



South Shore Academy
BRIGHT FUTURES EDUCATIONAL TRUST

South Shore Academy

Programmes of Study

Key Stage 4



South Shore Academy
St Annes Road
Blackpool
FY4 2AR
Principal: Ms J. Bailey



Programmes of Study Key Stage 4

KS4 PROGRAMME OF STUDY

Introduction

This booklet is designed to give parents/carers and students statutory information about the courses that are being followed at South Shore Academy at KS4. We hope it gives an accurate summary of the wide range of topics, themes and activities that are undertaken, and the skills that we aim to develop during these important three years. Your child will be following a three year Key Stage 4 course, as we believe this provides the best opportunity to broaden and deepen their knowledge and skills.

From this document, you will be able to ascertain the following information about each of the subjects offered:

Programmes of Study:

These provide an outline of the themes and topics to be studied in each of the GCSE and applied courses.

Skills/Knowledge/Understanding:

A description is given of the above in each subject and this outlines the key aspects to be developed through the content of the Programme of Study.

Methods of Assessment:

Assessment is seen as an essential part of learning. Through assessment, students' achievements can be defined, and areas needing further attention can be identified. Most GCSE's will follow the new '1-9' grading structure which replaces the traditional GCSE grades.

If I have any further questions about this course, who do I speak to ?

The named person is the first point of contact; however any member of staff can be approached to help.

PROGRAMME OF STUDY

Students will study GCSE English Language and GCSE English Literature over the three year course, which is structured to maximise opportunities for success by focusing on relevant skills development and pupil progress in all areas of the syllabus. During years 9, 10 and 11, pupils will be tracked and monitored to ensure a personalised and supportive curriculum.

ENGLISH LANGUAGE:**Explorations in Creative Reading:**

Studies of literary fiction extracts and descriptive and narrative writing.

Writer's Viewpoint and Perspectives:

Studies of a range of non-fiction texts and writing styles. Writing to present a viewpoint.

ENGLISH LITERATURE:

Studies of a range of texts from different areas, including:

A Shakespeare play, modern British drama, heritage and modern poetry and a 19th Century prose text.

Students will also be taught skills to help them to analyse unseen poetry for the Literature exam.

Speaking and Listening will be assessed and reported separately to the GCSE grade.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

Reading Skills:

Students learn independent reading habits, whilst developing their literary analysis through the study of a range of texts. Class reading includes Shakespeare, prose texts from the 19th-21st Centuries and a selection of modern and heritage poetry.

Writing Skills:

Students learn to express their opinions in detail through a range of styles. They will explore both creative and analytical writing and develop their structure, use of language and awareness of audience. Students will develop their technical language skills and learn to respond to unseen fiction and non-fiction texts in exam conditions.

METHODS OF ASSESSMENT

The courses are linear and final assessment will be formal exams at the end of Year 11. All work and assessments will support pupils in the development of relevant skills in order to ensure that they are able to maximise their success in these qualifications. There are two exams in Language and two in Literature – with each exam being worth 50% of the total qualification.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs E Greenwood, (Head of English).

WHAT CAN I DO IN THE FUTURE WITH ENGLISH?

Any questions can be directed to any of the English teachers.

GCSE English offers progression to A Level or Level 3 BTEC study, not only in English, as students develop the skills of enquiry and investigation that are applicable across a whole range of subjects at that level.

Nearly all Employers and Educational Institutions require a qualification in English, which will enable you to be a confident communicator in a range of situations.

Extra resources can be found on Doodle and revision guides/workbooks are available to support each element of the GCSE.

PROGRAMME OF STUDY

Students in Year 9 will be expected to develop the following knowledge, skills and understanding:

- Develop fluent knowledge, skills and understanding of mathematical methods.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be taught and examined on the following areas of mathematics over the 3 year course:

- Number
- Algebra
- Statistics
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability

Assessment will be specifically in the following areas:

- AO1: Use and apply standard techniques.
- AO2: Reason, interpret and communicate mathematically.
- AO3: Solve problems within mathematics and other contexts.

METHODS OF ASSESSMENT

Assessments will be conducted in school on a regular basis by means of tests, (which the teacher will mark) and homework, (which will be marked by the student and/or the teacher). Self-assessment skills will also be developed so that targets for improvement can be written.

Final assessment will be three papers: one non-calculator and two calculator written papers at the end of the course in Y11. There is no course work in GCSE Mathematics.

There are two levels of entry at GCSE: 1. Foundation, 2. Higher

Decisions for the tier of entry will be made during the course of the three years.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs D Abbass, (Head of Maths).

