



PADGATE  
ACADEMY

## Key Stage 4 Curriculum Guide 2020-2021



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## Introduction

This guide has been written to provide you with information about the subjects which you could study at Key Stage 4, year 10 and 11.

The end of Year 9 marks the end of Key Stage 3 during which you have studied a wide range of subjects to provide you with a very broad and balanced curriculum. Next year, when you move into Key Stage 4 some subjects are still compulsory but you do have some choice about the other subjects which you wish to study.

Please read the information in this booklet very carefully and take advantage of all available opportunities to ask about the courses. These decisions are important as they will affect the further education and career choices available to you in the future.

For further information please discuss with:

- Your Form Tutor
- Mr Perry (Assistant Principal) or Mr Johnson (Head of Year 9) for general queries regarding the options process.
- The relevant Head of Department for subject specific queries.

## Your Key Stage 4 Curriculum

To gain enough knowledge for GCSE and other Key stage 4 qualifications you will need to spend more time studying each subject than you have done so far; this means that you will study fewer subjects.

At Padgate Academy students have the opportunity to study the following subjects to GCSE level, the provisional number periods studied, per fortnight for each subject are shown below:

Subject	Periods per fortnight
English	9
Maths	9
Science	8
Religious Education	5
PE (Non-exam)	2
<b>Option 1</b>	<b>5</b>
<b>Option 2</b>	<b>5</b>
<b>Option 3</b>	<b>5</b>

# Qualifications

## GCSE (General Certificate of Secondary Education)

GCSE courses take two years to complete, the grading system for GCSEs is on a scale of 9 to 1, with 9 being the top grade.

Assessment will be mainly by examination at the end of the course, with a limited number of subjects using additional types of assessment where they are required.

Examinations in some subject areas are split into 'foundation tier' and 'higher tier' if one examination paper does not give all students the opportunity to demonstrate their knowledge and abilities.

The examinations are structured in this way to make sure that everyone has the opportunity to show what they are capable of without being put off by questions that are too hard or too easy. Your teachers will decide the most appropriate tier of entry for you.

## BTEC (Business and Technology Education Council)

BTEC courses take two years to complete, the grading system for BTEC courses include Pass, Merit, Distinction, Distinction\*.

These grades are roughly equivalent to the following GCSE grades

BTEC Grade	GCSE Grade Equivalent
Level 1 Pass	2.5
Level 2 Pass	5
Level 2 Merit	6
Level 2 Distinction	7
Level 2 Distinction*	8

BTEC qualifications include an examination unit which is taken at a point in the course decided by the teacher, when they feel that the class has acquired all of the knowledge required to be successful in the examination. Unlike GCSE courses the examination is not taken at the end of the course which reduces the number of examinations which you would have to sit at the end of year 11.

If you do not like taking examinations, a BTEC may be a good option for you as it only includes one examination, during the two year course, you will also complete units of work and produce evidence of your learning which is then submitted to be assessed. This means that you can demonstrate your knowledge over the two year course rather than through one examination at the end of the course.

## Cambridge National Courses

The Cambridge National courses are similar to BTEC courses but have a slightly different grading system. The grades are shown in the table below alongside the equivalent GCSE grades.

Cambridge National Grades	GCSE Grade Equivalent
Level 1 Pass	1
Level 2 Merit 2	2
Level 1 Distinction 3	3
Level 2 Pass	4
Level 2 Merit	5.5
Level 2 Distinction	7
Level 2 Distinction*	8.5

GCSE, BTEC and Cambridge National qualifications are the main entry requirements for continuing study at post 16.

They are also the minimum educational requirement for many jobs.

# Option Pathways

At Padgate Academy our aim is for students to study courses that will challenge them and allow them to gain qualifications which will be valuable and allow them to compete with students both nationally and internationally for the best opportunities.

At the same time we will only put students onto courses in which we believe they can be successful in.

In order to do this students have been placed onto either a blue pathway, green pathway or yellow pathway.

Your pathway will be shown on your options form.

## Blue Pathway

If you are on the blue pathway this means that we believe that you should be studying for the more Academic English Baccalaureate (EBacc) suite of qualifications:

The EBacc suite of qualifications includes:

1. English
2. Mathematics
3. Two sciences
4. A modern or ancient language (French)
5. History or Geography

Successfully achieving passes in this combination of 5 GCSE subjects will mean that you have achieved the EBacc.

The combination of these subjects may be sought after by certain prestigious universities and unquestionably this broad balance of subjects provides an excellent platform for further and higher qualification routes.

We strongly believe that this route is advantageous for students with the ability to study these subjects.

Whilst students passing in this combination of subjects will be deemed to have passed the EBacc suite of qualifications, they will not receive an additional certificate for this.

In summary when selecting an EBacc combination of subjects you should select French as your first choice, followed by Geography or History as your second choice. You should then select three other subjects in order of preference from the remaining subjects; you will be allocated one of these subjects

## Green Pathway

If you are on the green pathway we believe that while the full EBacc may not be an appropriate combination of subjects for you, you should select either Geography or History or French as your first choice.

You should then select four other subjects in order of preference from the remaining subjects; you will study three of these subjects. If you wish, you are able to select more than one EBacc subject but do consider the advice of your teachers before doing this.

## Yellow Pathway

If you are on the yellow pathway this means that we believe that Geography, History or French may not be appropriate qualifications for you.

You can select one of these subjects if you wish but do consider the advice of your teachers before doing this. You are able to select five subjects in order of preference; you will study three of these subjects.



# Support

To help you make the right choices.

This guide is a starting point but it may not provide you with all of the information you need.

In order to find out more about the subjects on offer you:

- will have listened to talks from the different Heads of Department explaining what each subject involves
- will have the opportunity to talk to subject teachers during the options evening
- will have the opportunity to talk to representatives from local colleges to determine if your subject choices support your post 16 plans
- can talk to parents/Carers, subject teachers, Form Tutor and your Head of Learning to discuss the subjects which you are considering studying

# Making up your mind

When making a decision about subjects these are some of the things you should consider:

## What is the subject about?

This booklet provides brief details of each subject but do talk to your subject teachers for further information. You could also ask students in Year 10 and 11 about the courses they are studying.

