



# KS4 Options Information Booklet

2023

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# DEAR PARENTS, CARERS, AND YEAR 9 STUDENTS

Welcome to the Options process for Year 9 students. It's an exciting stage within education where students have their first real opportunity to make some choices about the subjects they pursue through to the exams in Year 11. We are proud to maintain a wide choice of courses, with 24 level two (GCSE level) programmes to choose from. Whilst this offers a range of courses within the options, our aim is to ensure that every student has the correct balance of subjects to suit and support them to succeed in the future.

## ONLINE OPTIONS BOOKLET

This online booklet provides details about the overall curriculum for Key Stage 4, including compulsory exam courses, as well as details about the optional subjects.

## OPTIONS EVENING - THURSDAY MARCH 2nd - STARTING IN CLARE HALL AT 5.00PM

On this evening we will start with a presentation in Clare Hall to outline the Options process and provide you with details about the options available and the best way to approach the choices.

You will then be able to spend the remainder of the evening in the Hub, talking to each subject's specialist staff.

## PRESENTATION/VIDEO FOR EACH COURSE

There is also a presentation/video for each individual course to support the information you gather about each subject. This will provide you with details of the course and help you make your final choices. The staff have been working hard to present their subjects in an interesting and informative way.

## PERSONAL CONTACT WITH THE COURSE LEADER/TEACHER

The main opportunity to discuss Option Subjects with staff will be the Options Evening on March 2nd. There will also be an email link to communicate with staff in each department on each subject page of this booklet. This is not compulsory for you to use, but it will enable you to ask individual questions if they have not been answered through the subject presentation videos, the Options Evening or the options booklet.

## LINKS TO CAREERS GUIDANCE AND PRESENTATIONS

Even at this age there are very few choices you can make that would completely close off your future opportunities. The choices you make at the end of Year 11 will be much more significant in terms of your long term plans. However, there are some links that you may find interesting to look at. They may even get you thinking about a change in career!

## ONLINE OPTIONS FORM TO SUBMIT YOUR OPTION CHOICES BY MARCH 22nd.

This form will be available from the Monday following the Options Evening. This will give you the time needed to look at all the information. The form is quite straightforward but do get in touch if you have any questions. We advise that the form is only completed after all the presentations have been viewed to avoid choices being rushed. We are providing three weeks after the Options Evening before the Forms are due to be returned, so there is no rush. It is far better to spend the time getting your option choices correct. Students can also discuss any questions you have with their subject teachers in school. I can guarantee if you have a question, it will also benefit others, so do ask.

The Key Stage 4 curriculum at Budmouth is made up of two parts:

**Core/Compulsory Curriculum Subject**

**Two Option Subjects** - where students have the free choice from 24 courses.

The core/compulsory subjects you will study are:

English Literature	English Language	Maths	Science
Your current MFL	History/Ancient History or Geography	Core PSCS (non exam)	Core Sport (non exam)

If students wish to choose both Geography and History, the option is available through their two free choices.

If students wish to study more than one language, this option is also available through the free options, but students need some prior experience of the 2nd language and should discuss this with their language teacher.

**THE 24 OPTION SUBJECTS ARE:**

Art & Design	DT Resistant Materials	Geography	Photography
Construction	DT Textiles	Health & Social Care	Spanish
Computer Science	Engineering	History	Sport BTec
Dance	Ethics & Philosophy	IT - Creative iMedia	Travel & Tourism
Drama	Food & Nutrition	Music	DT Graphics
German	French	PE GCSE	Ancient History

There are a number of course combinations that are classed by exam boards as the same qualification and therefore cannot be taken together. As a result students are not able to choose the following combinations:

Art and Photography can't be taken together.

DT Graphics, Resistant Materials and Textiles are all classed as Product Design and can't be taken together.

BTec Sport & PE GCSE are also classed as the same qualification and can't be taken together.

Our KS4 Curriculum follows the guidance from the Department for Education and the National Curriculum, which covers the subjects listed above, but we also offer a much wider range of optional subjects for students to choose their two free options. Our curriculum provides full access to the EBacc programme for everyone which is considered to be the best balance of subjects for students to be successful across all future pathways. The majority of our students will follow this programme, as we explained in our letter to you in September. In cases where students still require additional support with their literacy we will contact parents directly and discuss other alternatives.