WHAT CAN I DO IN THE FUTURE WITH MATHEMATICS?

Careers in maths include:

- Accountant.
- Operational researcher.
- Research scientist (maths).
- Secondary school teacher.
- Statistician.
- Stockbroker.

PROGRAMME OF STUDY

Students in Year 10 will be expected to develop the following knowledge, skills and understanding:

- Develop fluent knowledge, skills and understanding of mathematical methods.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be taught and examined on the following areas of mathematics over the 3 year course:

- Number
- Algebra
- Statistics
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability

Assessment will be specifically in the following areas:

- AO1: Use and apply standard techniques.
- AO2: Reason, interpret and communicate mathematically.
- AO3: Solve problems within mathematics and other contexts.

METHODS OF ASSESSMENT

Assessments will be conducted in school on a regular basis by means of tests, (which the teacher will mark) and homework, (which will be marked by the student and/or the teacher). Self-assessment skills will also be developed so that targets for improvement can be written.

Final assessment will be three papers: one non-calculator and two calculator written papers at the end of the course in Y11. There is no course work in GCSE Mathematics.

There are two levels of entry at GCSE: 1. Foundation, 2. Higher

Decisions for the tier of entry will be made during the course of the three years.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs D Abbass, (Head of Maths).

WHAT CAN I DO IN THE FUTURE WITH MATHEMATICS?

Careers in maths include:

- Accountant.
- Operational researcher.
- Research scientist (maths).
- Secondary school teacher.
- Statistician.
- Stockbroker.

PROGRAMME OF STUDY

Students follow a course based on the Programme of Study demanded by the National Curriculum and as assessed by examinations set by the GCSE EDEXCEL examination board. This course commenced in Year 9.

There are 4 elements of mathematics which are taught and examined:-

1. Number and Algebra
2. Geometry and Measure
3. Statistics and Probability
4. Applied Mathematics and Functional Skills (Using and Applying Maths)

Number and Algebra includes standard form, manipulating formulas and graphical work. Geometry and Measure includes volumes, geometry.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge/skills and understanding.

Key concepts and Process skills:

Students need to understand the key concepts in order to deepen and broaden their knowledge, skills and understanding of mathematics, and be able to give reasons for their answers.

Number and Algebra:

This may include the use of basic rules; fractions; decimals; percentages; units; use of a calculator; accuracy; standard index form; error limits; formulae; equations; inequalities; algebraic manipulation; sequences and graphs.

Geometry and Measures:

This may include the understanding of length, area and volume; symmetries including reflection, rotation and enlargement; at higher level - Pythagoras; trigonometry, vectors and solution of problems in both 2 and 3 dimensions are also included.

Statistics:

This concerns the use of statistics and probability. Those students entered at the higher levels will come across the more sophisticated techniques to analyse and interpret data.

METHODS OF ASSESSMENT

Assessments will be conducted in school on a regular basis by means of tests, (which the teacher will mark) and homework, (which will be marked by the student and/or the teacher). Self-assessment skills will also be developed so that targets for improvement can be written.

Final assessment will be three papers: one non-calculator and two calculator written papers at the end of the course in Y11. There is no course work in GCSE Mathematics.

There are two levels of entry at GCSE: 1. Foundation, 2. Higher

Decisions for the tier of entry will be made during the course of the three years.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs D Abbass, (Head of Maths).

WHAT CAN I DO IN THE FUTURE WITH MATHEMATICS?

Careers in maths include:

- Accountant.
- Operational researcher.
- Research scientist (maths).
- Secondary school teacher.
- Statistician.
- Stockbroker.

PROGRAMME OF STUDY

Students will study GCSE sciences over the three year course. New science GCSE's will focus on the importance of the subject in the workplace and everyday life – in order to make the subject more engaging and encourage students to continue to study.

Developed to suit all students, the courses include the three separate sciences, (Physics, Biology and Chemistry), and a new combined double award, (Science and Additional Science).

During Years 9, 10 and 11, pupils will be tracked and monitored to ensure a personalised and supportive curriculum.

These courses are linear, with all assessment taking place at the end of Year 11.

The Programme of Study includes:

- Study of a range of topics in Biology
- Study of a range of topics in Chemistry
- Study of a range of topics in Physics

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be taught and examined on all three subjects. (Biology, Chemistry and Physics), over the 3 year course.

Biology: Cell biology, Organisation, Bioenergetics, Infection and Response, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry: Atomic Structure and the Periodic Table, Bonding and 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, Using Resources.

