential.

French

GCSE - EBACC

Mrs R Archer : Subject Leader

CURRICULUM 2019-2022



Languages can bring enormous benefits both personally and professionally. Research has shown that language capability can increase in individuals brainpower as well as improve our levels of trade with the rest of the world. Therefore, it is no surprise that Languages graduates have the highest salary and employment rate of all arts graduates.

A GCSE language qualification on your record will catch the eye of anyone reading your job or university application and will be valued by future employers. Above all else, learning a language is something that can open your mind and allow you to see the world in new and exciting ways. Student must choose to study French in order to achieve the English Baccalaureate (EBacc).

Course Aims

The MFL department is committed to success; we aim to enable students of all abilities to study French, equipping them with both the cultural and linguistic skills they need to put the language to use.

Course Content

Through the skills of listening, speaking, reading and writing students will cover the following areas:

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

Examination

In this GCSE, students' skills will be tested in each of the four skills:

Listening (25%), speaking (25%), reading (25%) and writing (25%). All exams will be taken at the end of Year 11. There is no controlled assessment.

Students will be entered at either foundation or higher level.

NB:

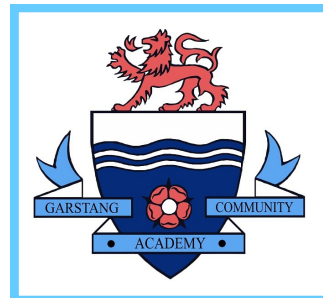
All GCA students who are in set 1 or 2 for French are strongly encouraged to opt to study it at GCSE.

Geography

GCSE - EBACC

Mr G Felvus : Subject Leader

CURRICULUM 2019-2022



Course Ethos

The syllabus provides opportunities for students to acquire knowledge and understanding, apply skills and techniques, and develop a sensitive awareness of the ways in which people interact with their human and physical environments. A range of skills will be developed and used through practical work, geographical investigation and use and interpretation of data, including ICT, maps and photographs. A sensitive awareness of the environment will be developed through an appreciation of the attitudes and values of decision-makers in society.

Course Content

The subject content of the syllabus is based on the study of three themes delivered through national and regional studies. The themes are: people and the physical geographical environment, people and the human geographical environment and geographical skills. The national and regional studies include examples from the United Kingdom, Europe and the Wider World.

Examination

Paper 1	Living with the Physical Environment (One hour 30 minutes)	35%
Paper 2	Challenges in the Human Environment (One hour 30 minutes)	35%
Paper 3	Geographical Applications (One hour 15 minutes)	30%

Paper 3 is not an exam paper based on understanding of knowledge like paper 1 and 2, but rather an assessment of skills developed. 15% of this will be based on two different fieldwork tasks and the analysis skills developed from those activities completed during the course and the other 15% will be based on interpretation of unseen material provided six weeks before the final exam. There are no tier papers on this course or work done outside examination conditions. Students do however require a reasonably high level of literacy skills to access the higher grades (5-9) in this course. Candidates who are prepared to consistently apply hard work and a conscientious effort should succeed well.

History

GCSE - EBACC

Mr D Farquharson : Subject Leader

CURRICULUM 2019-2022



The AQA History course enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

This course includes some exciting new topics for today's world that will resonate with students, helping them gain new insights into the world around them. There is a substantial study of history which will enable students to demonstrate their knowledge and understanding. Students will also apply their knowledge and understanding to second order concepts such as causation, consequence and change and will evaluate interpretations.

Year 10

Germany, 1890–1945: Democracy and dictatorship

- Kaiser Wilhelm II
- Weimar Republic
- Nazi Germany

Conflict and tension, 1918–1939

- Peace making
- League of Nations
- Origins of WWII

Norman England, c1066–c1100

- Conquest and Control
- Life under the Normans
- The Norman Church
- Historic Environment

Year 11

Britain: Migration, empires and the people: c790 to the present day

- Conquered and Conquerors
- Looking West
- Expansion and Empire
- Britain in the Twentieth Century

Examination

Paper 1 - Written exam: 1 hour 45 minutes, 84 marks (including 4 marks for spelling, punctuation and grammar) 50% of GCSE

Paper 2 - Written exam: 1 hour 45 minutes, 84 marks (including 4 marks for spelling, punctuation and grammar, 50% of GCSE

Art & Design

GCSE

Mr J Colluney : Subject Leader

CURRICULUM 2019-2022



Course Overview

To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.

Course Content

Unit 1: *Portfolio of work - 60%*

Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

Unit 2: *Externally set assignment- 40%*

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

The bulk of the art homework is the creation of several large sketchbooks, at least one for each project and one for the externally set assignment.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Business Studies

GCSE

Ms A Ashworth : Core Subject Leader

CURRICULUM 2019-2022



Business Studies gives you the opportunity to learn about the many areas of business and how these are applied in real-life situations. You will be able study how small, national and international businesses are operated and explore the basics of starting up a new business venture. You will also gain a good understanding of enterprise, human resources, marketing and finance.

