



**Bishop
Young**
CHURCH OF ENGLAND
ACADEMY

The Key Stage 4 Curriculum
For academic year September 2018

**KS4 Option Choice Booklet
for Year 8 Students**

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Introduction

When your child begins Year 9 in September 2018, they will be embarking on a very important phase of their education, namely the three years to GCSE (Key Stage 4). This booklet will give you an overview of the Key Stage 4 curriculum and details about the individual subjects that students are able to study.

The majority of time for a Key Stage 4 student is spent on the Core Curriculum. It includes English, Mathematics, Science, Religious Studies, Core Physical Education and Personal, Social and Health Education (including Citizenship, Careers and Work Experience).

The options curriculum takes up most of the rest of the time and here students will choose Geography, History, Spanish or Computer Science in order to meet the Government's requirements for the Progress 8 measure, as well as choosing 2 additional options from an extensive range of subjects. Many of the subjects continue from Key Stage 3, but some new subjects such as Business Studies, Health & Social Care and Sociology also become available.

We ask that you and your son/daughter consider the choices very carefully and select a range of subjects which is as broad and balanced as possible.

Whilst we endeavour to ensure that we meet the choices of each individual student, this cannot be guaranteed and will be dependent upon the combination of choices made and, if only small numbers of students opt for particular subjects, the viability of the course. Potentially not all the options subjects described in this booklet will be able to run – this will depend on the numbers of students that are interested in them.

Please make good use of the Year 8 Options Evening, where staff from the different option subjects will be able to offer advice.

I wish your son/daughter every success in Key Stage 4.

P Cooper

A handwritten signature in black ink, appearing to read 'P Cooper', written in a cursive style.

Principal

The Key Stage 4 Curriculum

The curriculum at Key Stage 4 (Years 9 to 11) is made up of Core Subjects, Option Subjects and Enrichment. All students study Core Subjects and Enrichment, while some freedom of choice is offered in the range of Option Subjects that are available.

The Core Subjects

All students must study these courses in Years 9, 10 and 11:

English Language and English Literature	Full course (2 GCSEs)
Mathematics	Full GCSE course
Science. Students will either study the Combined Science or the Triple Science (3 Separate Sciences). Entry will be decided in Year 10.	Full course (2 GCSEs) or Separate Sciences (3 GCSEs)
Religious Studies	Full GCSE course
Core Physical Education	Non-examination
PSHCE and Enrichment	Non-examination

The Option Subjects

Students are required to choose the equivalent of THREE subjects, **at least one of which must be Geography, History, Computer Science or Spanish.**

Single Award GCSE/BTEC subjects:

Art	Business Studies	BTEC Business
Computer Science	Design and Technology (VCERT Craft - Textiles)	Design and Technology (VCERT Craft - Resistant Materials)
Drama	BTEC Performing Arts Acting	Technical Award in Food and Cookery
Geography	History	Health and Social Care (Technical Award)
Information Communication Technology	BTEC Music	Physical Education
BTEC Sport First Award (PE)	Photography	Sociology
Spanish	Dance	

Options Advice

The choice of subjects to be followed in Key Stage 4 is an important and occasionally difficult decision. There are several ways in which we seek to help to support students and parents/carers in this process:

- Students should choose a broad range of subjects (depending on where they appear within the option blocks), hopefully ones they are interested in and ones they are good at or have had some success in.
- New subject areas that are available in the KS4 curriculum. Information from these should be studied to see if they are possible choices.
- The use of assessment information when making choices as certain methods suit some students more than others, i.e. check what % of the final mark is for coursework and how much is assessed by examination.
- Finally, students should **NOT** be influenced by the choices of their friends. They might not end up in the same group anyway!

The main sources of information for students and parents/carers are:

- This "KS4 Option Choice Booklet" gives written information on all the available subjects. It is a very important document and parents/carers and students are encouraged to study it in detail.
- The Year 8 Options Evening is on **Thursday 11th January at 6pm**. Subject staff will be available to discuss the content of their GCSE course and offer advice with regard to a student's suitability for that course in Key Stage 4.

A summary of the key dates is therefore:

THURSDAY 11th JANUARY : **Year 8 Options Evening (6pm - 8pm)**

MONDAY 15th JANUARY : **Year 8 Parents' Evening (5pm -8pm)**

17th – 19th JANUARY : **Individual student interviews**

FRIDAY 2ND FEBRUARY : **DEADLINE for Choices Forms to be completed online.**

The academy will do its very best to ensure that students get their first choice of subjects, **but not all combinations can be guaranteed (these are dictated by the option blocks), and sometimes courses may have to be withdrawn if insufficient numbers of students choose them.**

There are many difficulties involved in making these important option choices, and if you would like any further help in this process, please do not hesitate to contact Miss Cole.

A Summary of the Academy Policy on the Entry of Students for External Examinations

The general policy of the academy is to enter all students for as many external examinations as possible, always bearing in mind the ability of the individual to cope with wide ranging studies in a large number of subjects. At Bishop Young Academy, this usually means 10 to 12 GCSE or Vocational subjects.

Decisions regarding individual subject entries are normally made in the January of the examination year.

The guidelines used are:

- That students should have appropriately high levels of attendance throughout the course (95% is used as a benchmark).
- That where appropriate, students have successfully completed their “mock” examinations and controlled assessments.

The final decision not to enter a student for a particular examination or subject will be taken by the Principal and communicated to the student’s parents/carers. Where the academy indicates its intention not to enter a student for an examination, parents/carers may request entry if they are prepared to meet the costs involved.

We understand that there may be a small number of our students within the cohort who will need to have an altered curriculum timetable in order to best cope with their learning needs. As a senior leadership team, we will look at each student on an individual basis. Should you feel your child may need this alternative curriculum, please feel free to contact us to discuss the choices further.

The Core Curriculum

English Language and English Literature

Subject Leader: Mr R Smith

Exam Board: AQA

Course title and type of qualification: English Language and English Literature GCSE

What will I learn?