Physics: Forces, Waves, Magnetism and Electromagnetism, Energy, Electricity, Particle Model of Matter, Atomic Structure.

Students will also be expected to develop their scientific, mathematical and investigative skills in all three subjects during their course of studies.

METHODS OF ASSESSMENT

For each topic, there will be a boarding pass, (recapping their previous knowledge about the topic, ensuring there are no gaps in their learning), a mid-term, (which consists of a comprehension or data task half-way through a topic on what pupils have learned so far) and an end of topic test.

There are two levels of entry at GCSE:

1. Foundation
2. Higher

Decisions surrounding the tier of entry will be made during the course of the three years.

There will be six written exams: Two biology, two chemistry and two physics papers.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs E Pearson, (Head of Science).

WHAT CAN I DO IN THE FUTURE WITH SCIENCE?

With a degree in science you could follow a career as a:

- Teacher
- Meteorologist
- Surveyor
- Electrician
- Forensic Scientist

PROGRAMME OF STUDY**Year 9:**

Induction period split into 2 units, techniques and Birds.

Component 1:

(Year 10): This is split into 2 units of work Natural and Portrait.

Component 1:

(Year 11): Students are given the opportunity to improve on work in both units and develop presentation skills.

Component 2:

(Year 11): Externally Set Assignment.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will develop their skills using a range of media through a variety of tasks and lessons designed to enable them to meet the assessment criteria for the course (A01 - A04). As they practise their use of different media and methods they develop their knowledge resulting in a better understanding of medias, how they mix and when to use them to get different effects.

There are four assessment objectives which reflect the study skills which students must show in each unit of work. They are equally weighted.

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

METHODS OF ASSESSMENT

Students are continually assessed on their performance in terms of technical proficiency, working methods, knowledge and effort. Teachers will give regular verbal and written feedback to students for coursework, identifying strengths, weaknesses and targets for improvement. Students will also be involved in assessing their own and each other's work as it progresses, and setting themselves targets for improvement. On completion of each Unit, work will be marked against the four assessment objectives.

It is possible to add to coursework projects and improve grades after initial marking and a personalized action plan will be created for each student to help them in this goal. It is essential that final deadlines are met.

At the end of the course students' work is internally assessed and then moderated by a visiting representative from the exam board.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr J Cartmel, (Head of Art).

WHAT CAN I DO IN THE FUTURE WITH ART, CRAFT AND DESIGN?

With a Degree in Art, Craft and Design you could follow a career in:

- Architecture/Illustration
- Advertising
- Photography
- Special Effects

PROGRAMME OF STUDY**This qualification aims to:**

- Develop a broad and comprehensive understanding of business and enterprise.
- Develop a significant knowledge core which spans the vocational sector.

The objectives of this qualification are to help learners to:

- Add breadth to their knowledge and understanding of the sector as part of their career progression and development plans.
- Progress to a Level 3 qualification, an apprenticeship or set up their own enterprise.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- Team working, communication skills, presentation skills, independent learning.

SKILLS/KNOWLEDGE/UNDERSTANDING**This qualification aims to:**

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- Add breadth to their knowledge and understanding of the sector as part of their career progression and development plans.
- Progress to a level 3 qualification, an apprenticeship or set up their own enterprise.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- Team working – the qualification requires learners to work with others either on small tasks or during the final project task.
- Communication skills.
- Presentation skills – learners will learn to present their work to those around them in a suitable way and will also learn the most appropriate way of communicating as an entrepreneur.
- Use initiative – learners will learn what initiative is and why it is important for an entrepreneur or business person.
- Work independently – learners will understand how to work independently on specific tasks.

METHODS OF ASSESSMENT

Unit 1: Introduction to business and enterprise – includes: spotting a business opportunity; showing enterprise; putting a business idea into practice; making the start-up effective; understanding the economic content. Internally assessed portfolio of evidence, worth 25%.

Unit 2: Marketing for business and enterprise – includes: aspects of marketing; methods of market research; marketing mix. Externally assessed assignment, worth 25%.

Unit 3: Finance for business and enterprise – includes: sources of funding; financial planning; understanding responsibilities; financial record keeping. Internally assessed portfolio of evidence, worth 25%.

Unit 4: Plan, develop and participate in a business or enterprise project – includes: identifying and researching potential projects; developing a project plan; participation in a project; evaluation of the project. Internally assessed portfolio of evidence, worth 25%.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs J Shuttleworth, (Head of Computer science).
Mr D Harris, (Assistant Vice Principal).