Assessment

All examinations take place at the end of Year 11. There are 2 exams, both worth 50% and they consist of calculations, multiple-choice, short-answer and extended writing questions. Some questions are based on business contexts.

Theme 1: *Investigating Small Business*

Written examination - 1 hour and 30 minutes (50% of the qualification)

- Enterprise & Entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2: *Building a Business*

Written examination - 1 hour and 30 minutes (50% of the qualification)

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Design & Technology

Engineering

BTEC Tech Award

Mrs K Langley : Subject Leader

CURRICULUM 2019-2022



This area of DT uses materials such as wood, metal and plastics to design and make products. The emphasis will be on gaining knowledge, experience and skills through guided making projects which will take a large part of their Year 9 curriculum. It will be very practical and hands on! This ensures that students are equipped for their coursework and externally assessed element.

During the course students will learn to use new equipment and more advanced construction techniques as well as using ICT to learn fundamentals of Computer Aided Design and Computer Aided Manufacture. Students will also have access to, and be expected to design and make something using the 3D printer.

Throughout, the students will be gathering small parts of their coursework, which cumulatively will be compiled into a portfolio of work for Component 1, which looks at the design process and how this relates to engineering and the making process. Students will also explore other products, as part of component 2, looking at how products are made and the associated processes to help support them in their making. The Final Project in Year 11 will be to use the skills from Component 1 and 2 and apply it to a given situation set by the exam board.

Assessment for the Qualification

- Component 1:** Exploring engineering and design. Completed in lessons and assessed internally 30%
- Component 2:** Investigating products. Completed in lessons and assessed internally 30%
- Component 3:** Responding to a brief. A practical piece of work completed in 3.5 hours and assessed externally 40%

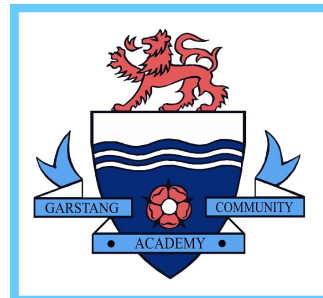
Design & Technology

Food Preparation & Nutrition

GCSE

Mrs K Langley : Subject Leader

CURRICULUM 2019-2022



Course Overview

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students practical cookery skills to give them a strong understanding of nutrition.

Subject Content - What is covered?

Food preparation skills are integrated into five core topics:

1. *Food, Nutrition & Health* - macro nutrients, micro nutrients, nutritional needs and health.
2. *Food Science* - cooking of food, heat transfer and the functional and chemical properties of food.
3. *Food Safety* - food spoilage, contamination and the principles of food safety.
4. *Food Choice* - factors affecting food choice, British and International cuisines, sensory evaluation, food labelling and marketing.
5. *Food Provenance* - environmental impact and sustainability of food, food processing and production.

Assessments

EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

The paper will be made up of question based on stimulus materials and will include a range of questions to assess knowledge of food and nutrition.

NON- EXAM ASSESSMENT: Task 1: Food investigation (15%) Written Report

Students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

NON- EXAM ASSESSMENT: Task 2: Food preparation assessment (35%) Written Portfolio

Students' knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to the chosen task. Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

Health & Social Care

BTEC Tech Award

Mr P Dawson : Subject Leader

CURRICULUM 2019-2022



This award is a practical introduction to life and work in the Health & Social Care sector, students will be able to:

- develop their knowledge and understanding of the sector
- appreciate the importance of care values
- analyse and evaluate their skills.

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

Human Lifespan Development (Weighting 30%)

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices may impact on individuals' growth and development
- discover how people adapt to life events and cope with making changes.

Health and Social Care Services and Values (Weighting 30%)

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

Health and Wellbeing (Weighting 40%)

This is an externally assessed task, in which students create a health and wellbeing improvement plan for someone based on a brief.

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess someone's health using what they've learned
- create a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

MUSIC

GCSE

Mr J Reilly : Core Subject Leader

CURRICULUM 2019-2022



Course Overview

The GCSE Music course requires students to develop their musical skills and knowledge in a range of contexts. Students are expected to develop their skills in: solo and ensemble performance; composition and musical evaluation. Students are not expected to be proficient performers at this stage; however, they will need to demonstrate a willingness to perform in front of an audience. A dedication to instrumental or vocal practice is essential as these skills will make up almost a third of the overall GCSE content.

The Edexcel GCSE in Music comprises three components:

Component 1 : Performing - students will perform and record a variety of pieces throughout the course. One SOLO PERFORMANCE (15%) and one ENSEMBLE PERFORMANCE (15%) will be submitted to the exam board at the end of the two years. The expected level of instrumental skill for candidates is grade 4 at ABRSM or Rock School standard by the end of the course

Assessment - 30% of the overall mark (Internally Assessed and Externally Moderated)

Component 2 : Composing - students will learn a variety of compositional and arranging techniques. Two COMPOSITIONS each worth (15%) will be submitted to the exam board, one to a brief set by the board at the start of year 11, and one to a brief chosen by the student.

