

# GARSTANG COMMUNITY ACADEMY



## 2021 - 2024 CURRICULUM BOOKLET

**GROW — CARE — ACHIEVE**

# **GARSTANG COMMUNITY ACADEMY**

**GROW – CARE – ACHIEVE**

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# **GARSTANG COMMUNITY ACADEMY**

**GROW – CARE — ACHIEVE**

## **Curriculum for September 2021-2024**

### **Subjects leading to EBacc qualification**

- English - 5 hours per week
- Mathematics - 5 hours per week
- Science - 6 hours per week
- French/Geography/History - 2 hours per week

### **Compulsory Subjects not leading to qualifications**

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

### **Other Subjects**

We offer a broad range of GCSE and equivalent subjects.

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

# GARSTANG COMMUNITY ACADEMY

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## The English Baccalaureate (EBacc)

The EBacc is a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people. While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

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

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

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*).

Our advice as educators is that students who have the ability to study for the complete English Baccalaureate should do so.

### Technical & Vocational Level 2 Courses

Some qualifications are equivalent to a GCSE; these are technical & vocational level 2 courses. At GCA we offer a BTEC technical award and a number of OCR Cambridge National Awards. 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 at a required grade, 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 2021-2024



The English language is the number one spoken language in the UK, and third in the world, therefore it is an important way of communicating not just in school and everyday life but also internationally. English Language encourages us to use our imagination and sparks creativity, teaches us essential social and language skills, reading and writing, and how to communicate effectively.

The qualification is achieved through 100% examinations at the end of the course. Students follow the AQA syllabus.

## **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)

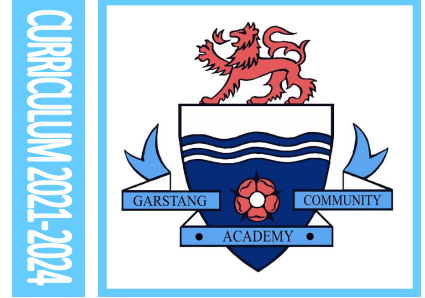
- **Section A – Reading (40 marks / 25%)**  
One non-fiction text and one literary non-fiction text.
- **Section B - Writing (40 marks / 25%)**  
Writing to present a viewpoint.

**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



Studying English literature opens up a world of inspiration and creativity, while also developing skills that are essential for today's global environment. It is a chance to discover how literature makes sense of the world through stories, poems, novels and plays. It is also a chance to sharpen your own ability to write, read, analyse and persuade.

The qualification is achieved through 100% examinations at the end of the course. Students follow the AQA syllabus.

## **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 novella 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***

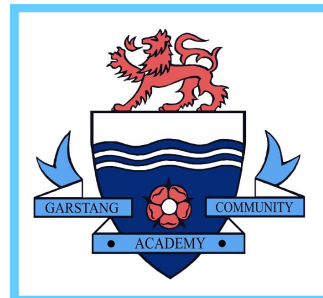
Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

# Mathematics

GCSE - EBACC

Mr J Molloy : Core Subject Leader

CURRICULUM 2021-2024



Math is incredibly important in our lives and, without realizing it, we use mathematical concepts, as well as the skills we learn from doing math problems, every day. The laws of mathematics govern everything around us, and without a good understanding of them, one can encounter significant problems in life. Learning basic maths skills at GCSE level help to build up essential skills that are used on a daily basis. Skills such as problem solving, analysing data, communication, logical thinking and attention to detail.

## COURSE CONTENT & ASSESSMENT FOR GCSE MATHEMATICS

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).

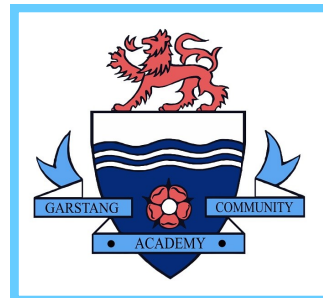


# Triple Science

GCSE - EBACC

Mrs H Tasker: Core Subject Leader

CURRICULUM 2021-2024



Science sparks and develops our natural curiosity to explore and learn about the world around us. We encounter science in everything we do, understanding how things work and developing our knowledge and understanding of the world around is important and we enjoy teaching our students scientific concepts and developing their understanding. Science has a practical element and our students are taught observational and analytical skills through conducting investigations, forming conclusion and evaluating methods and data.

All our students study biology, chemistry and physics as separate subjects and this leads to three distinct GCSE awards.

## Subject Content:

**Biology:** Cells and control, genetics, natural selection and genetic modification, health, disease and development of medicines, plants structures and their functions, animal co-ordination, 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

Miss J Elsey : Subject Leader

CURRICULUM 2021-2024



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 2021-2024



The Geography 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.

## Assessment

Paper 1	Living with the Physical Environment (1 hour 30 minutes)	35%
Paper 2	Challenges in the Human Environment (1 hour 30 minutes)	35%
Paper 3	Geographical Applications (1 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 field-work tasks and the analysis of 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.