In English Language and Literature you will build on the skills you've already learned in Key Stage 3 by reading a wide range of prose and poetry and improving your ability to understand and compare the ways that different writers use language. You will use knowledge gained from wide reading to inform and improve your own writing and learn how to adapt language to suit different purposes and audiences, with a focus on using Standard English appropriately. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology. You will greatly benefit from the transferable skills learnt across the two subjects.

How will I be assessed?

English Language

This will be assessed by two exams at the end of the course. Students' speaking skills will be assessed but, as with current GCSEs, will not contribute to the overall grade. The assessment will be marked by teachers and reported separately, alongside the qualification grade on the certificate. Twenty per cent of the marks for the written exams will be allocated to accurate spelling, punctuation and grammar. The GCSE will continue to explore fiction and non-fiction texts and you will show your ability to write for different purposes.

English Literature

This will be assessed by two exams at the end of the course. Five per cent of the marks will be allocated to accurate spelling, punctuation and grammar. You will study a Shakespearean play, a 19th Century British Novel, a modern play and an anthology of poems centred on the theme of love or power.

What could I move onto?

The English Language GCSE is a core GCSE and is essential when applying for a whole range of Post-16 options, from A Levels to apprenticeships and further education courses and employment. Regardless of what the specialist area may be, English is regarded as a vital qualification. English Literature is increasingly important, with it now being counted as a 'headline subject' across all schools in England.

English Literature is still held in high esteem by those in both further and higher education and the GCSE opens the door to further study of classic and contemporary literature. There is a prestige to an English Literature degree that is recognised worldwide and the GCSE can be the start of the journey towards this qualification.

Mathematics

Subject Leader: Mr H Gowland
Exam Board: Pearson Edexcel
Course title and type of qualification: Mathematics GCSE

What will I learn?

Mathematics is a compulsory subject at KS4, and is compulsory for all students at KS5 who do not achieve at least a grade 4 in Key Stage 4.

All students will take the exam in GCSE Mathematics or will take the Entry Level Certificate in Mathematics. The syllabus covers the areas of Number and Ratio, Algebra, Geometry and Measure, and Statistics and Probability.

It is the aim of the Mathematics department to prepare students for life, to improve their problem solving skills, and to extend their Mathematical knowledge. The way in which Mathematics is examined has changed, and all students will take the new syllabus and exam.

For many years, GCSE Mathematics has been assessed with grades A*-G. The grades now used are 9 (highest) to 1 (lowest).

The course is taught and examined in two tiers, Foundation and Higher. There will be significant proportion of non-structured and problem solving questions in the exam which, for most students, represents an increase in difficulty from Key Stage 3.

How will I be assessed?

The Mathematics GCSE will be assessed by three written papers at the end of Year 11. Each paper is one and a half hours and one of them is non-calculator. There is no coursework in GCSE Mathematics.

The Entry Level qualification is assessed by an exam and timed tasks in Year 11.

What could I move onto?

Most courses after GCSE require a grade 5 in Maths or above at GCSE. The new GCSE exam will provide a good platform to study AS or A Level Mathematics. The very brightest students can study Further Mathematics A/AS Level. We are also investigating the possibility of a new Level 3 qualification for those students who want to take their Maths further but do not want to do a full A Level, and more details about this will appear soon.

Presently, students who don't achieve grade 4 in Year 11 must continue with Maths at college. We expect that this policy will continue, with an increase in this threshold to grade 5 in the new system being the grade required for students to drop Maths after Key Stage 4.

A good grade in GCSE Mathematics is widely valued by all employers as it tells them you are good at problem solving.

Science

Subject Leader: Dr W Khan

Exam Boards: AQA

Course title and type of qualification: Combined Science covering Biology, Chemistry and Physics GCSE

What will I learn?

The Science curriculum offers a range of pathways which enable **all** students to excel. The pathway covers the prescribed programme of study for Science at KS4, as set out by the National Curriculum.

From Year 9, pupils will be prepared to sit an AQA Trilogy Combined Science qualification at the end of Year 11. This is a three-year course, which allows them time to fully embed, develop and apply the skills and knowledge that are required to be successful in their final Science examinations. This will lead to 2 GCSE Science qualifications.

Lessons will focus on delivering the content of Biology, Chemistry and Physics through theory based lessons. Other aspects of the skills, knowledge and understanding of How Science Works will be developed through investigative work using a 'practical enquiry' approach to the teaching. This course provides a good foundation for progression to traditional academic A Levels.

How will I be assessed?

Students are assessed against the specification as set out by AQA. The assessment consists of personalised assessments set by classroom teachers, end of unit tests and formal mock examinations that are sat by the entire cohort. Students will also be required to demonstrate understanding of 'How Science Works' through practical experiments.

What could I move onto?

Studying science will broaden your understanding of the world around you, may allow you to influence and develop accepted scientific knowledge, and will give you the skills needed to approach most matters in a reasoned and analytical manner. As such, it is a highly valued subject, helping students develop sought after, transferrable skills applicable to a huge range of areas. Key Stage 4 Science will provide students with the opportunities required for them to access A Level Science subjects or alternative Post-16 courses.

Religious Studies

Subject Leader: Mrs M Murphy

Exam Board: AQA

Course title and type of qualification: Religious Studies GCSE

What will I learn?

Religious Studies is an ever-popular and relevant GCSE course, which covers a range of contemporary moral issues as well as addressing the fundamental questions of life. It is a subject that enables you to think for yourself about religious and moral issues in a critical and enquiring way. Students will be challenged with questions about belief, values, meaning, purpose and truth; enabling them to develop their own attitudes towards religious issues, reflect on their own faith and support the Christian ethos of the academy. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

All students follow a compulsory GCSE course in Religious Studies, elements of which start in Year 9. The course is taught in 4 lessons per fortnight and involves the study of 2 units:

Paper 1: The study of religions: beliefs, teachings and practices is taught from Year 9. Students will explore the beliefs, teachings and practices from a Christian and an Islamic perspective. Students will learn about the nature of God, the problem of evil and suffering, beliefs about the afterlife and their importance to religious believers today, as well as exploring different forms of worship, religious festivals and the role of the Church/Mosque in the local and worldwide community.