## Do I like the subject?

Most people perform better and are happier studying subjects which they enjoy and in which they have achieved success.

## Will I be able to cope with the subject?

Some subjects require practical skills. Some need more writing than others. Some involve research outside of school. Find out from the relevant subjects teachers whether they think you would be good at the subjects which interest you.

## Do I need the subject for my long-term aims?

Think about your future plans:

- Sixth Form/College Courses/A-levels
- Apprenticeship
- University
- Career Aspirations

## Things not to do

- Don't choose a subject just because you like the teacher, they may not be teaching the class.
- Don't pick a subject because your friends have chosen it, this is about your future.

## Will I get the subjects I choose?

Although it is hoped that all students will be allocated the subjects that they have opted for as their first three preferences, the school can only accommodate a certain number of students in each area.

Students admitted onto each course is ultimately the decision of the school.

## What to do next?

- Read through the details of the courses, which are on the next pages of this booklet.
- Make a list of the subjects that you might like to follow.
- Discuss with your parents, Form Tutor and head of Learning which subjects you would like to take and why.
- Complete the options form and indicate which subjects you wish to study.
- Ensure that you have selected reserve choices.
- Show your form to your parents/carers and ask them to sign it.
- Give your options form to Mrs Turner by Thursday, 26th March 2020.

# Key Dates

Key dates for completion of the options process are shown below.

## Thursday 19th March 2020

- An introduction to the options process for parents/carers and students.

## Thursday 19th March - Thursday 26th March 2020

- Student guidance by parents/carers and teachers.

## Thursday, 26th March 2020

- Last day for 'Option Forms' to be returned.

**\*\* Please note that if you do not return the Option Form by the deadline, this will increase the risk of not getting your first preferences.**







# Subject Information: English Language & Literature

## What will I learn about?

### English Language

Students will study skills in reading and writing, reading literary and nonliterary texts from the 19th Century through to the 21st Century. They will be required to show that they can write for a variety of different audiences and purposes. Students will also be assessed orally through Speaking and Listening, exploring the features of Spoken Language. Students will be required to complete one formal presentation or speech.

### English Literature

Students will read a Shakespeare play, pre and post 1914 prose and drama as well as a range of poetry from 1789 to the present day.

## How is the course structured?

### Year 10

Students will learn the key skills needed for their English Language examination. They will look at a range of fiction and non-fiction texts from the 21st, 20th and 19th Centuries and show that they can write fluently and with technical accuracy.

They will practice creative writing as well as transactional writing. Students will study GCSE Literature texts such as Macbeth, Jekyll & Hyde, DNA and a variety of poetry

### Year 11

Students will continue to develop their English Language and English Literature skills by revising their set texts as well as practicing their reading and writing skills.

## How will my work be assessed?

There are two main ways that students' work is assessed:

- a) Internally - English teachers feedback to students on their progress by marking homework, feeding back and offering supportive advice in preparation for mock and external examinations.
- b) Externally - Both courses are linear and students sit external examinations in both GCSE English Language and GCSE English Literature at the end of Year 11. They will have to sit two different GCSE English Language papers where their reading and writing skills are assessed. They will sit a further two English Literature papers where their knowledge of the novels, plays and poetry they have studied are examined.

Staff also assess and mark Speaking and Listening performance - although an external moderator makes frequent visits to check that our standards are of the highest order.

## What can these qualifications lead to?

Clearly a good pass in GCSE English is extremely valuable for all students leaving school hoping to study at a college or sixth form or embark upon an apprenticeship. The government requires that students must continue to study English at college if they do not pass their GCSE qualification at grade 4 or above.

Studying English opens so many doors; there are literally thousands of careers which look favourably on an English qualification and students may find themselves becoming a chief editor, journalist, teacher or even a famous Writer.

# Subject Information: Mathematics

## What will I learn about?

We use Mathematics to explain and understand the world we live in and to make predictions about what will happen in the future.

Mathematics is a problem-solving tool that allows us to develop an understanding of all things in the world in which we live.

Students will continue to build upon the skills learnt at Key Stage 3 covering number, algebra, shape and space and handling data in more detail.

They will learn new skills and techniques in these areas, and then apply them in practical situations to see how Mathematics solves real life problems. There is now a much greater emphasis in the assessment of Mathematics in its use in real life scenarios.

## How is the course structured?

Year 10 and 11 - Students are already being prepared for the examinations now; we follow a five year plan to provide full coverage of the curriculum to ensure the best possible progress is made.

All students will be entered for their Mathematics GCSE at the end of Year 11, as we follow a linear specification.

## How will my work be assessed?

There are two main ways that students' work is assessed:

- a) Internally - Mathematics teachers feedback to students on their progress by marking homework, assessments and offering supportive advice in preparation for examinations. This support will help you to achieve your target grade in Mathematics.

- b) Externally – Students will sit a full GCSE examination at the end of Year 11. There are 3 x 1 hour 30 minutes examinations, all carrying equal weighting.

- \* Paper 1 will be a non-calculator examination.
- \* Papers 2 & 3 will require a scientific calculator.

Students will be entered for the examination at either Higher or Foundation Tier in line with the new grading system:

Higher Tier allows students to achieve grades 9-5 while foundation tier allows students to achieve grades 5-1.

The tier of entry for each student will be based upon their performance in year 10 and teacher assessment.

## What can this qualification lead to?

Many careers and higher education courses require a GCSE at Grade 4 or 5 in Mathematics as it demonstrates a basic level of competence in working with numbers and problem solving.

A Mathematics GCSE, along with an English GCSE, is a crucial qualification for students' progression after Year 11.

People with good Mathematics skills are in extremely high demand. A good Mathematics GCSE opens the door to a tremendous range of opportunities for further study and career opportunities.