Students will require a reasonably high level of literacy skills to access the higher grades (5-9) in this course. Students who are prepared to consistently apply hard work and a conscientious effort should succeed well.

# History

GCSE - EBACC

Mr D Farquharson : Subject Leader

CURRICULUM 2021-2024



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.

## Course Content

### **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

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

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

## Assessment

**Paper 1** - Written exam: 2 hours, 84 marks (including 4 marks for spelling, punctuation and grammar) 50% of GCSE

**Paper 2** - Written exam: 2 hours, 84 marks (including 4 marks for spelling, punctuation and grammar, 50% of GCSE

# Art & Design

GCSE

Mrs Crow: Creative Arts Subject Leader

Mr Colluney : Principal Teacher

CURRICULUM 2021-2024



## 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.

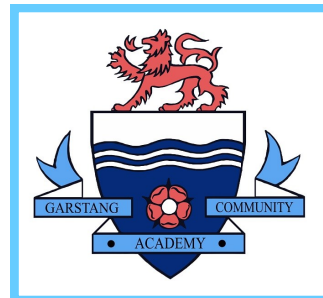
- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.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

# Business Studies

GCSE

Ms A Ashworth : Subject Leader

CURRICULUM 2021-2024



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 to 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.

## **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

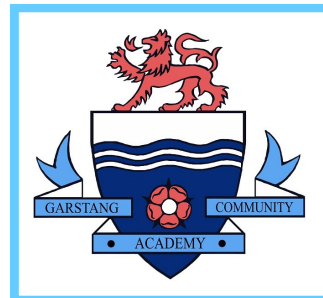
## **Assessment**

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.

# Child Development

OCR Cambridge National  
Principal Teacher: Mrs Kinlock

CURRICULUM 2021-2024



This qualification is for learners who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

In the first topic of study students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

## Assessment

Units	Assessment Method
Health and well-being for child development	Written paper OCR-set and marked 1 hour and 15 minutes – 80 marks
Understand the equipment and nutritional needs of children from birth to five years	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks
Understand the development of a child from birth to five years	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks

# Creative iMedia

OCR Cambridge National  
Ms A Ashworth : Subject Leader

CURRICULUM 2021-2024



This course focuses on the production of digital media products. These may include graphics, websites, game concepts/design, animation, sound, photography or video. Pupils will learn the processes involved in pre-production, such as work schedules, research, planning, budgeting and legislation, before developing their own media products.

Whilst media production is one of the main skills pupils will develop, the course also allows learners to develop in other areas such as problem solving and thinking creatively, innovatively, analytically, logically and critically - desirable skills which today's employees are looking for!

## Assessment:

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.

Mandatory Unit	Assessment
R081: <i>Pre-production skills</i>	<b>How</b> - Written paper completed during Year 10. <b>Duration</b> - 1 hour 15 mins
R082: <i>Creating digital graphics</i>	<b>How</b> - Centre assessed task which is OCR moderated <b>Duration</b> - Approx 10 hours
<b>Optional Units</b>	
There are several choices of optional units. These are decided by both the teacher and students based on skills and hardware/software available. Options include:  Creating a Multipage Website Creating a Digital Animation Creating a Sound Sequence Creating a Video Sequence Designing a Game Concept	<b>How</b> - Centre assessed task which is OCR moderated <b>Duration</b> - Approx 10 hours <b>Total Marks Available</b> - 60 marks



# Computer Science

GCSE

Ms A Ashworth : Subject Leader

CURRICULUM 2021-2024



## Introduction

GCSE Computing is a new course to the school and this is the first time this course will be offered. This carefully planned course gives students a real, in-depth understanding of how computer technology works

## Course content

This course offers an insight into what goes on 'behind the scenes', and covers the following topics : problem solving, data, communication, programming, computers, and the internet and the bigger picture.

## Examination

The GCSE specification in Computer Science will be assessed through a combination of 80% written examinations and 20% non-examined assessment.

### *Component 1 - Principles of Computer Science (written examination - 40%)*

This unit covers the physical elements of computer science. Learners will be introduced to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and software.

### *Component 2 - Application of Computational Thinking (written examination - 40%)*

This unit will focus on the core theory of computer science and the application of computer science principles. Students will be introduced to algorithms and programming techniques, how to produce robust programs, computational logic, translators, data representation and computing related mathematics.

### *Component 3 - Computer Science Project (20%)*

This unit is a non-exam assessment. Students will need to create suitable algorithms which will provide a solution to a specific problem set by the examination board. Learners will then code their solution in a suitable programming language. The effectiveness of the design and the testing of the solution together with the final program will be assessed. Previous projects have included a traffic speed checker, a quiz program and a breaking code application.