Paper 2: Religious, Philosophical and Ethical Issues is taught in Years 10 and 11. Students will study Christian and Muslim religious teachings to matters such as the nature and purpose of marriage, the origins of the universe, animal experimentation, medical issues (abortion and euthanasia), and war and violence in the contemporary world.

How will I be assessed? There is no coursework in GCSE Religious Studies. You will sit two exams at the end of Year 11. Each exam will last for 1 hour 45 minutes.

What could I move onto?

Religious Studies is an acceptable academic subject at all the major universities. At A Level Religious Studies is of interest to both Arts and Science students. It compliments other humanities subjects whilst providing a useful contrast to others, by introducing the ethical and philosophical issues and helping develop an enquiring, critical and reflective approach to the student's studies.

Students find the skills and knowledge gained in Religious Studies useful in careers such as law, journalism, social care, the army, child care, the police, probation work, counselling, teaching, nursing and leisure and tourism.

Additional Core Subjects

Physical Education

All students follow a compulsory core programme of Physical Education in Years 9, 10 and 11, covering a wide range of games and sporting activities. Students will have three lessons a fortnight and will be able to choose from a variety of options which include more traditional sports such as football and netball, as well as alternative sports such as trampolining, handball and Rock-it Ball. There will also be the opportunity for students to gain the Sports Leaders Level 1 Award and the Dance Leaders Level 1 Award.

Personal, Social, Health & Citizenship Education

Students will continue with PSHCE in Years 9, 10 and 11, through Drop Down Days when the usual academy timetable is suspended. Students cover areas such as careers education, personal finance, discrimination, emergency life support (Heartstart), knowing your rights and voting. The academy also provide a diverse range of aspects within the PSHCE curriculum to develop student confidence and educate them about all aspects and issues which they may encounter and face in daily their lives.

Option Subjects

Art

Subject Leader: Mrs Penny-Whitworth
Exam Board: AQA
Course title and type of qualification: Art and Design GCSE

What will I learn?

At Bishop Young Academy we follow the AQA GCSE Art and Design specification which allows students to develop their ideas in drawing, painting, sculpture, printmaking, photography and collage/assemblage as their primary mediums. Students are very much encouraged to tailor their project ideas to their individual strengths and interests, resulting in work of a highly personal nature.

In Years 9 and 10, students will be given the opportunity to extend their art skills by undertaking a series of practical workshops and assignments under several project themes. Students will be expected to support their classwork with regular homework assignments. Later in Year 10 and moving into Year 11, students will be developing their own projects based on broad starting points giving students the opportunity to develop their ideas into areas of strength and interest. Examples of previous projects have included:

The Everyday, Portraiture, Music, Natural forms, Emotions, Dance, Conflict, Urban Landscapes etc.

How will I be assessed?

Students are assessed against four equally weighted (25%) assessment objectives.

Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or crafts people.

Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.

Assessment Objective 3 = RECORD – Record your ideas in the form that is appropriate to your artistic intentions including drawing, painting, photography, printmaking, sculpture.

Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s).

This can be in any art material or combination of art materials.

Course Structure

The GCSE AQA Art and Design specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

Coursework (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in Year 10.

Externally Set Task (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own art project. Students must ensure that they cover all four assessment objectives in the development of their project ideas. Students complete their final piece over a two day period where they are off timetable working in the Art department. The Externally Set Task Exam Paper can be given out to students from January 1st.

What could I move onto?

Whether you chose to pursue a career in Art or not, the subject offers much in terms of skills that you acquire and develop which are highly sought after by colleges and employers alike. In a world where even the most complex factual information is merely a click away, the ability to conceive and develop an idea with originality is highly prized.

The traditional pathway for students wishing to pursue their interest in Art and Design is to enrol on an A Level course and then onto an Art Foundation course post-18 before starting an undergraduate degree. At Bishop Young Academy we offer both A Level Art and Design and A Level Photography.

The skills that students gain from studying Art lead naturally to career paths including: Artist, Art Teacher, Fashion Designers, Web Designers, Illustrators, Photographers, Jewellery designers, Arts therapist, Arts worker, Animators, working in the film industry, careers in Marketing and Advertising and many more.

Business

Subject Leader: Mrs Major

Exam Board: AQA

Course title and type of qualification: Business GCSE

What will I learn?

GCSE Business is a popular GCSE subject at Bishop Young Academy. It is also a new subject to choose if you want a change from some of the subjects that you are used to.

Business Studies is an examination of the business world. If you choose to study this you will look at real businesses and see how they operate. You will learn what it takes to be an entrepreneur, how to set up a business and make it a success. Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

During this course you will study the following topics:

- How to be an entrepreneur.
- How to put a business idea into practice.
- How businesses meet customer needs.
- How to manage business finance
- How to manage people in business.
- How to manage marketing in business
- How to manage operations and production in business

How will I be assessed?

Examination: You will sit two written papers at the end of Year 11.

What could I move onto?

If you are contemplating a career in Accountancy; Banking; Local or Central government; Law; Journalism or something similar then you will find the economics element of this course useful. Or if you can see yourself setting up your own business one day, then having knowledge of how businesses work coupled with a basic knowledge of how the economy works is invaluable.

You could choose to continue your study of Business at A Level and Applied A Level or you could choose to pair this subjects such as Economics at A Level. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post-16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough.

BTEC First Certificate- Business

Subject Leader: Mrs Major

Exam Board: BTEC (Edexcel)

Course title and type of qualification: BTEC First Award (L2 qualification)

What will I learn?

This Business Qualification is designed for students who might prefer a more “real world” approach to studying. The course is assessed over three years through coursework plus tested units. It would suit those students who prefer, and do better in project work rather than exams. The course is also designed for those students who would rather “go out” and find out how a business is run in the real world and present what they have found in different ways. This qualification is awarded with Pass, Merit and Distinction (*) grading equal to one 1 - 9 GCSE grade.

The BTEC business route provides you with a more practical introduction to business. You will have an opportunity to experience a wide range of business skills, including running a business enterprise in school; performing business presentations and role plays and developing advertising and promotion materials – all of which are assessed as part of the course.

You will study the following topics:

- Promoting a Brand
- Business Finance
- Enterprise in the Business World
- Recruitment; Selection & Employment

How will I be assessed?