WHAT CAN I DO IN THE FUTURE WITH BUSINESS AND ENTERPRISE?

The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

PROGRAMME OF STUDY

Students will be working towards a GCSE qualification which also qualifies for the EBACC award as a science subject. Students will complete programming project under controlled assessment set by the exam board. Students will be required to amend and extend code in the main, although there is a small requirement for code of the student's own invention. Students will also begin studying fundamental theory topics to be continued in the following years.

Assessment from previous years will follow on to complete the Programming Project and the Practical Investigation assignments. During the course students are required to produce a report which will demonstrate their ability to analyse a problem, identify requirements, and make appropriate use of programming skills in providing solutions. Students are required to design, implement, test and evaluate their solutions. Students will be required to code the complete system themselves.

Students will also focus on the computing theory/written side. Theory will be more in-depth, covering more complex concepts and ideas.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

They will learn:

- Programming: They will be taught at least one programming language, and will use it practically and creatively.
- Algorithms: Why they are at the heart of how computers work.
- Data: How it is handled and stored and what it can be used for.
- Hardware: How computers and networks are made up and how they communicate.
- Basic concepts of software engineering: The produce development lifecycle, prototyping and application testing.

In addition they will:

- Learn how to create simple computer games.
- Gain an understanding of the fundamental concepts around creating software applications.
- Have opportunities to work collaboratively.
- Create a computer programme using a traditional coding style to solve a given task.
- Training in computational thinking including abstraction, algorithms, top-down design and efficient solutions.

METHODS OF ASSESSMENT

There are two components of assessment. Work will be assessed according to the new 9-1 grading system. A practical Investigation programme in year 10 under controlled assessment set by the exam board. This carries 20% of the final mark.

Two written examination papers: One will be based on Computer systems, carrying 40% of the final mark. The other, is based on Computational thinking, algorithms and programming, which will also carry 40% of the final mark.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs J Shuttleworth, (Head of Computer Science)
Mr D Harris, (Assistant Vice Principal)

WHAT CAN I DO IN THE FUTURE WITH COMPUTER SCIENCE?

- University or fulltime employment.
- It can lead to career opportunities within a wide variety of communication technology fields including software, applications and systems analysis.

PROGRAMME OF STUDY

Component 1- Devising (40%)

Component 2- Performing from Text (20%)

Component 3- Theatre makers in Practice (40%)- written examination

Throughout the three years of the course, students develop their drama skills and techniques through a range of practical activities. They keep detailed journals of their progression which requires them to reflect on their progress and their areas for development. Students will work from a range of stimulus materials and starting points; working creatively and practically. Much time is spent working collaboratively as part of a small group and students are required to demonstrate an ability to communicate and compromise.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students are marked on their ability to create drama from themes, concepts and stimuli, performing a role by being able to develop characters and creative concepts or effects. They will evaluate and respond to the work of others. Students often have the opportunity to work with visiting practitioners from local theatre companies and to attend performances and workshops at local theatres. Students develop not just subject specific skills such as performing, directing and interpreting scripts; but skills in understanding cultures, information-processing, reasoning, enquiring, evaluating and creative thinking skills. These skills transfer across all subjects and eventually into the workplace.

METHODS OF ASSESSMENT

Component 1- Centre Assessed.

Component 2- Assessed via a performance in front of a visiting examiner.

Component 3- Written exam.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs Jayne Crow, (Head of Expressive Arts).

WHAT CAN I DO IN THE FUTURE WITH DRAMA?

Jobs directly linked to a degree in Drama:

- Actor/actress.
- Stage manager.
- Arts administrator.
- Drama teacher.
- Television production assistant.
- Radio presenter.
- Theatre director

PROGRAMME OF STUDY

This course is linear, which means that students will sit all their exams at the end of their course, (summer of Y11). Students will study for three papers, one which considers the **physical environment**, one which examines our **human environment** and one which requires rigorous **application of skills** learnt throughout the course.

This specification explores our physical world, the differences between economies, cultures and politics and how this impacts on people's daily lives; it also explores contemporary issues such as climate change, poverty, deprivation and global shifts in economic power. Upon completion of this course, students will have the skills and experience to progress onto A-levels and beyond.

SKILLS/KNOWLEDGE/UNDERSTANDING

Paper 1: Living with the physical environment.

This paper offers students opportunities to study the physical world and the processes, systems and variety of ecosystems that sustain human life; students will also study the challenges of our physical environment.

Paper 2: Challenges in the human environment.

This paper examines human processes, systems and outcomes and how these change across the world. This offers students a unique insight into the role of economies, politics and resource management.