That letter also explained that if there were more students wanting to take a course than there were places, we would have to consider the effort levels and engagement with learning that the student has been demonstrating over the course of this year.

For more details about our curriculum, please see our website. Please note that the details for individual courses are for current KS4 students so exam specifications and boards may change for September, this booklet and the video/presentations contain the correct information for September 2023.

<https://www.budmouth-aspirations.org/our-curriculum/curriculum-overview/>

For further information about the EBacc programme, please follow the link below.

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

You are encouraged to read this booklet with your parents/carers and consider very carefully the combinations of subjects that you choose. Research the courses further through discussions with teachers and your tutor in order to ensure that you make the right decision for you.

This booklet tells you all about the subjects that you will be studying in Years 10 and 11. Please follow the advice given below, but remember that we're all here to help you make the final decisions about your choices, so don't panic!



Mr P Hudson  
Vice Principal

**Do** think carefully when making your choices: which assessments suit you better – exams or controlled assessment? Which Sixth Form courses do you want to study? What do you want to do when you leave Budmouth?

**Don't** choose a subject because your friends are doing it, you like the teacher or you think it will be an 'easy' option. Subjects at Key Stage 4 can be very different to lessons in Years 7, 8 and 9 so find out about them before making a decision.

**Do** talk to your subject teachers, tutor, parents/carers. If you talk to older brothers/sisters and students already studying at Key Stage 4, please be aware that courses may be different to the ones they study.

*Your Options Form needs to be completed as a Google form and must be submitted by Wednesday 22nd March 2023.*

# How the Option Blocks Work

The Options are arranged into 4 teaching blocks A—D. All the subjects in Block A are taught at the same time, so you will end up with one subject from each option block, and B—D work in the same way.

Some subjects are repeated in more than one block. Examples are History and Geography that are repeated in 4 option blocks, but you will notice that some subjects are in just one. This is because there will be just one teaching group in Year 10. An example of a single subject group would be Ethics and Philosophy in Block B. These subjects are marked with an \*.

You will end up with one subject in each of the Option Blocks.

When you fill in your options form online you will be asked to put a first and second choice in each block.

These choices must include History/Ancient History or Geography and your current MFL which are compulsory.

The best method to work out your subject allocation is to start with any of the single class subjects that you want to do. These have a \* after their title below. We have put 3/4 in each block to offer as much flexibility as possible.

A	B	C	D
Geography	Geography	Geography	Geography
History	History	History	History
Ancient History *	Computer Science	Art & Design	Art & Design
French	German	French	French
Spanish	Spanish	Photography *	Spanish
DT Res Mats *	Ethics & Philosophy *	Drama *	German
Creative IMedia *	Dance *	Engineering *	Computer Science
Food & Nutrition *	DT Graphics *	Health & Social Care	Construction & B-E *
Health & Social Care	Travel & Tourism *	PE GCSE	Music *
PE GCSE		BTEC Sport	DT Textiles *
BTEC Sport			

In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next steps (e.g. GCSE options in Year 9), we now use Unifrog; an award winning, online careers platform. All students in Years 7 to 14 have access to this excellent website.

The Unifrog platform is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own personal account that provides a wide range of information related to their interests and aspirations. Key features of the platform include:

- ❑ **Exploring Pathways (including GCSE options) – personality quizzes, career and subject profiles, MOOCs and webinars**
- ❑ **Recording – self-reflection about extracurricular activities and key employability skills**
- ❑ **Opportunities – search tools showing live vacancies/courses/placements for apprenticeships, universities (in the UK and abroad), FE, virtual work experience and much more**
- ❑ **Applications – tools to help students build applications for a range of pathways (e.g., CVs, Personal Statements, Common App Essays)**

All Year 9 students can login by heading to the site [www.unifrog.org](http://www.unifrog.org), heading to forgotten password and typing in their school email address. They will then receive an email in their school Gmail account in order to create a new password. They can then login to Unifrog using their school email address and password) from any computer, tablet or smartphone). We would encourage you to use the platform with your child so you can support them through the options process over the next few weeks.