# Subject Information: Science

## What will I learn about?

Students will study Biology, Chemistry and Physics. There is great emphasis on learning to become responsible citizens, looking after our planet and how the world works, understanding the implications of being wasteful with our resources.

Students will spend time investigating issues relating to the topics in a practical way where appropriate and there are sixteen practical's that students must complete.

**Biology topics:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance; variation and evolution; ecology.

**Chemistry topics:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere and using resources.

**Physics topics:** energy; electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism.

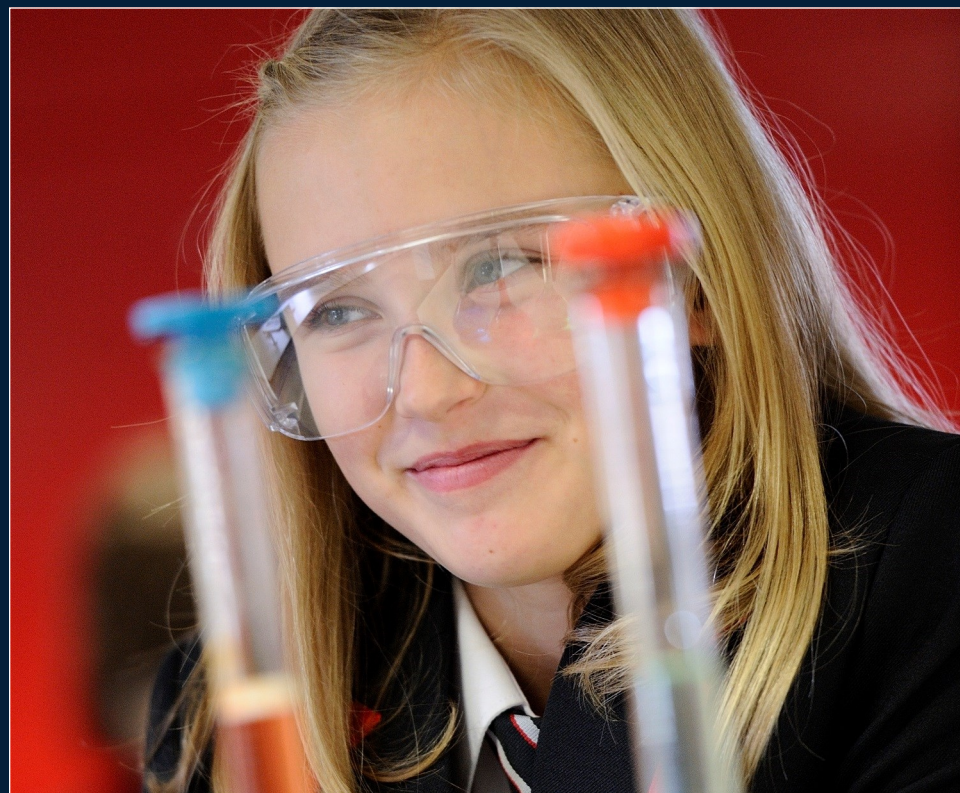
## How will my work be assessed?

The qualification is linear, so students will sit all examinations at the end of the course. There are six examination papers, two each for Biology, Chemistry and Physics.

Each of the papers will assess knowledge and Understanding from distinct topic areas. Each paper lasts for 1 hour 15 minutes and is worth 70 marks (16.7% of the GCSE); and includes multiple choice, closed structured short answer and open response questions.

## What can these qualifications lead to?

GCSEs in Combined Science naturally lead to A levels in Biology, Chemistry and/or Physics, which lead to Science-based degrees including medicine at university. Students can also progress to Applied General Science A level which is appropriate for students wishing to pursue a career in nursing, engineering, paramedic or other apprenticeships.



# Subject Information: Triple Science

## What will I learn about?

### Physics

You will study four physics topics in Year 10 and four in Year 11 from energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space physics. Students will spend time investigating issues relating to the topics in a practical way where appropriate and there are eight practical's that students must complete.

### Chemistry

You will study five chemistry topics in Year 10 and five in Year 11 from atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources. Students will spend time investigating issues relating to the topics in a practical way where appropriate and there are eight practical's that students must complete.

### Biology

You will study four biology topics in Year 10 and three in Year 11 from cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology. Students will spend time investigating issues relating to the topics in a practical way where appropriate and there are eight practical's that students must complete.

## How will my work be assessed?

The qualification is linear, so students will sit all examinations at the end of the course. In Biology, Chemistry and Physics there are two examination papers and each of the papers will assess knowledge and understanding from distinct topic areas. Each paper lasts for 1 hour 45 minutes, is worth 100 marks and 50% of the GCSE and includes multiple choice, closed structured, short answer and open response questions.

## What can these qualifications lead to?

If you are opting for the separate sciences (Triple Award) you are likely to want to study two or more sciences at A level (Biology, Chemistry and / or Physics).

However, this does not preclude anyone with a keen interest and ability for the subject choosing this pathway even if you are intending to study only 1 science at A level.

This is the route that you should take if you have aspirations of continuing your study in university for veterinary science, medicine, pure sciences, dentistry or another science related discipline.



# Subject Information: Religious Education

## What will I learn about?

Religious Studies at GCSE is a thought provoking, moral and ethically motivated subject. Encouraging students to consider opinions and current affairs affecting themselves and people from both religious and non-religious communities.

Issues and affairs include evil and suffering, the sanctity of life by exploring controversial topics such as abortion, euthanasia, as well as tackling issues surrounding marriage and family life, including the use of contraception, divorce and remarriage. Students will also consider the incidences of racism, gender prejudice and discrimination in the 21st century. Students will explore atheist, humanist and religious beliefs relating to the issues/affairs identified above.

A GCSE in Religious Studies serves to develop our students into well rounded individuals with a wealth of knowledge and opinions, which can be applied to everyday life to make them considerate, ethically motivated and model citizens in today's society. The course is designed for both religious believers as well as non-believers, allowing for shared opinions and opportunities to debate real issues in society and the community.