The course is assessed mostly through assignments and activities based on realistic work situations throughout the three years (75% coursework which teachers will help you with, plus 25% tested units). The coursework is completed in lessons in the Business ICT suite.

What could I move onto?

If you would like a career in advertising, banking, retail, management, ICT, Law or even setting up your own business one day then this is a good choice for you now.

You could choose to continue your study of Business at A Level and Applied A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post-16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough. With 100% of our students gaining grades A* – C, BTEC Business produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.

Computer Science

Subject Leader: Mrs Major

Exam Board: OCR

Course title and type of qualification: Computer Science GCSE

What will I learn?

The UK is experiencing a lack of well qualified computing professionals; businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

You will gain a comprehensive understanding of how modern computing technology works and learn how to create applications that operate in today's web enabled environment and run on Mobile devices.

Building on what you have covered in Years 7 & 8 you will learn how to design and write computer applications using the fundamental concepts around writing object orientated programs.

You will also learn:

To use constants, variables, data types and structures, program flow control including algorithms, procedures, functions and the scope of variables. Data representation, error handling and the use of external data.

The essential elements of computer structure, systems and hardware. The use of CPU (Central Processing Unit), memory and secondary storage. Network structure including client server models and web application concepts.

All about database concepts including query methods (SQL) and connecting to databases from web based applications with the use of PHP. The software development life cycle including prototyping and application testing.

How will I be assessed?

Students will be assessed over 3 units.

Unit 1 - Computer systems, 1 hour and 30 minutes. Written paper 40% of total GCSE.

Unit 2 - Computational thinking, algorithms and programming 1 hour and 30 minutes.

Written paper 40% of total GCSE.

Unit 3 - Programming project Totalling 20 hours. Non-Exam Assessment (NEA) 20% of total GCSE.

What could I move onto?

This course will provide excellent progression to A Level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Design and Technology (VCERT Craft – Resistant Materials)

Subject Leader: Mr Jackson

Exam Board: NCFE

Course title and type of qualification: VCERT Craft Resistant Materials

What will I learn?

V Certs are technical alternative qualifications to GCSEs at Key Stage 4 and are an exciting opportunity for students to build upon KS3 and continue to regularly make products using woods, metals and plastics.

The main focus of this course is to equip students with the knowledge, understanding, and skills required to create products using resistant materials.

Students will be able to:

- Use resistant materials, and tools and equipment in a safe and competent manner
- Develop analytical and research skills
- Evaluate their own work, develop ideas and learning through the design process
- Develop an understanding of health and safety considerations in a workshop environment
- Develop an overview of enterprise skills and characteristics present in successful enterprising individuals
- Develop communication skills through a range of media.

How will I be assessed?

Unit 01 - Exploring Resistant Materials and enterprise skills
(Mandatory internally assessed portfolio of evidence)

Unit 02 - Research and develop design ideas for Resistant Materials products
(Mandatory internally assessed portfolio of evidence)

Unit 03 - Respond to a Resistant Materials brief
(Mandatory externally assessed assignment)

Unit 04 - Produce final Resistant Materials products
(Mandatory internally assessed portfolio of evidence)

What could I move onto?

This qualification will support students to move on to any qualification in the areas of Resistant Materials at KS5.

Design and Technology (VCERT Craft – Textiles)

Subject Leader: Mr Jackson

Exam Board: NCFE

Course title and type of qualification: VCERT Craft Textiles

V Certs are technical alternative qualifications to GCSEs at Key Stage 4 and are an exciting opportunity for students to build upon KS3 and continue to regularly make textiles products.

The main focus of this course is to equip students with the knowledge, understanding, and skills required to create products using fabrics such as clothing and soft furnishings.

Students will be able to:

- Use textiles and fabrics, and tools and equipment in a safe and competent manner
- Develop analytical and research skills
- Evaluate their own work, develop ideas and learning through the design process
- Develop an understanding of health and safety considerations in the textiles environment
- Develop an overview of enterprise skills and characteristics present in successful enterprising individuals
- Develop communication skills through a range of media.

How will I be assessed?

Unit 01 - Exploring Textiles and enterprise skills
(Mandatory internally assessed portfolio of evidence)

Unit 02 - Research and develop design ideas for Textiles items
(Mandatory internally assessed portfolio of evidence)

Unit 03 - Respond to a Textiles brief
(Mandatory externally assessed assignment)

Unit 04 - Produce final Textiles products
(Mandatory internally assessed portfolio of evidence)

What could I move onto?

This qualification will support students to move on to any qualification in the areas of textiles and fashion at KS5.

GCSE Dance

Subject Leader: Mr O'Loughlin /Mrs Appleby
Exam Board: AQA
Course title and type of qualification: Dance GCSE

What will I learn?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students will study a range of dance styles and style fusions and learn how to replicate set dances, choreograph their own work and perform group pieces to an audience over the 3 years.

Students will study 6 anthologies of professional works which will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Students on the course are required to participate in extracurricular classes, perform in showcases and work with professional dancers and choreographers to produce high quality work. Students will need to be dedicated to dance and practical lessons and build their stamina, fitness and technical skills.

How will I be assessed?

Students will be graded using the new 1 – 9 grading criteria.

Component 1: Performance & Choreography 60%

Performance

- Set phrases through a solo performance (approximately one minute in duration).
- Duet/trio performance (which is a maximum of five minutes in duration)

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

It's assessed through internally marked and externally moderated performance -

40 marks Choreography

40 marks Performance

Component 2: Dance Appreciation 40%

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Assessed as a written exam

What could I move onto?

Students can study A Level Dance or Level 3 BTEC Performing Arts at KS5 and then go onto higher education to study a degree or HND in dance, drama, musical theatre, costume design, set design, production, physiotherapist, chiropractor, personal trainer and many more.

Drama (GCSE)

Subject Leader: Mr Appleby
Exam Board: AQA
Course title and type of qualification: Drama GCSE

What will I learn?

We firmly believe that through involvement in Drama, young people can learn vital life skills such as team work, negotiation, problem solving, communication, listening, and can build their confidence and self-esteem.