You can explore the platform on your own but the students will be set some specific tasks to complete during the options process via our KS4 Next Step 2021 Google Classroom. These will help the students to navigate the website, make informed decisions and start to raise aspirations about future pathways. Students can join this Classroom by heading to

<https://classroom.google.com/u/0/c/Mzq5MzM5Njc2Mzc4?cjc=aferxmh>

In addition to the tasks, the Next Step Classroom will be used to advertise work experience opportunities, organise careers talks and allow bookings for one-to-one careers advice from our professional advisor, Sally Baker. These can be completed via Google Meet or by telephone.

We have also set up a parent login so that you can use Unifrog as if you were a student yourself, allowing you to support your child throughout the process. The form code you need is: **COSYparents** and you can sign up here: [www.unifrog.org/code](http://www.unifrog.org/code)

There is also a handy YouTube video introduction here

<https://www.youtube.com/watch?v=KksyelihOAw&feature=youtu.be>

For more information, contact:  
[lengland@budmouth-aspirations.org](mailto:lengland@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - AQA



**"A reader lives a thousand lives before he dies.  
The man who never reads lives only one."**  
- George R.R. Martin

English lessons encourage students to become critical thinkers and to reflect on their own experiences, whilst exploring the beliefs and ideas of those authors that have come before them. Throughout their studies, they will learn how to engage and analyse both pre-1900 and contemporary texts, across a range of fiction and nonfiction. Alongside this, they will strengthen their skills in verbal communication and hone their critical writing.

At GCSE there will be two separate assessments for English, in both Language and Literature. In their Language exam, students will draw upon a range of texts as reading stimuli. In addition, they will have opportunities to develop higher order reading and critical thinking skills that encourage genuine inquiry into different topics and themes. In Literature, the examination will encourage students' to showcase their understanding and sensitivity to literature through set and unseen texts.

Both English Language and Literature are assessed by 100% examination at the end of Year 11, with no tiered entries for either subject. However, there is a separately endorsed unit for Speaking and Listening, that does not contribute to the overall grade for the GCSE, which will appear on their English Language certificate.

## ENGLISH LANGUAGE

Students will:

- ❑ read and analyse a range of fiction and non-fiction texts, including pre-1900 texts (50% of the exam).
- ❑ write for a particular purpose and audience (50% of the exam).
- ❑ Speaking and Listening assessment with Pass/Merit/Distinction accreditation.

## ENGLISH LITERATURE

Students will:

- ❑ read and write about texts in order to understand how writers shape meaning through language.

### Paper 1:

Shakespeare and the 19th Century novel  
(1 hour 45 mins)

- ❑ Section A: Macbeth
- ❑ Section B: Jekyll & Hyde

### Paper 2:

Modern Texts and Poetry (2 hours 15 mins)

- ❑ An Inspector Calls
- ❑ Power and Conflict poetry collection
- ❑ Unseen Poetry

For more information, contact:

[jphillips@budmouth-aspirations.org](mailto:jphillips@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,

Awarding Body - Edexcel



In Maths you will study the key areas of mathematics, which will allow you to develop the skills necessary to apply these areas in later life.

You will improve and widen your mathematical knowledge and arithmetic skills through:

- ☐ Developing Number
- ☐ Geometry
- ☐ Ratio and Proportion
- ☐ Developing Algebra
- ☐ Delving into Data

These are key areas that will prepare you for post-16 studies and improve your future employability.

We follow the White Rose GCSE syllabus, which we have developed into a fully sequenced and resourced Scheme of Learning which allows us to progress through the course at a pace that allows students time to develop their understanding of new concepts and consolidate their understanding of key core skills.

In Maths we have two tiers of entry for the end of Year 11 exams, Foundation and Higher. In the Foundation exam students are assessed on the content of the grade 1-5 abilities, whereas the Higher exam students are assessed on the 4-9 content. Because of this, in Maths, we have the need to ability set our students.

Students in set 1 will sit the Higher Tier, set 2 will aim to sit the Higher Tier and sets 3 and below will study the Foundation Tier. Although there is space for some set changes over the two years of study, it is key that students are placed in the correct ability set, this is done via regular summative and formative assessments and class teacher input. So it is important to show yourselves in the best light in every assessment you complete.