# Design & Technology

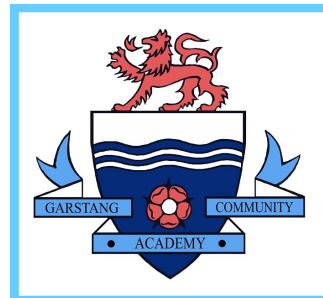
## Resistant Materials

GCSE

Mrs Langley: Design Technology Subject Leader

Mr Conway : Principal Teacher

CURRICULUM 2021-2024



### Course overview

Resistant materials is the use of wood, metals and plastics to make products. The subject has design at its core and the students will follow the design process to make a range of products. For many students wood forms the main material of their products, using additional materials to enhance the design.

The first part of the course will focus on making the students competent in the use of tools and equipment as well as enabling them to be familiar with the design process. In the past, projects have included children's toys, lighting, small pieces of furniture, children's games, household products, storage; the list goes on.

### Why should I choose this subject?

We know that people enjoy making and creating things and having a much more hands on experience. We also know that many students flourish in this environment. Exploring different materials and process is enjoyable in itself and even more so when you produce well design and made product that you are proud of. This will also be a good foundation for Engineering at college, A levels in product design and training in the construction industry.

### How is the subject assessed?

The subject is assessed through a main project that is started in Year 10 and completed in Year 11. It is assessed internally and moderated by the examination board, which in this case will be AQA. The students will also sit an external examination.

External examination	Assessing	Percentage of Qualification
A 2 hour examination	<p>Section A – Core technical principles (20 marks)</p> <p>A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks)</p> <p>Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks)</p>	50%
Non exam assessment (NEA)	<p>Practical application of:</p> <ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul> <p>This will be through a design and make task of around 30-35 hours</p>	50%

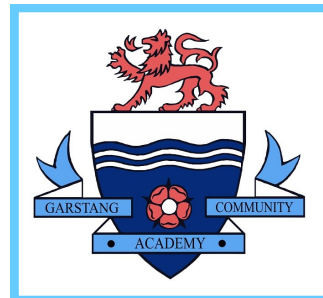
# Design & Technology

## Food Preparation & Nutrition

GCSE

Mrs K Langley : Subject Leader

CURRICULUM 2021-2024



### 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.

# MUSIC

GCSE

Mrs J Crow : Subject Leader

CURRICULUM 2021-2024



## 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 J Crow: Subject Leader Creative Arts

Mrs E Kinlock : Principal Teacher

CURRICULUM 2021-2024



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 - 30%*

## **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 - 30%*

## **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.

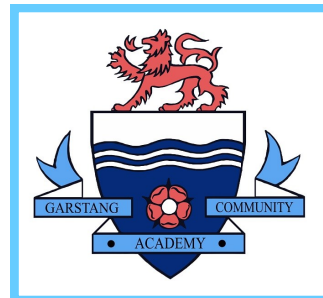
*This is an externally assessed unit - 40%*

# Physical Education

GCSE

Mr G Kidd : Subject Leader

CURRICULUM 2021-2024



## 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 2021-2024



## 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, strategic 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 be 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 and Sports Leadership

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: Developing Skills and Knowledge in Outdoor Activities

Witness Statements and Assignments, 60 marks

**Content overview** - Learners will develop knowledge, understanding and the practical skills required to plan and carry out Adventurous Outdoor Activities. They will be able to plan, deliver and review a safe and effective Outdoor activity session themselves and their peers. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with their peers and teacher. Students will take part in Outdoor Adventurous Activities and be judged on their practical ability in these activities.



# GARSTANG COMMUNITY ACADEMY

**GROW – CARE — ACHIEVE**

## Curriculum Preferences - 2021-24

**Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

In the table below, please tick the three subjects that you would most like to study at key stage 4. We will endeavour to give you all 3 however, there may be a small minority of subject combinations that we are unable to timetable together. Therefore, please indicate with an 'R' a reserve choice.

**REMEMBER:**

- Every student **MUST** choose to study at least one of the following subjects: French, Geography, or History
- *To achieve the 'EBacc' qualification you MUST choose French together with either Geography or History.*
- Students must have a broad and balanced curriculum which is appropriate to their academic ability. Students wishing to follow an academic route shouldn't select more than one technical or vocational course. No student should select more than two technical or vocational courses (BTEC or Cambridge Nationals)
- Due to dis-counting codes students cannot choose both GCSE PE and the Sports Studies.

Please sign and return the completed form by Wednesday 9th June.

<u>All Subjects</u> <b>(*English Baccalaureate Subjects)</b>	Qualification Type	Please tick 3 subjects and put a R beside the subject that is your 'reserve choice'.
*French	GCSE	
*Geography	GCSE	
*History	GCSE	
Art	GCSE	
Business Studies	GCSE	
Food Preparation and Nutrition	GCSE	
PE	GCSE	
Design Technology	GCSE	
Child Development	Cambridge National	
Computer Science	GCSE	
Creative iMedia	Cambridge National	
Music	GCSE	
Performing Arts	BTEC	
Sports Studies	Cambridge National	

Parent Signature \_\_\_\_\_

Date: \_\_\_\_\_