Through taking GCSE Drama, students who have a love of drama, theatre, performing, shaping performance and an interest in the work that goes on in a production team, can excel in broadening and demonstrating their knowledge and understanding of this vast subject.

Throughout the course students will develop their understanding of drama techniques and how they can be used to explore the drama. They will develop skills in performance by being challenged in new ways than before, for example looking at the work of established practitioners to find new ways of presenting performance. They will work on both devising performance work and scripted plays, having more time than in KS3 to polish and perfect work, therefore improving.

Students will also develop evaluation skills, both verbal and written. Students will explore how the collaborative process is crucial to drama, therefore developing essential life skills.

How will I be assessed?

Students will be graded using the new 1 – 9 grading criteria.

NB: Although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

Component 1 – Devising (40%)

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece.

Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience.

Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.

Portfolio – Students write about their own work and the work of others which was carried out during the rehearsal and the performance process. This can either be written or filmed depending on students' strengths. 2000 words maximum, or 4 - 5 minutes of filmed documentation. This can be prepared and worked on at home.

Component 2 – Performance from Text (20%)

There is no written element to this unit but you will be assessed on 2 group performances from the same play.

Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays.

Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.

This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Component 3 – Theatre Makers in Practice (40%)

This is an externally assessed written examination which is taken at the end of Year 11. Practical work will be done in lessons in order to inform the exam.

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance.

Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process.

Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.

What could I move onto?

For students wishing to continue their studies in Drama the next step is A Level Drama and Theatre Studies, which we offer at Bishop Young Academy. In terms of pairing with other GCSE subjects, Drama goes well with Languages, History, Religious Studies, English and Music.

Also, due to many of the skills mentioned above, Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, presentation, and group sensitivity. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Performing Arts Acting (BTEC)

Subject Leader: Mr Appleby

Exam Board: Edexcel

Course title and type of qualification: First Certificate in Performing Arts Acting

What will I learn?

BTEC Performing Arts Acting is a vocational course consisting of three main units of study.

The 3 units of the BTEC are:

Individual Showcase – This unit explores preparation for an audition process.

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

Preparation, Performance and Production

Have you ever thought about all of the things that need to happen before a performance is seen by an audience? In this unit you will learn how to develop a performance piece as a member of a performance company. Your performance company can include both performers and a production team. The performers and production team will need to work together to explore, develop and shape ideas for the performance.

Acting Skills

This unit is about starting you on your journey to becoming a professional actor.

You will be introduced to important acting skills and will learn about the specific demands that acting makes on the body and mind. As well as physical skills, you will also need to use your imagination to create characters or roles. This unit is about building your foundations as an actor; it is not just about performance. As well as undertaking a programme of practical classes to develop your physical and mental acting skills, you will be required to demonstrate progress throughout the unit.

How will I be assessed?

NB although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

Students are assessed either as a	BTEC	GCSE equivalent
	Pass	(CC)
	Merit	(BB)
	Distinction	(AA)

Most of the assessment is marked internally by your teacher, evidenced through process, performance, written evidence and evaluation. This will take place over the course of Year 10 and Year 11. Students beginning study in Year 9 will use this year as preparation for assessment and mock assessments.

The Individual Showcase unit of the course is externally assessed in Y11, but preparation will commence in Year 10. Students will complete a letter of application and a presentation/ audition in response to a selected progression.

Opportunity e.g. a job advertisement. There will be a selection of four pre-released progression opportunities for each academic year. The assessment must be taken by students under examination conditions.

What could I move onto?

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace. Unlike technical skills, which may become out-dated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, these skills include: self-management, team working, business awareness and customer awareness, problem solving, communication and presentation. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Technical Award in Food and Cookery

Subject Leader: Mr Jackson

Exam Board: NCFE

Course title and type of qualification: VCERT Craft

What will I learn?

This is a new qualification and therefore the specification is still awaiting approval. It is due to be published in February. The information below is what the exam board hope to include, although this could change.

Working in food or cookery requires a passion for food, an understanding of how it impacts on the body and a wide range of culinary skills.

Students who study in this field will develop transferable skills such as planning, communication, problem solving and health and safety practices. Studying an NCFE qualification in food and cookery and its related industries will help pupils understand the sector and work on their own skills in a practical, hands-on way.

Students will learn to:

- Prepare and cook using basic skills.
- Understand food and its functions in the body and in recipes.
- Understand balanced diets and modification of recipes for health.
- Plan and produce dishes for a purpose.
- Ensure a safe and hygienic environment.

How will I be assessed? (tbc)

The qualification will consist of internally assessed work, externally assessed work and an exam. The units are likely to look at:

- Preparing to Cook
- Understanding Food
- Exploring Balanced Diet
- Plan and produce dishes in response to a brief

What could I move onto?

Pupils who achieve the Food and Cookery qualification could progress to:

Advanced A Level in Design and Technology: Food Technology or Home Economics, a Diploma in Advanced Professional Cookery or a Certificate in Hospitality and Catering Principles. Careers could include a chef, nutritionist, catering, food marketing, product development and diet related industries.

Geography

Subject Leader: Mrs M Murphy

Exam Board: AQA

Course title and type of qualification: Geography GCSE

What will I learn?

The course will give allow you to develop your knowledge of both Physical and Human Geography. You will also be given an opportunity to develop your Geographical skills.

You will study the challenges of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Alongside the subject content listed below, you'll also learn:

- How to recognise the different sides in debates and make decisions based on sound argument.
- How to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation.
- How communicate both verbally and in the written form so that you can including write reports and present data.
- How to work independently and within a team, considering different ideas and coming to an agreed consensus.

How will I be assessed?

Paper One: Living with the physical environment (Written exam: 1 hour 30 minutes)

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

Paper Two: Challenges in the human environment (Written exam: 1 hour 30 minutes)

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Paper Three: Geographical applications (Written exam: 1 hour 15 minutes)

Section A: Issue evaluation

Section B: Fieldwork

What could I move onto?

Geography can be used as a stepping stone to a variety of courses in Higher Education and many different careers; including environment mangement, planning, law, surveying, education, accountancy, business, social services, meteorology and engeneering.