Paper 3: Geographical application.

Part A of this paper develops students' critical thinking and problem solving skills as they apply all their learning to analyse and evaluate a geographical issue. Part B requires students to apply their geographical learning in two fieldwork case studies; this develops students' independence, ability to shape and answer hypotheses and critical thinking.

METHODS OF ASSESSMENT

Students will be assessed every term with an examination paper to track their progress; following each assessment students will be given meaningful feedback to enable them to progress and improve their work. Students will then be expected to apply this feedback by re-doing their assessment and getting a higher grade. Each assessment will build on the last so that students make accelerated progress throughout their GCSE course as they learn and develop new knowledge and skills.

The final GCSE papers will be assessed through short answers, (multiple choice and low mark questions), skills based questions, (data analysis, data annotation, diagrams and map skills) and extended prose. Assessments throughout the course will follow this pattern.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs H Geibel, (Assistant Principal).

WHAT CAN I DO IN THE FUTURE WITH GEOGRAPHY?

Geography is a key part of a rounded education and helps you to know and understand the world in which you live. Geography also develops key skills which will be useful in all careers and degrees, such as problem solving, issue evaluation, critical thinking, independent work, forming enquiries and group work. Geography is an excellent foundation for further study of humanities and social sciences and this specification also offers unique insight into politics and economics as well as international development, hazard management and sustainable resource management. Geography can literally open up the world of careers for you.

INFORMATION COMMUNICATION TECHNOLOGY

3 Year KS4 Course

PROGRAMME OF STUDY

Students study a range of ICT systems, as used in the home, at school, and in society. Students need to be aware of current and emerging technologies and the impact that advances in technology may have upon themselves and others. Furthermore, they will study a range of everyday software applications and learn how to be able to manipulate and process data and other information effectively and efficiently and to present information in a format suitable for a given purpose and audience.

SKILLS/KNOWLEDGE/UNDERSTANDING

GCSE specifications in ICT should help candidates to gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

They should prepare students to:

- Become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society.
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts.
- Develop ICT-based solutions to solve problems.
- Develop their understanding of current and emerging technologies and their social and commercial impact.
- Develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT.
- Recognise potential risks when using ICT, and develop safe, secure and responsible practice.
- Develop the skills to work collaboratively.
- Evaluate ICT-based solutions.

METHODS OF ASSESSMENT

A GCSE in ICT has a combination of exams and controlled assessment. Controlled assessment means coursework you do in a supervised environment, such as your classroom.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs J Shuttleworth, (Head of ICT)
Mr D Harris, (Assistant Principal)

WHAT CAN I DO IN THE FUTURE WITH ICT?

University or fulltime employment. Furthermore a GCSE in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

PROGRAMME OF STUDY

All students study Religion and Ethics in line with statutory requirements and at South Shore Academy we offer a full GCSE to all students from Year 9 to Year 11. The new GCSE specification is covered in two sections:

Component 1: The study of Religions, Beliefs, Teachings and Practices, (Christianity and Judaism).

Component 2: Thematic Studies assessing religious, philosophical and ethical issues.

1. Theme A – Relationships and families.
2. Theme B – Religion and Life.
3. Theme D – Religion, Peace and Conflict.
4. Theme E – Religion, Crime and Punishment.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

- Listen to others and explore additional views, feelings, beliefs, values and commitments.
- Identify and respond to questions of meaning and morality.
- Give an informed and considered response to religious and moral issues.
- Explain the meaning of religious and ethical language, stories and symbolism.
- Analyse similarities and distinguishing features of different religions and denominations within a religion.
- Skills: ICT, literacy, evaluation, research, analysis and communication.

METHODS OF ASSESSMENT

- Exams at the end of Year 11
- Mini tests in class
- Peer assessment
- Self assessment

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Miss Cheston, (Assistant Principal).

WHAT CAN I DO IN THE FUTURE WITH RELIGION AND ETHICS?

Any career which involves working with people, learning to empathise and express views clearly and respectfully is a fundamental part of the RE course. Also, analytic and academic writing skills are developed which would support any career which involves written communication.

PROGRAMME OF STUDY

Students follow the Edexcel exam board for Key Stage 4.

Unit 1: Coursework = 60%

Unit 2: Externally set exam = 40%

Year 9: Year project based on Blackpool.

Year 10: Coursework projects, (Unit 1) split over the year based on natural and portrait.

Year 11: Pupils will finalise their coursework, (Unit 1), into sketchbooks with artist research and annotations.