## How is the course structured?

The GCSE examination is typically split into three examinations -

**Component 1** - Religious, Philosophical and Ethical Studies in the Modern World.

**Component 2** - Christianity

**Component 3** - Judaism

All assessment will be in the format of a written examination across all three papers. Combining a mixture of shorter explained answers as well as extended responses.

### **Component 1 (weighting 50%) 2 hour examination**

Religious, Philosophical and Ethical Studies in the Modern world:

- Theme 1: Relationships (themes include divorce, contraception and gender equality)
- Theme 2: Life and Death (themes include the Big Bang, evolution, environmental responsibility and global citizenship, abortion, euthanasia and the afterlife)
- Theme 3: Good and Evil (themes include crime and punishment, forgiveness, free will, justice and morality)
- Theme 4: Human Rights (themes include equality, religious extremism, censorship, racial prejudice, poverty and use of wealth in 21st century Britain)

### **Component 2 (weighting 25%) 1 hour examination**

The study of Christianity: The beliefs, teachings and practices of Christianity. Themes include creation, the afterlife, pilgrimage, Christianity in Britain and the worldwide church.

### **Component 3 (weighting 25%) 1 hour examination**

The study of a world faith: The beliefs teachings and practices of Judaism. Themes include the nature of God, the importance of the Torah and the synagogue, differences between Orthodox and Reform Judaism, prayer and festivals.

## How will my work be assessed?

Students will be assessed on their ability to recall and evaluate as well as discursive essay writing. Students will also gain opportunities to peer mark, and self-assess, allowing students to expertly identify areas of strength and development points required to achieve to their highest potential.

## What can these qualifications lead to?

A GCSE in Religious Studies demonstrates the ability to think critically, to be able to evaluate arguments and other differing opinions, as well as developing respect, understanding and knowledge of the world in which we live. It is regarded by employers, colleges and universities as a subject with academic rigour and high-order critical thinking skills and as such it is highly valued. Due to the skills developed in Religious Studies students of the subject typically will be involved in careers such as education, medicine, politics, psychology, law, media, and social work. All of which rely upon the moral and ethical principles of Religious Studies to support the requirements of working within these sectors.

# Subject Information: Physical Education (Core)

## What will I learn about?

Core PE is a compulsory subject. All students will be required to participate in a variety of individual and team sports.

In core PE there is no external assessment but you will be set a specific target to achieve each half-term.

Activities include:

- football
- rugby
- fitness
- badminton
- handball
- netball
- leadership

All students will be required to participate in at least two different activities throughout the year.

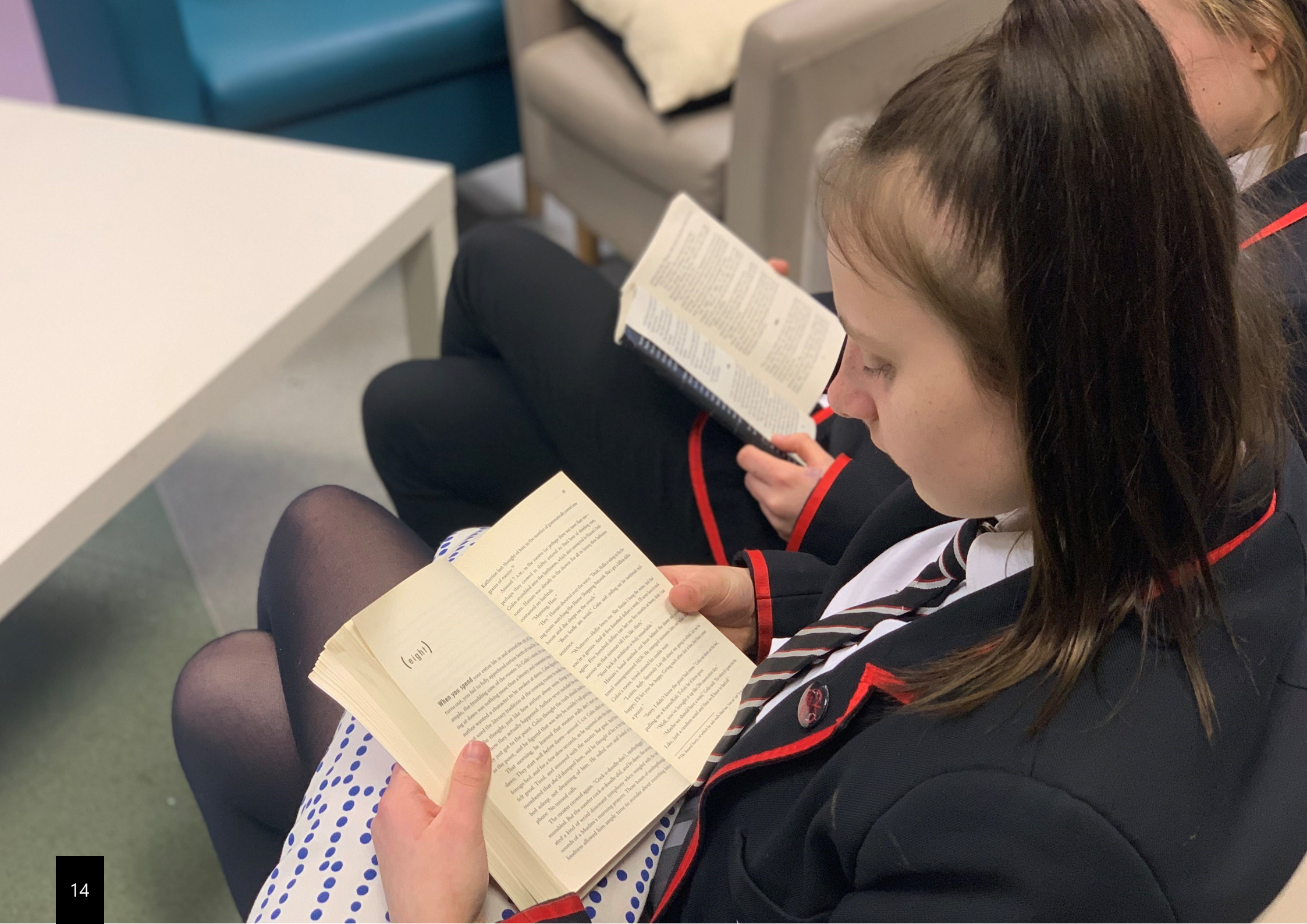
## How is the course structured?