Health & Social Care

Subject Leader: Mr Coleman

Exam Board: AQA

Course title and type of qualification: Technical Award Health & Social Care

What will I learn?

This course is designed for students who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. It will particularly appeal to students who are looking for a course that is practical in nature.

Unit 1: Improving the well-being of an individual

Students will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. They will then review and evaluate the impact this plan has had on their chosen client.

Unit 2: Promoting healthy living

Students will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign. This involves an element of creativity that learners will enjoy, particularly as they will have the freedom to choose the type of materials they produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, students will review and evaluate the success of their campaign.

Unit 3: Development through the life stages

Students will study the fundamentals of health and social care and acquire the knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options. This unit covers:

- The stages and patterns of human growth and development
- Expected development at each life stage
- Life events
- Sources of support/services for life events
- Roles of professionals from the sectors who are involved in supporting life events
- Definitions of health and well-being
- Factors influencing health and well-being

How will I be assessed?

Unit 1 & Unit 2 are coursework based and are internally assessed; the coursework is worth 60% of the final mark.

Unit 3 is a written exam and is worth 40% of the final mark.

What could I move onto?

Health and Social Care is a subject that enables students to gain the knowledge and understanding that will open up a range of career opportunities including childcare, teaching, midwifery, nursing, occupational health, dietician, paramedic, social work, mental health services, and counselling.

You could also choose to continue your study of Health & Social care in the sixth form.

History

Subject Leader: Mrs Briggs
Exam Board: Edexcel
Course title and type of qualification: GCSE (9-1) History

What will I learn?

This is a new course that will allow students to learn about events from three different eras – Medieval, Early Modern and Modern. We will study the following periods:

Paper 1: Thematic study and historic environment:

Option 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Paper 2: Period study and British depth study:

Option 26/27: Superpower relations and the Cold War, 1941–91
Option B3: Henry VIII and his ministers, 1509–40

Paper 3: Modern depth study: Option 31: Weimar and Nazi Germany, 1918–39

How will I be assessed?

Paper 1: Thematic study and historic environment (Paper codes: 1H10/10–12)

Written examination: 1 hour and 15 minutes.

30% of the qualification. 52 marks (16 for the historic environment, 36 for the thematic study).*

Paper 2: Period study and British depth study (Paper codes: 1H10/20–29)

Written examination: 1 hour and 45 minutes

40% of the qualification*

64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern depth study (Paper codes: 1H10/30–33)

Written examination: 1 hour and 20 minutes

30% of the qualification*

52 marks

What could I move onto?

You could choose to continue with the study of History by taking AS in the Sixth form or at college. The skills learnt at GCSE History will also complement the study of subjects such as English Literature, Politics and Sociology. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Information Communication Technology

Subject Leader: Mrs Major

Exam Board: OCR

Course title and type of qualification: Cambridge Nationals Certificate/Diploma

What will I learn?

In today's workplace the ability to use ICT is an essential skill with employers a high level of ability in the use of applications and manipulation of data. Students have the opportunity to study units for the **Certificate** or **Diploma** qualifications. The course comprises the following units:

R001: Understanding computer systems

This unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively. Learners will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

R002: Using ICT to create business solutions

Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

R004: Handling data using databases

On completion of this unit learners will be able to modify an existing database and produce a relational database. They will also be able to create queries to interrogate a database and find specific records and produce reports based on the results of these queries and create a user interface for the database.

R005: Creating an interactive product using multimedia components

This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating interactive product. Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, viewing a presentation, e-learning products or playing computer games.

Optional

R003: Handling data using spreadsheets

R008: Introduction to computer programming

R009: Exploring computer hardware and networks

R010: Developing control systems

How will I be assessed?

R001 is assessed with a written paper of 1 hour duration.

All other units are centre assessed and OCR moderated using centre or OCR produced tasks.

What could I move onto?

This course will provide excellent progression to A Level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications, it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Music

Subject Leader: Mr Steels

Exam Board: Pearson Edexcel

Course title and type of qualification: BTEC Level 1/Level 2 First Award in Music

What will I learn?

The BTEC Music course is specifically designed to inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally. The course gives learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing. It also supports progression to a more specialised level 3 vocational or academic music course or an apprenticeship and gives learners the potential opportunity to enter employment within a wide range of junior job roles across the music industry, for example runner, roadie (backline technical support), stage crew, venue staff, music promotion, and retail and sales roles.

How will I be assessed?

Core Units

Unit 1: The Music Industry

This Unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

Unit 2: Managing a Music Product

This covers essential aspects for progression. This unit looks at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists.

Specialist Units (pupils have to complete two of the following Units)

Unit 3: Introducing Live Sound

This unit enables learners to set up, understand and operate the concert PA systems required for most of today's music performances, thus developing a valuable vocational skill and potential employment opportunity.

Unit 4: Introducing Music Composition

This encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance

This unit enables learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

Unit 6: Introducing Music Recording

This encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.

Unit 7: Introducing Music Sequencing

This enables learners to use ICT for music making, giving them a valuable vocational skill as well as a grounding in a fundamental aspect of music making in the workplace.

What could I move onto?

The Pearson BTEC Level 1/Level 2 First Award in Music provides the knowledge, understanding and skills for level 2 learners to progress to other level 2 vocational qualifications and level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Music Technology.

The course also supports progression to employment within the music industry, such as junior roles in venues, concert support, administration and clerical roles.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

Photography

Subject Leader: Mrs Penny-Whitworth
Exam Board: AQA
Course title and type of qualification: Photography GCSE

What will I learn?

At Bishop Young Academy we follow the AQA GCSE Photography specification which allows students to develop their ideas in location photography, studio photography, experimental imagery, installation, moving image. Students will develop techniques and processes using light, viewpoint, aperture, depth of field, shutter speed, movement and digital processes. Students are very much encouraged to tailor their project ideas to their individual strengths and interests, resulting in work of a highly personal nature.