Unit 2: Externally set assignment, Question papers issued in spring Term of Year 11.

A 6 week project following a theme on the exam paper culminating in exam conditions for a number of days, (10 hours total), of sustained focussed study to complete the final piece.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will develop their skills using a range of media through a variety of tasks and lessons designed to enable them to meet the assessment criteria for the course (A01-A04). As they practise their use of different media and methods they develop their knowledge resulting in a better understanding of medias, how they mix and when to use them to get different effects. Great focus is made on links and connections to a variety of Artists/Designers, developing inspiration and ideas and skills development.

There are four assessment objectives which reflect the study skills which students must show in each unit of work. They are equally weighted, (20 marks each assessment objective).

A01-Develop ideas through investigations, demonstrating critical understanding of sources.

A02-Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03-Record ideas, observations and insights relevant to intentions as work progresses.

A04-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

METHODS OF ASSESSMENT

Students are continually assessed on their performance in terms of technical proficiency, working methods, knowledge and effort. Teachers will give regular verbal and written feedback to students for coursework identifying strengths, weaknesses and targets for improvement. Students will also be involved in assessing their own and each other's work as it progresses, and setting themselves targets for improvement. Within Year 11 at the half way point of each unit, sketchbooks will be collected for interim assessment. At this stage students will be informed of the level which they are currently working at and ways to improve. On completion of each unit, work will be marked against the four assessment objectives. There is a 10 hour internal examination at the end of Year 10 that consists of a 5 hour exam and 2 weeks of silent working during lesson time.

These internal examinations prepare students for the final, externally set, examination at the end of the course. It is possible to add to coursework projects and improve grades after initial marking and a personalised action plan will be created for each student to help them in this goal. It is essential that final deadlines are met.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs.R Alty

WHAT CAN I DO IN THE FUTURE WITH ART TEXTILES?

A degree in Art Textiles could lead to the following careers:

- Clothing/textile technologist
- Interior and spatial designer
- Fashion designer
- Textile designer

PROGRAMME OF STUDY

Students will have an opportunity to take a GCSE in their home/first language, whichever they are most proficient in. The requirement is that a student is able to listen, speak, read and write in their particular language to a competent level. In preparation, students of appropriate languages in the school will be thoroughly prepared for individual exams. The school will sometimes directly recommend students to take a Community Language if we feel it is in their best interest. These subjects are not in the main option blocks, but the school will support entry in a variety of ways.

Exam time will be around May/June, with the spoken element of the exam taking place in April. Students may practise exam papers and attend supplementary sessions as a way of boosting their grade. The community language GCSE preparation that we can facilitate includes: Portuguese, Bengali, Urdu, Polish, Russian, Italian.

SKILLS/KNOWLEDGE/UNDERSTANDING

The majority of papers consist of a speaking/reading/writing/listening component. If a student is proficient in at least two of these four, they will be entered for the GCSE examination.

METHODS OF ASSESSMENT

Students will be supported in a number of different ways as the Community Language is not part of normal time-tabled lessons. This could include tuition during breaks, immediately after school and during intervention. It will be specific to the needs of the students and provide direct support with the skills and knowledge required to improve grades in their chosen language. The final decision regarding entry will be made based upon the current progress of the student at the point of entry.

Generally, each of the four components, speaking/reading/writing/listening, are worth 25% of the mark. Exceptions are when a language paper only requires a written piece on a subject of their choosing.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs M Thompson, (Assistant Principal).

WHAT CAN I DO IN THE FUTURE WITH AN ADDITIONAL LANGUAGE?

An additional language opens up a range of opportunities and careers, many of the candidates at GCSE who have passed have gone on to sixth form to continue their studies at A Level. Having an extra GCSE has also helped students to achieve the entrance criteria required to go to sixth form and college.

PROGRAMME OF STUDY

The course will be split into half-term units with accreditation at the end of Year 11.

Students will cover all four language skills: Listening, Speaking, Reading and Writing.

The units are set in common contexts, addressing a range of relevant contemporary and cultural themes.

The themes are:

Identity and culture, Local area, Holiday & Travel, School, Future Aspirations, Study and Work, International and Global Dimension

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be assessed in all four skills. Throughout the 3 year course students will practise and develop the following:

- Listening and reading for gist and detail.
- Logic, reasoning and problem solving skills.
- Communication and inter-personal skills.
- Organisational skills.
- Self-confidence.
- Understanding of language, grammar and culture.
- Translation skills.

METHODS OF ASSESSMENT

Listening	25% of final exam
Speaking	25% of final exam
Reading	25% of final exam
Writing	25% of final exam

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs M Thompson, (Assistant Principal).