- You will study PE for one hour per week (compulsory).
- Participating in a variety of individual and team activities and sports.
- Becoming more independent, planning and organising skills practices and small sided games.
- Becoming increasingly aware of and taking on different roles in PE such as officials, organisers, coaches and Instructors.
- Planning and preparing a simple sporting activity and fitness programme.
- Communicating and leading sporting activities.
- Understanding fair play and the role of officials .
- Planning, organising and leading a number of primary school sporting events.

Students are encouraged to assist with extra-curricular activities in order to improve and develop their leadership skills further.

Leaders can also become involved with the Young Ambassadors programme and support primary school activities.





(eight)

When you spend your entire life in an...  
...the trouble case of the...  
...author wanted a character to be...  
...they actually hoped...  
...That morning he...  
...They start well before dawn...  
...lost sleep, not dreaming...  
...The master coughed again...  
...mumbled, but the master...  
...ated a kind of...  
...London, allowed him...



# Subject Information: Geography

## What will I learn about?

“Geography puts the knowing into seeing and makes sense of the world.”

Geography develops students' knowledge and understanding of the world in which they live today. Topics are chosen from a range of physical and human options explored through relevant case studies in their own world and the fast changing world around them. Geography encourages students to ask questions about the world they live in, process ideas and evaluate key global issues.

Geography students are given the opportunity to develop opinions, assess the reliability of evidence and communicate ideas and information in a variety of formats.

Students can expect to experience a variety of teaching techniques from debate, group work, the enquiry process and thinking skills. Students will have numerous opportunities to take part in extra-curricular activities within the subject, focusing on fieldwork at two contrasting locations and geographical skills. This permits students to carry out primary data collection and experience elements of Geography in a real world setting.

## How is the course structured?

Students will sit two examination papers at the end of Year 11. These are outlined below:

### Component 1 - Changing physical and human landscapes

- Core themes - Landscapes and physical processes (rivers, coasts and landscapes)
- Rural-urban links (population change, urban-rural changes, urban issues)
- Option theme - Tectonic landscapes and hazards (volcanic landscapes and hazards, impacts of tectonic hazards in high and low income countries, responses and disaster management)

### Component 2 - Environmental and Development issues

- Core themes – Weather, Climate and Ecosystems (weather in the UK, extreme weather – hurricanes and drought, eco systems the tropical rainforest and savannah grasslands)
- Development and resource issues (high and low income countries, development issues, trade blocs, tourism and globalisation, water resource issues)
- Option theme – Social Development Issues (disease, poverty and development issues in Sub-Saharan Africa).

### Component 3 - Applied fieldwork enquiry

- Visit two contrasting locations physical environment and human environment

## How will my work be assessed?

Paper 1 - Living with the physical environment: One examination (worth 35% of the overall marks)

Paper 2 - Challenges in the human environment: One examination (worth 35% of the overall marks)

Paper 3- Geographical applications: Fieldwork and data based exercises. One examination (worth 30% of the overall marks)

## What can these qualifications lead to?

Further study could include A-level Geography and undergraduate study in a range of geography disciplines such as Geography, International development, Conservation/Ecology and many more.

Geography is a facilitating subject and will provide a broad range of skills and knowledge for Geography related and non related subjects alike. Popular careers include: town/transport planning, armed forces, Environment Agency, travel and a tourism, surveyor and civil engineering, teaching, ecology and conservation.

# Subject Information: History

## What will I learn about?

“Those who ignore History are condemned to repeat it.”

History allows students to gain knowledge and understanding of the world in which they live today. Topics are chosen for their relevance to modern society and the links they demonstrate to the contemporary world. History encourages, and expects, students to think independently, to ask questions and make supported judgments. History students train their minds to assemble, organise and present facts and opinions.

Students will encounter a variety of teaching techniques from role-play, discussion and debate to group work and personal reflection. They will also see the subject brought to life through ICT and authentic footage.

## How is the course structured?

The GCSE History course is divided into three units, or papers, all of which are assessed via formal examination at the end of Year 11.

### Paper One:

Thematic study and historic environment, 30% of the final qualification.

- Medicine in Britain, c1250-present
- The British sector of the Western Front, 1914-18: injuries, treatments and the trenches

### Paper Two:

Period study and British depth study, 40% of the final qualification.

- The American West c1835-c1895
- Early Elizabethan England, 1558-88

### Paper Three:

Modern depth study, 30% of the final qualification.

- Weimar and Nazi Germany, 1918-39

## How will my work be assessed?

Paper one is assessed via a written examination lasting 1 hour and 15 minutes. In Section A, students answer a question that assesses knowledge and answer a two part question using sources. In Section B, students answer three questions that assess knowledge and understanding.

Paper two is assessed via a written examination lasting 1 hour and 45 minutes. In Section A, students answer three questions that assess their knowledge and understanding. In Section B, students answer a single three part question that assesses knowledge and understanding.

Paper three is assessed via a written examination lasting 1 hour and 20 minutes. In Section A, students answer one question based on a provided source and one questions that assess knowledge and understanding. In Section B, students answer a single four part question, based on provided sources and interpretations.

These examinations all require students to develop their extended writing skills, and in this respect History can be as challenging as English. In addition to being assessed on specific historical skills, students will be expected to use all that they have learned in English to produce a high standard of written communication. Source analysis skills are essential and students will be taught to rigorously evaluate evidence to form an opinion and answer questions.