In Years 9 and 10, students will be given the opportunity to extend their photography skills by undertaking a series of practical workshops and assignments under several project themes. Students will be expected to support their classwork with regular homework assignments. Later in Year 10 and moving into Year 11, students will be developing their own projects based on broad starting points giving students the opportunity to develop their ideas into areas of strength and interest. Examples of previous projects have included:

The Everyday, Portraiture, Natural forms, Emotions, Dance, assemble, architecture, out of place etc.

How will I be assessed?

Students are assessed against four equally weighted (25%) assessment objectives.

Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or photographers.

Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.

Assessment Objective 3 = RECORD – Record your ideas in form that are appropriate to your artistic intentions.

Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s). This can be in any technique or combination of techniques.

Course Structure

The GCSE AQA Photography specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

Coursework (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in Year 10.

Externally Set Task (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own photography project. Students must ensure that they cover all four assessment objectives in the development of their project ideas.

Students complete their final piece over a two day period where they are off timetable working in the Art department. The Externally Set Task Exam Paper can be given out to students from January 1st.

What could I move onto?

Whether you chose to pursue a career in art or not, the subject offers much in terms of skills that you acquire and develop which are highly sought after by colleges and employers alike. In a world where even the most complex factual information is merely a click away, the ability to conceive and develop an idea with originality is highly prized.

The traditional pathway for students wishing to pursue their interest in Art and Design is to enrol in an A Level course and then onto an Art Foundation course post-18 before starting an undergraduate degree. At Bishop Young Academy we offer both A Level Art and Design and A Level Photography.

The skills that students gain from studying Art lead naturally to career paths including: Photographers, Artist, Art Teacher, Graphic Designer, Web Designers, Illustrators, Arts therapist, Animators, working in the film industry, careers in Marketing and Advertising and many more.

Physical Education (PE)

Subject Leader: Mr O' Loughlin
Exam Board: AQA
Course title and type of qualification: PE GCSE

What will I learn?

GCSE Physical Education is an ideal course for students who enjoy physical education and have a strong interest in the world of sport and exercise.

We use AQA syllabus for GCSE PE. It is made up of two main areas: practical and theory. Students submit 3 different practical activities that count towards their final grade. Their practical grades must be taken from two different types of activities: At least two activities must be a team or individual sport with the third a choice between a team or individual sport.

Students work on improving their practical grades in practical lessons throughout the course. Candidates can be assessed in sports that they do not do in school.

The theoretical element is comprised of a variety of different sections including topics. Some examples of the topics we cover are:

- Training
- Diet
- School influences
- Emotional health and wellbeing
- Cultural and social factors
- The media
- Sponsorship
- Competitions
- Sport psychology
- Anatomy and physiology

Due to the nature of the course, students are expected to have a sound level of understanding and knowledge of rules and tactics of games / activities. Students should also have some level of involvement in extra-curricular sport within, or outside of the academy.

How will I be assessed?

Candidates will sit an exam at the end of the course that is 1 hour 30 minutes long. The exam is made up of multiple-choice questions, short answer questions and a scenario-based question. The result of this exam is worth 40% of their total mark.

What could I move onto?

The course has a clear transition route from GCSE PE to A Level PE or Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as physiotherapy, dieticians and nutritionists, psychologists etc.

Medical degrees value A Level Physical Education due to the high content of anatomy and physiology. Therefore, if students are thinking of a career in the medical professions, the GCSE in PE is a good stepping stone.

BTEC Sport First Award (PE)

Subject Leader: Mr O' Loughlin

Exam Board: Edexcel

Course title and type of qualification: BTEC First Award in Sport

What will I learn?

BTEC Sport is vocational qualification, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Learners are required to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamwork; working from a prescribed brief; working to deadlines; presenting information effectively and accurately completing administrative tasks and processes.

Students will apply their knowledge and understanding in vocational and realistic contexts, develop and apply practical and technical skills, acting with increasing independence and develop generic skills for work through management of self, working in a team and the use of a variety of relevant communication and presentation skills.

The course is assessed over three years through coursework plus a tested unit. It would suit those students who prefer, and do better in project work rather than exams. This qualification is awarded with Pass, Merit and Distinction (*) grading equal to one 1 - 9 GCSE grade. It is made up of four units:

- Fitness for Sport and Exercise
- Practical Sports Performance
- The Mind and Sports Performance
- The Sports Performer in Action

How will I be assessed?

Students will complete the three internal units with only one submission and will be graded Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction* based on the criteria for the specific unit. The externally assessed unit is completed as an online test which lasts for one hour and has 50 marks. Observation records will be carried out and signed by teachers to confirm students have completed all work including practical tasks, presentations, interviews and comment on time management, organisation and self-discipline.

What could I move onto?

The course has a clear transition route from BTEC Sport Level 2 to Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such sports coaching, sports development officer, sports therapist etc.

Sociology

Subject Leader: Miss Cole

Exam Board: AQA

Course title and type of qualification: Sociology GCSE

What will I learn?

Sociology has been taught at Bishop Young Academy since 1982 at GCSE and A Level. It is unusual for High Schools to offer GCSE Sociology, but it is very popular here.

Sociology is the study of society and behaviour (for full list of topics you will study, look at the 'how will I be assessed' section). You will study many fascinating topics such as:

Family – asking questions such as, how does family affect a child's life? Why are some families more common than others?

Education - why do some students underachieve in school? How does your school affect your chances of doing well?

Crime – what type of people commit crime? Why did the London riots happen? Why do some ethnicities get stopped and searched more than others?

Poverty – why does poverty exist and what is the government doing about it?

As part of the course you will be doing a number of investigations into society which will comprise of interviews, questionnaires, etc.

Typically, the successful Sociology student likes serious discussion, at home and in class.

How will I be assessed?

You will sit two exams at the end of Year 11. Each exam will last for one hour forty five minutes. The questions range from short mark answers to longer essays.

Exam one will include the following topics; The Family and Education, with Research Methods.

Exam two will include the following topics; The Sociology of Crime and Deviance and Social Stratification, with Research Methods.

What could I move onto?

Sociology is a great subject to help you improve a lot of skills to help you in the future. These skills include teamwork, independent learning, research, organisation, analysis and problem solving skills.

These skills can help you if you decide to study A Levels in Sociology, History, Psychology, Geography, Politics and many more subjects.