GCSE French is useful for those who in the future might want to work abroad or for companies with international links. French is also useful for those interested in business, marketing, tourism, telecommunications, the Civil Service, banking and work in the city.

Other reasons to study a Modern Foreign Language to GCSE Level:

To be able to communicate in two languages, to have better job opportunities in many areas, to earn a higher salary, to make travel a more pleasurable experience, to have improved access to higher education and to impress anyone who reads your CV by adding a global dimension to your personal skills profile.

PROGRAMME OF STUDY

Students will study GCSE History over the three year course, which is planned to maximise opportunities for success by looking at the key areas of the syllabus and embedding key skills from the exam.

In year 9:

Students will focus on the key exam skills of source analysis; looking at different historical interpretations of the past, and being able to reflect upon the usefulness of a source.

In years 10 and 11:

The skills already embedded in year 9 will be developed throughout years 10 and 11 to ensure that they are fully prepared for public examinations. They will look at a range of historical events, both in Britain and the world, in order to gain a broad and rounded understanding of the world in which we live and how History has impacted upon us today.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

They will learn about:

The Ming Dynasty

The Norman Conquest

The Causes, events and results of World War One

Germany 1895-1945

In addition they will learn the skills of:

Being able to infer and comment on sources

Writing accounts of events in History

Evaluation

Analysis

Interpretation

METHODS OF ASSESSMENT

The course is linear, (AQA), and final assessment will be formal exams at the end of Year 11. All work and assessments will support pupils in the development of relevant skills in order to ensure that they are able to maximise their success in these qualifications. There are two exams in History, both worth 50% of the final mark.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs S Sugden, (Head of History).

WHAT CAN I DO IN THE FUTURE WITH BUSINESS AND ENTERPRISE?

- University of full time employment
- Historian
- Teacher
- Lawyer/barrister
- Archaeologist

PROGRAMME OF STUDY

Students will be working towards the Pearson Level 2 First Award in Sport qualification which currently qualifies as a GCSE in Year 11. Students will be working towards a Level 2 Pass, (GCSE grade C), Level 2 Merit, (Grade B) or Level 2 Distinction, (Grade A/A*) by completing an online exam and ten controlled assessments all set by the exam board, (Pearson).

Students will be required to physically take part in practical sessions as well as theory lessons. Pupils must be filmed performing in a variety of situations in two selected sports. During the course students are required to plan and actually complete a Personal Fitness Programme. They will also plan, deliver and review sporting activities, in small groups, to younger primary or secondary school pupils. Students will need to follow safe procedures during practical lessons and are expected to have correct and full kit.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop their knowledge and understanding in relation to ;

Health and sport specific vocabulary.

Heart rate and exercise intensity.

Health and Skill Related Fitness.

Fitness Testing, Measurement and Recording.

Practical sport and physical participation.

Leading sports activities.

Planning and delivering personalised training programmes.

Students will be expected to develop their skills to be able to ;

Perform skills, techniques and tactics in two sports.

Measure and show improvements in their fitness levels.

Interpret normative data, graphs and apply mathematical formulas.

Interpret heart rate and relate it to various forms of exercise.

Demonstrate creativity and devise their own ideas.

Accurately record and observe in a variety of settings.

Plan, monitor and review effectively.

Analyse and explain topics in detail.

Reference and source work accurately.

Form arguments/viewpoints and justify them appropriately.

METHODS OF ASSESSMENT

There are four units of assessment. Work will be assessed according to the Pearson Level 2 First Award in Sport specification.

1. Training and Exercise: One hour online exam out of 50 marks, (External assessment).

2. Practical Sport Unit: 3 x controlled assessments to be completed, (Internal assessment).

3. Leading Sports Activities: 3 x controlled assessments to be completed, (Internal assessment).

4. Training for Personal Fitness: 4x controlled assessments to be completed, (Internal assessment).

Pupils will be assessed in each unit and based on the assessment are awarded points as follows:

Level 2 Pass = 12 points

Level 2 Merit = 18 points

Level 2 Distinction = 24 points

At the end of the course the points totals are accumulated and the appropriate qualification awarded.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr S Horrocks, (Head of Physical Education).

WHAT CAN I DO IN THE FUTURE WITH PEARSON LEVEL 2 AWARD IN SPORT?

The qualification will provide learners with a route through education that has clear progressions. Learners can progress to either academic or more specialised vocational pathways as follows:

- Working within the leisure industry.
- Working as a sports coach or sports coach assistant.
- Working within the administration of sports and leisure.
- Working within the health and fitness industry.