## What can these qualifications lead to?

Students have the opportunity to continue their studies in this subject at A Level and beyond. History is an excellent preparation for many careers, including management, business consultancy, the police, the legal profession, teaching, politics and positions in local and central government.

# Subject Information: French

## What will I learn about?

Linguists develop many useful and transferable skills and GCSE qualifications in a modern foreign language are highly regarded amongst universities and employers.

In GCSE French you will learn to use four main essential skills in communication: Listening, Speaking, Reading and Writing.

During the course, students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written French. They will practice speaking and writing French with increased accuracy as well as be able to give and justify their opinions on various issues.

## How is the course structured?

The course covers the following themes:

### Theme 1: Identity and Culture

- me, my family and friends • free-time activities
- relationships with family and friends • music
- marriage/partnership • cinema and TV
- technology in everyday life • food and eating out
- social media • sport • mobile technology
- customs and festivals in French-speaking countries/communities

### Theme 2: Local, National, International and Global areas of Interest

- home, town, neighbourhood and region • global issues
- social issues • the environment
- charity/voluntary work • poverty/homelessness
- healthy/unhealthy living • travel and tourism

### Theme 3: Current and Future Study and Employment

- my studies
- life at school/college
- education post-16
- career choices and ambitions

## How will my work be assessed?

The course is linear which means students will sit all their examinations at the end of the course. Students can be entered for either Foundation or Higher Tier. All four question papers must be taken in the same tier.

Listening (25% of grade), Foundation 35 minutes, Higher 45 minutes  
Reading (25% of grade), Foundation 45 minutes, Higher 60 minutes  
Speaking (25% of grade), Foundation 7 - 9 minutes, Higher 10 - 12 minutes  
Written (25% of grade), Foundation 60 minutes, Higher 75 minutes

## What can these qualifications lead to?

There are now closer European links both in leisure activities and in business. The ability to understand and speak a second European language is essential in today's global world. As all European countries make the study of a second modern foreign language compulsory until the age of 16/18, the study of a modern foreign language is essential for equal career opportunities for British students.

Many university courses now include an optional or obligatory language module both in Arts and Science degrees. Some now even require a language GCSE to access specific courses. Languages give you a sense of achievement. Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet! Languages combine well with virtually any subject for further study. The range of combined degrees and further education courses involving a language is limitless.



# Subject Information: Art

## What will I learn about?

Art and Design is an exciting and demanding subject that develops students' practical skills and uses creativity along with personal ideas to produce a range of outcomes. Students can express themselves using a range of different materials when looking at a variety of different themes and artists. This course provides access to a large choice of post-16 options for students looking to work in creative industries. The course provides a range of opportunities to work with a range of materials, media, techniques and processes. The course can be personalised to meet individual's skills and interests and allows all students to achieve their potential.

Drawing plays a fundamental part in the development of all art work on the course, however, students will also experience a variety of different artistic activities such as painting, printmaking, three-dimensional work, collage, mixed media, textiles, photography, ICT and sketchbook work.

This course will involve students exploring historical and contemporary art practice within their work. All students will be encouraged to develop their knowledge and understanding of how to:

Develop ideas through looking at artists' work.

- Explore art media, materials and processes to express and create original ideas.
- Record their experiences and observations using a variety of methods.
- Acquire a command of specialist artistic vocabulary and an insight into the value and significance of art in society.

## How is the course structured?

The course is made up of two units of work.

### Component 1: Portfolio (60%)

- Students must produce a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further experimental work.

### Component 2: Externally set assignment (40%)

- Question papers containing a selection of starting points are set by the examination board and issued to candidates in January.
- Students are given a preliminary period of time to research and plan for the production of either a single response to their chosen starting point, or a series of responses, during a 10 hour supervised examination. The 10 hour examination is conducted over a series of sessions.

## How will my work be assessed?

Both units are marked internally and moderated by the examination board. Assessment is based on four assessment objectives, which are designed to measure students' progress in terms of their development of knowledge and understanding.

All four are equally weighted and are as follows:

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

## What can these qualifications lead to?

A qualification in Art provides an initial step to an expanding number of exciting careers. Creative young people with artistic flair and skills will always be in demand and there are plenty of employment opportunities available. Qualifications in GCSE and A Level Art provide a stepping-stone for students to access many courses in higher education. Art is also a subject from which students can obtain a great deal of personal gratification.

No matter where students' career aspirations lie, Art remains a subject from which all students can derive an enriching life-long experience. Art is a Subject that is valued for the skills such as independence, self-motivation, dedication and creativity.

# Subject Information: Design & Technology

## What will I learn about?

A GCSE in Design and Technology will help students to develop the ability to design and make products with creativity and originality, using a range of materials including wood, metal, plastics and composite materials. Other materials may also be used and the use of new technologies is also encouraged. Students will get the opportunity to use a wide range of techniques and processes including the use of computer aided design and manufacture.

## Designing Skills - students will be taught to:

- Design products to meet the needs of clients and consumers.
- Understand the design principles of form, function and fitness for purpose.
- Understand the role that designers and product developers have.
- Analyse and evaluate existing products, including those from professional designers.
- Consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products.
- Consider environmental and sustainability issues in designing products.
- Consider health and safety in all its aspects.

## Making Skills - students will be taught to:

- Select and use tools/equipment and processes to produce quality products.
- Use tools and equipment safely with regard to themselves and others.
- Work accurately and efficiently.
- Manufacture products applying quality control procedures.
- Have knowledge of Computer-Aided Manufacture (CAM).
- Ensure, through testing, modification and evaluation, that the quality of products is suitable for intended user.
- Reflect on new and emerging technologies.

This course could be for students who enjoy designing and using equipment and technology to make products. Following an introductory project, students will select a design brief from a range of tasks set by the examination board. Here they are expected to complete a single 'design and make' project consisting of a design folder and a final product manufactured from a combination of either wood, metal, plastic or composite materials. The design folder should include evidence of researching, designing, model-ling, planning, testing & evaluating. Students are expected to use ICT and CAD CAM (computer aided design/ manufacture) throughout your project in order to access the higher grades.