Assessment - 30% of the overall mark (Internally Assessed and Externally Moderated)

Component 3 : Appraising - students will develop their listening and appraising skills through the study of music across a variety of genres and styles. This unit is assessed in a listening examination at the end of Y11. The content for this unit is grouped into 4 distinct Areas of Study (AOS) each comprising two set works.

Performing Arts

BTEC Tech Award

Mrs E Kinlock : Subject Leader

CURRICULUM 2019-2022



The Pearson BTEC Level 2 Tech Award in Performing Arts is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying acting, dance or musical theatre as part of their Key Stage 4 learning. The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

Component 1 - Exploring the Performing Arts

This unit will help students to understand the requirements of being a professional actor. They will develop knowledge and understanding of a range of performance styles and disciplines. Students will look at elements such as roles, responsibilities and the application of skills as well as studying the work of different practitioners and the process of creating performance work.

This is an internally assessed unit - 50%

Component 2 - Developing Skills & Techniques in the Performing Arts

This unit will continue to develop students skills and techniques as an actor through the process of putting a performance together.

Students will work from existing scripts to reproduce the work in performance. Throughout this process, they will continually review their progress and consider how to make improvements.

This is an internally assessed unit - 25%

Component 3 - Performing to a Brief

In this unit students will be given the opportunity to create a workshop performance in response to a given brief and stimulus.

This is an externally assessed unit - 25%

Physical Education

GCSE

Mr G Kidd : Subject Leader

CURRICULUM 2019-2022



Who is GCSE PE for?

This will be ideal for anyone who participates and commits to competitive physical activity. They will also enjoy a scientific approach to physical activity looking at psychology, biology as well as some more sociological aspects. It should be considered by anyone wishing to specifically study A-Level PE to access careers such as physiotherapy, sports science, and some PE teaching. It should also be considered by pupils who enjoy studying the improvement of performance and play sport regularly. It links well with many other subjects such as science.

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes, 36% of the qualification, 90 marks

Content overview

- Topics covered: Applied anatomy and physiology, Movement analysis, Physical training & Use of data

Assessment overview - The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes, 24% of the qualification, 70 marks

Content overview

- Topics covered: Health, fitness and well-being, Sport psychology, Socio-cultural influences & Use of data

Assessment overview - The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated
30% of the qualification, 105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview - The assessment consists of students completing **three** physical activities from a set list. One must be a **team** activity, one must be an **individual** activity and the final activity can be a **free** choice.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated
10% of the qualification, 20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview - The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

Sports Studies

Cambridge National
Miss K Rainbow : Subject Leader

CURRICULUM 2019-2022



Who is Sports Studies for?

Anyone who has a genuine interest in Sport and Physical Activity. Students should be participating in physical activity outside of school. On this course they will improve their leadership, communication, strategical thinking and planning as well as increasing their knowledge about sport, physical activity and leisure. This award will not only provide a pathway to access to further education but will also help develop many skills that will invaluable in the work place

Unit 1: Contemporary Issues in Sport

Written examination: 1 hour exam, 60 marks

Content overview - Learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Unit 2: Developing Sports Skills

Witness Statements and Assignments, 60 marks

Content overview - Learners will develop their skills, techniques and use of tactics/strategies and compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance.

Assessment overview - The assessment consists of students completing **three** physical activities from a set list. One must be a **team** activity, one must be an **individual** activity and one an activity to officiate.

Unit 3: Sports Leadership

Witness Statements and Assignments, 60 marks

Content overview - Learners will develop some of the knowledge, understanding and practical skills required to be a effective sports leader and plan, deliver and review safe and effective sporting activity session themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading.

Unit 4 : Sport and the media

Witness Statements and Assignments, 60 marks

Content overview - Learners will develop their knowledge and understanding of the relationships between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers ad roles within the sports industry.



Year 8 Curriculum Choices 2019

Name: _____

Form: _____

In each block put a number 1 next to the subject you would most like to study and a number 2 next to your second preference.

REMEMBER:

- To achieve the 'EBacc' qualification you **MUST** choose French and Geography or History.
- Students must have a balanced curriculum which is appropriate to their academic ability. Therefore, the vast majority of our students shouldn't select more than one technical or vocational course.
- If your daughter/son selects Health & Social Care, Food and Nutrition or Engineering, please think carefully about the second choice in that block.
- Students cannot choose both GCSE PE and the Sports Studies Cambridge Award as their number 1 preference even though they are in different blocks.

BLOCK A		BLOCK B	
Triple Science GCSE		French GCSE	
French GCSE		Geography GCSE	
Geography GCSE		History GCSE	
History GCSE		Business GCSE	
		Art GCSE	

BLOCK C		BLOCK D	
Business GCSE		Business GCSE	
Food Preparation and Nutrition GCSE		French GCSE	
Geography GCSE		Music GCSE	
History GCSE		PE GCSE	
PE GCSE		Sports Studies Cambridge National	
DT—Engineering BTEC Tech Award		Health and Social Care BTEC Tech Award	
Performing Arts BTEC Tech Award			

Student Signature _____

Date: _____

Parent Signature _____

Date: _____