PROGRAMME OF STUDY

GCSE Music is designed to provide a broad education in the 3 key areas of music: performing, composing and listening & appraising. It enables students to understand and appreciate a range of different kinds of music as well as developing the skills necessary to make and perform music individually and in groups.

You will be studying 8 set works from 4 different areas of study:

- Instrumental Music 1700-1820.
- Vocal Music.
- Music for Stage and Screen.
- Fusions.

The set works are chosen to give an overall picture of music ranging from Classical Symphonies to Club Dance, African Drumming, Jazz and beyond.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

- The ability to work as part of a group and as an individual.
- The development of broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.
- Performance skills on your instrument.
- Composition skills using live instruments and composing software programmes.
- A wide and in depth knowledge and understanding of music, past and present.

METHODS OF ASSESSMENT

You will be assessed on 3 areas:-

- Practical performance. (instrument/voice **solo and ensemble**) 30%
- Composition writing 30%
- Listening and Appraising paper 40%

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs J Crowe, (Head of Faculty, Performing Arts).

WHAT CAN I DO IN THE FUTURE WITH MUSIC?

With a degree in music you could follow any of these careers:

- Music therapist
- Musician
- Private music teacher
- Secondary school teacher
- Sound technician, broadcasting/film/video

PROGRAMME OF STUDY

Our students study PSHE alongside the RE curriculum from years 9 – 11. Our schemes of work are in line with guidance from the PSHE Association and Public Health in Blackpool.

Topics include:

Sex and relationships

- Maintaining Sexual Health
- STI's, Contraception
- Parenthood and consequences of Teenage pregnancy
- Diversity and Equality / Sexual Orientation
- Consent and Readiness for sex
- Abusive relationships
- Sexual exploitation and Bullying
- Managing Relationships
- Sex and the media, (pornography)
- Accessing and giving support

Drugs and Alcohol

- Drugs effects and harm
- Alcohol effects
- Foetal alcohol syndrome
- Drugs and the law
- Cannabis
- Cigarettes & E Cigarettes
- Accessing and giving support

Careers

Students should gain the following:

- Labour market information
- CV building
- Personal statements
- University v apprenticeship

Emotional Health and Wellbeing

This scheme of learning will prepare our students with the key skills and support to look after their emotional health.

Economic Wellbeing

Rights and responsibilities as members of diverse communities, active participants in the local and national economy.

How personal financial choices can affect one self and others.

Rights and responsibilities as consumers.

SKILLS/KNOWLEDGE/UNDERSTANDING

Using CORE THEMES guided by GOVERNMENT STRATEGY on the development of character, non-cognitive skills, mindfulness and well-being, we will use the following:

Motivation drive, ambition, community spirit, tolerance and respect, honesty, integrity and dignity, confidence and optimism, conscientiousness, curiosity and focus and perseverance, resilience and grit.

METHODS OF ASSESSMENT

- Teacher Assessment.
- Self-Assessment.
- End of unit reviews.

WHAT CAN I DO IN THE FUTURE WITH BUSINESS AND ENTERPRISE?

Aspects of this course allow students to:

- Gain information about the labour market.
- Write a CV
- Write a personal statement.

PROGRAMME OF STUDY

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Mrs M Thompson, (Assistant Principal).

HOW PARENTS/CARERS CAN HELP

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DESIGN & TECHNOLOGY

Year 1 of 3 year KS4 course

Resistant Materials

PROGRAMME OF STUDY

Students complete an introduction to Resistant Materials where they are taught the key skills required for their Controlled Assessment. This includes manufacturing products in a workshop, model making, 3D drawing and rendering. They will also cover sections of the theory element of the course and study topics such as materials, sustainably, scales of production and influential designers. Towards the end of Year 9, students will pick a topic for their controlled assessment, and begin researching their chosen brief.

SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

AO1: Recall, select and communicate knowledge and understanding in design and technology including its wider effects.

AO2: Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.

AO3: Analyse and evaluate products, including their design production.

METHODS OF ASSESSMENT

- Continuous assessment of classwork and homework.
- Self-assessment and evaluation.
- Mock exams.
- Final written examination (worth 40% of final GCSE grade – 2 hour paper).

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr D Grundy, (Head of Design and Technology).

WHAT CAN I DO IN THE FUTURE WITH RESISTANT MATERIALS?

With a degree in Resistant Materials, you could follow a career as a:

- Welder
- Designer
- Engineer
- Joiner