Some jobs in which Sociology can be very helpful are; teaching, health care, law, police, social work, counselling, local government and politics, journalism, charity, as well as many other areas.

Sociology produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.

Spanish

Subject Leader: Mrs C Davison-Culmer

Exam Board: AQA

Course title and type of qualification: Spanish GCSE

What will I learn?

The topics covered in GCSE Spanish are as follows:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish speaking countries/ communities

Theme 2: Local, national, international and global areas of interests.

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education Post-16
- Jobs, career choices and ambitions

You will gain a wide range of vocabulary and structures. You will be able to understand and discuss issues and opinions, and give full descriptions and accounts. Students will develop skills such as translation, responding to spoken and written language, role play, spontaneous speaking and essay writing.

How will I be assessed?

There are four final exams at the end of the course and the grades used will be 9 (highest) to 1 (lowest).

Unit 1: Listening 25% of the marks.

Unit 2: Reading 25% of the marks.

Unit 3: Speaking 25% of the marks.

Unit 4: Writing 25% of the marks.

Students can be entered either for either Foundation level (Grades 1-5) or Higher level (Grades 4-9.)

What could I move onto?

With over 330 million native speakers (and 500 million speakers in total,) Spanish is the third most spoken language in the world today. Studying a language at GCSE is not just an academic subject, it is a skill for life. Languages are an incredible asset in the world of Business, Law and Tourism. They will give you excellent career options in today's international market. Knowledge of another language makes you more employable and stands out in a job application. The best universities require applicants to have a good grade in a language GCSE. Britain is currently desperately short of linguists so a GCSE language will make you stand out from the crowd. With languages, the world is your oyster!

PSHCE / Careers Education and Guidance

PSHCE Co-ordinator: Miss Corbett

Careers Programme

Careers modules are included in the PSHCE programme for all year groups. The purpose of careers lessons is to help students consider their own personal and social development, to enhance their decision-making skills and to promote a realistic awareness of the adult world and the changing pattern of work. By the end of Year 11, it is expected that students will have a good grasp of the range of educational, occupational and vocational opportunities available to them.

Careers lessons include the following:-

Year 9

Students will look at personal skills and qualities, subjects available and what the GCSE includes, ways of finding out information about subjects and careers including the careers choices software called Kudos which uses information about individual's skills, qualities, areas of interest etc. and selects 20 suitable occupations taking these areas into account.

Year 10

Students will have the opportunity to attend a careers interview with Mel Craven. In July, the academy organises a Careers Fair where a number of local employers will come into school to talk to students about the range of occupations in their companies. This will enable students to start to think about their future and life after Year 11.

Year 11

The Autumn term of Year 11 includes a module on the exploration of progression routes at 16+. Through careful guidance from teachers, careers advisors and parents, students should be able to make informed decisions about their future after compulsory education. Students will be given information about how to apply for our sixth form including how to write a personal statement and will be shown how to apply for further education at other establishments.

Careers Advice

Our Careers Adviser Mel Craven, is in school five days a week and is available at break and lunchtimes to all year groups who may wish to discuss careers ideas. In Years 10 and/or 11 students have an interview with the Careers Adviser who guides them towards realistic careers ideas. She provides up-to-date information and practical help and parents/carers are invited to attend these interviews. In addition, students will be provided with all the information required about choices at Post-16.

KS4 Life Enrichment and Empowerment Programme

Enrichment Co-ordinator: Mrs Appleby

During all 3 years of Key Stage 4, students will have some curriculum time every week to undertake the Life Enrichment and Empowerment Programme (LEEP). The programme is designed to give students the opportunity to develop skills, knowledge and experiences that will better equip them for their future Post-16. These will include:

The Archbishop's Young Leaders Award (Years 9 and 10)

This is an exciting scheme that focuses on the development of leadership skills linked to various practical challenges. Developed by the Archbishop of York Youth Trust, the Key Stage 4 version of The Young Leaders Award is an excellent way of adding great value to a student's 'leaving school' CV! Spread over two years and covering ten modules about leadership, students build up a portfolio of evidence to achieve an accredited award.

Each module begins with 3-4 skills based teaching sessions before launching into an 'apprentice style' challenge relating to the relevant leadership topic. After the challenge is completed the group review the task and also have one-to-one mentoring sessions with staff in order to help them become reflective practitioners and develop their leadership skills further. Each leadership challenge that the group undertakes will vary in each module and the students should be encouraged to take the lead in this area.

There are no formal papers to take and essays to write but completion of classroom work is essential. Students are expected to be fully involved in the classroom sessions and out of school activities, but what is most important is seeing what it is that they have done in their leadership challenges.

Each student will be provided with a leadership journal for them to use to plan their work in and they will be expected to build up a portfolio of evidence around each leadership challenge and especially the ones which focus on making a positive difference in their local community. This might include photos, diary entries, letters, planning sheets, video footage etc. The academy will send the Trust a selection of portfolios as evidence of the students' work before they are awarded with the Young Leaders Award badge and certificate.

As an academy we feel it is crucial to help empower our students to become confident members of a team, develop their leadership skills and confidence with working with others; in order to make them stand out from the crowd during interviews and university applications.

Enrichment/Extra-curricular Opportunities

There will be time for students to choose from a variety of enrichment activities to complement their academic studies. The Extra Curricular Booklet is available online and within the academy and we recommend our students to attend the clubs they feel will benefit their interests and enhance and support their learning.

Additional English/Maths

Students who are not making expected progress in these vital subject areas will have the opportunity for additional support in English or Maths as they approach their exams in Year 11.

For your notes:

A brief summary:

Compulsory Subjects:	Must choose one:	Choose another 2:
English Language & English Lit Mathematics Science Religious Studies Core PE (non - qualification) PSHCE & Enrichment (non - qualification)	Computer Science Geography History Spanish	Art BTEC Business BTEC Music BTEC Performing Arts Acting BTEC Sport Business Studies Computer Science Dance Drama Food and Cookery Geography Health and Social Care History Information Communication Technology PE Photography Sociology Spanish VCERT Craft - Resistant Materials VCERT Craft - Textiles