## How will my work be assessed?

Non examination assessment - 100 marks – 50%

### Substantial design and making tasks:

- identifying and investigating design possibilities
- producing a design brief and specification
- generating design ideas
- developing design ideas
- realising design ideas
- analysing & evaluating
- demonstrate mathematical and scientific knowledge

### Written Paper 2 hours –100 marks – 50%

- core technical principles
- specialist technical principles
- designing and making principles

## What can these qualifications lead to?

In addition to developing valuable transferable skills this course provides a route into A Level Design and other further and higher education courses in design and technology. Career sectors include product design, industrial design, architecture, manufacturing, engineering, construction, research and development.

# Subject Information: Drama

## What will I learn about?

GCSE Drama aims to engage students whilst developing their improvisation and acting skills. Students enjoy exploring published scripts and attending theatre visits to review the work of professionals. Drama also enables students to develop confidence and skills in directing, lighting, sound and costume.

The key to success in drama is a creative response to a variety of stimuli, to provoke thoughtful and imaginative responses.

You will learn:

- How drama is created, including all of the acting and staging skills that are required to put a piece of drama on to the stage.
- How to create a character and play this character in a performance.
- Many skills that are highly valued in any walk of life including communication, teamwork and confidently presenting yourself in public.

## How is the course structured?

### Component 1: Devising Theatre

Non – examination assessment: internally assessed, externally moderated, 40% of qualification.

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the examination board.

Learners must produce:

- A realisation of their piece of live theatre.
- Supporting evidence.
- An evaluation of the final performance or design.

### Component 2: Performing from a Text

Non examination assessment: externally assessed by a visiting examiner, 20% of qualification. Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

### Component 3: Interpreting Theatre, written examination

1 hour 30 minutes 40% of qualification.

Section A: Set Text

A series of questions on one set text from a choice of five, for example:

1. The Tempest, William Shakespeare
2. The Caucasian Chalk Circle, Bertolt Brecht
3. Hard To Swallow, Mark Wheeller
4. War Horse, Michael Morpurgo, adapted by Nick Stafford
5. DNA, Dennis Kelly

Section B: Live Theatre Review

One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## What can these qualifications lead to?

A course in drama provides students with a unique opportunity to develop and extend their skills within the creative industry. Drama also allows students to develop their communication skills, confidence, independence and creativity.

These are all skills that are looked for in further education and in the work place. After students have completed GCSE Drama they can progress to higher levels of study.

These include:

- GCE Drama and Theatre Studies at AS and A2 Level
- BTEC National Performing Arts (Acting)

# Subject Information: Hospitality & Catering (WJEC Vocational)

## What will I learn about?

Students will develop, practice and demonstrate key food preparation skills and make a variety of food products. They will learn how to scale up production to produce larger quantities suitable for a commercial setting and demonstrate their skills through two internally assessed projects.

## How is the course assessed?

### External Assessment:

Unit 1: The Hospitality and Catering Industry. In this unit students will learn about the different job roles within the hospitality and catering industry; the legal requirements and health and safety responsibilities of all individuals involved in the business. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding gained will enable students to respond to issues relating to all aspects of the hospitality and catering industry.

### Internal Assessment:

Unit 2: Hospitality and Catering in Action. In this unit students will gain a knowledge and understanding of the nutritional needs of a range of client groups in order for them to plan nutritional dishes for a menu. Students will learn and develop safe and hygienic food preparation, cooking and finishing skills to produce nutritional dishes. Students will be tested during year 11 by taking a 3 hour practical examination based on a task set by the examination board. They will produce an accompanying folder which will also be marked by the teacher.

## What can these qualifications lead to?

This qualification can lead into careers such as dietetics, nutrition, food sales and promotion, product development, consumer technologist, chef, baker, caterer, food journalist, food critic, environmental health officer, food service manager, purchaser and even teaching.





# Subject Information: i-Media

## What will I learn about?

The Cambridge Nationals in Creative i-Media will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review; working with others and communicating creative concepts effectively. Through the use of these skills, students will ultimately be creating fit-for-purpose creative media products.

## Themes

### Pre-production skills

This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

### Creating digital graphics

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

### Creating a multipage website

Multi-page websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multi-page websites. It will enable learners to demonstrate their creativity by combining components to create a fully functional and aesthetically pleasing website to address a client brief.

### Creating a digital sound sequence

Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content. This unit will enable learners to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming. They will also learn how these technologies are developed to reach an identified target audience and create and edit a digital sound sequence against a specific brief.

## How is the course structured?

### Mandatory

#### Pre-production skills

Written paper OCR set and marked 1 hour 15 mins – 60 marks (60 UMS)

Learners answer all questions

#### Creating digital graphics

Centre assessed, OCR moderated, approx 10 hours – 60 marks (60 UMS)

#### Creating a multipage website

Centre assessed tasks, OCR moderated (25% weighting)

#### Creating a digital sound sequence

Centre assessed tasks, OCR moderated (25% weighting)

## What can these qualifications lead to?

The course will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

It will allow students to continue studying ICT based subjects at college and university, including graphic design, ICT, Computer Science & similar computing based courses.

# Subject Information: Computer Science

## What will I learn about?

Computer Science and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether you want to be a scientist, develop the latest applications or just know what it really means when someone says, 'the computer made a mistake', studying Computer Science will provide you with valuable knowledge.

OCR's GCSE (9–1) in Computer Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

## How is the course structured?

OCR's GCSE (9–1) in Computer Science consists of two compulsory components that are externally assessed.

### J277/01: Computer systems (50% weighting - 80 marks total)

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

### J277/02: Computational thinking, algorithms and programming (50% weighting)

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Section A is worth 50 marks, and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach.

Section B is worth 30 marks, and assesses students' Practical Programming skills and their ability to design, write, test and refine programs.

## What can these qualifications lead to?

This qualification can lead to roles in web development, mobile application developer, software engineer, systems architect, artificial intelligence and a software developer.

# Subject Information: Music (BTEC)

## What will I learn about?

The BTEC in Music will allow students to learn about various music products, develop valuable skills and techniques in music creation, performance and production, and explore potential careers in the industry.

Students must be prepared to continue studying their instrumental or vocal skill to a high level. This requires dedicated regular practice in school and at home. Students who don't already play an instrument or sing could be considered if they demonstrate enough interest and commitment. They would then be expected to start lessons as soon as possible during Y9 and develop these skills over the summer break in order to achieve the highest standard possible before starting the course in September.

Students must be prepared to study 'Music Theory' and learn how to analyse a piece of music in detail. This will require them to have a good knowledge of notation and how harmony works.

## How is the course structured?

**Component 1:** Exploring the Music Industry – Explore different styles and genres of music, take part in practical workshops to understand the music creation process, learn about the different roles within the music industry, investigate relationships between different areas of the music industry.

**Component 2:** Developing Music Skills – Reflect on your progress and on areas for improvement, choose a job role and explore the skills needed to fulfil it, develop a range of skills, apply skills and techniques to a musical performance, creation or production.

**Component 3:** Responding to a music brief – Students choose an area of the industry that excites them for example, composer, performer or producer. They explore the brief and develop possible responses and ideas, using relevant resources, skills and techniques to develop and refine musical material. They then present their findings, review and reflect on the final outcome.

## How will my work be assessed?

Coursework makes up to 60% of the course. Component 1 and Component 2 carry the same weighting (30% each). Component 3 is worth 40% of the final grade, it is externally marked but completed in school through practical workshops and reflective journals which are completed under controlled assessment conditions in our computer rooms.

## What can these qualifications lead to?

BTEC Tech Award in Music Practice is a valuable qualification as it demonstrates the ability to study and achieve in a different discipline.

BTEC Music Practice is a good preparation for further musical study. You may, of course, wish to study BTEC Music Practice for its own sake, perhaps to form the basis of a future interest.

With a BTEC Tech Award in Music, students can find out more about the music industry and decide if it is an area in which they would like to work. Students can find out where the music industry could take them and gain the knowledge and skills needed to succeed at the next steps.

After completing the course students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships.

What's more, the transferable skills mastered during the course such as self-reflection, communication, teamwork and problem solving will also support future progress.

# Subject Information: Travel & Tourism (BTEC)

## What will I learn about?

The BTEC Travel and Tourism course will allow students to gain a broad understanding of the travel and tourism industry. It includes units on UK travel and tourism, international travel and tourism and customer service.

## How is the course structured?

The BTEC Travel and Tourism course is split into 4 different units over 2 years.

### Unit 1/ The UK Travel and Tourism Sector:

Students will be introduced to the travel and tourism sector and discover how important this large sector is to our economy. They will find out about the different types of tourism and the reasons for travel. They will also see how technology is changing the way we travel and the way in which holiday experiences are offered. Finally students will learn about the different industries and how they support each other. For example, how do hotels depend on the passenger transport industry?

### Unit 2 / UK Travel and Tourism Destinations:

In this unit students will look at how visitors travel to, and around, the UK. They will discover the wide variety of UK destinations available and consider why people choose to go to these places. They will also start to learn how to find information from a variety of resources to help them plan their own itineraries to suit a range of customer types.

### Unit 3 / The Travel and Tourism Customer Experience:

In this unit students will explore the definition and aims of customer service and the ways different organisations seek to provide it to different types of customer.

### Unit 4 / International Travel and Tourism Destinations:

In this unit students will locate and investigate destinations around the world, learning about their features and their appeal to different types of visitors. They will plan routes and holidays to further develop their knowledge of international travel and tourism destinations.

## What can these qualifications lead to?

The Travel and Tourism sector offers a wide variety of careers, from cabin crew to customer service assistant to operations officer, and there are also opportunities to work abroad.

This course will sharpen skills for employment or further study. The course will also prepare students to progress to college to study Travel and Tourism at level 2 or 3 if they wish.



# Subject Information: Sport Studies (BTEC)

## Qualification

The BTEC Sport Award programme allows students to gain a qualification equivalent to a GCSE whilst studying a number of aspects related to sport's performance and the sport industry.

## What will I learn about?

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables students to develop and apply their knowledge, while also developing a range of relevant practical, communication and technical skills. It is aimed at anyone who would like to find out more about the sport industry.

Students will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training

Students will build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- the mind and sports performance
- the sports performer in action
- leading sports activities.

## How will my work be assessed?

Firstly students will need to think about skills/attributes required for the course:

- have an interest in sport and exercise
- enjoy taking part in sport and exercise
- enjoy leading and organising sporting activity
- self motivated/disciplined
- good organisation skills to meet deadlines
- can take responsibility for own learning and work independently

## External Assessment (1 x core unit)

The Fitness for Sport and Exercise unit of work is externally assessed by a 70 minute computer based examination. The examination consists of a series of multiple choice questions and short written responses.

## Internal Assessment (3 x units)

In all internally assessed units students will carry out tasks/assignments throughout the course. The teacher will mark these to provide feedback on how the student is progressing. The evidence used to demonstrate that assignments have been completed will vary across units and will include written work, oral presentations, posters, practical and observations. Students will receive a pass, merit or distinction for each completed unit.

## What can these qualifications lead to?

The BTEC First Award in Sport can lead to a wide range of opportunities. Successful completion of the course will allow students to progress to post 16 study of the BTEC National Certificate in Sport or A-level Physical Education. These courses could lead to study of sport related degree course at university level and will provide a strong foundation for academic or vocational study at level 3, including apprenticeships.

Throughout the course students will develop a range of employability skills, engage with employers and carry out work-related activities. For example, communication and teamwork skills, through units such as Unit 6: Leading Sports Activities, in which students need to demonstrate the attributes of a leader, including good communication skills and leadership skills to implement a session plan.



# PADGATE ACADEMY

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