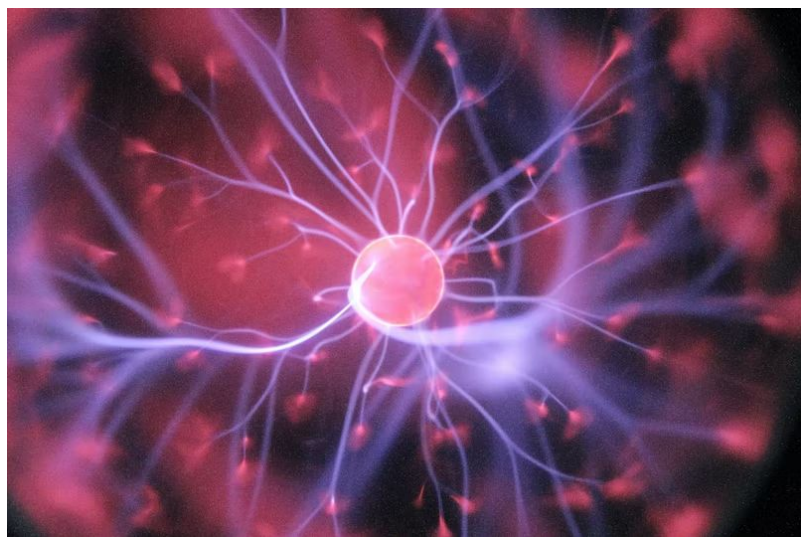
For more information, contact:

[mwilliamsonbudmouth-aspirations.org](http://mwilliamsonbudmouth-aspirations.org)

## Course Information:

Qualification GCSE,

Awarding Body - AQA



**Students continue the GCSE course that they started in year 9. Their work will lead to one of two types of awards:**

**GCSEs in separate science where students attain a separate grade in Biology, Chemistry and Physics (students will be selected for this based on their academic attainment throughout Yr 9) or single qualification worth two GCSEs, Combine science; Trilogy**

**Both of these courses allow students to study Science subjects to either A Level or BTEC Level 3.**

### **In the AQA Separate science GCSEs:**

The written examinations form 100% of the final mark for each GCSE. There are two exams per science, so there are six 1 hour 45 minutes exams in the summer of year 11 each exam can be taken at Higher tier. The exam questions include multiple choice, structured, closed short answer and open response. The grade awarded will be numerical on a scale from 4 to 9.

### **In the AQA Combined science; Trilogy**

The written examinations form 100% of the final mark of this GCSE. The students have two exams per science (Biology, Chemistry and Physics) so there are six 1 hour 15 minutes exams in the summer of year 11. All six of the exams must be taken at the same tier of entry, either Higher or Foundation. The exam questions include multiple choice, structured, closed short answer and open response. The grade awarded will be from 1-1 to 5-5 on the foundation tier and from 4-4 to 9-9 on the higher tier.

For both of these courses students are also required to complete practical investigations. However, these do not form part of their assessed work.

The course content is similar in both however the separate sciences have extra content that equate to about 100 hrs of study.

### **You will study Biology, Chemistry and Physics, covering topics such as:**

- ❑ Biology – cells & control; genetics; natural selection; genetic modification;
- ❑ Health & disease; the development of medicines; plant structures; animal coordination; control & homeostasis; ecosystems and material cycles.
- ❑ Chemistry – states of matter; mixtures; chemical changes; extracting
- ❑ Metals and equilibria; separating; periodic table groups; rates of reaction; energy changes; fuels and earth science.
- ❑ Physics – motion & forces; conservation of energy; waves, light and the electromagnetic spectrum; radioactivity; astronomy; energy; forces and
- ❑ Their effects; electricity & circuits; static electricity; magnetism; electromagnetic induction; particle model; forces & matter.

# CORE SPORT

For more information, contact:  
[rbullockbudmouth-aspirations.org](mailto:rbullockbudmouth-aspirations.org)

**Course Information:**  
Non-examined course



As exam pressures and the challenges associated with key stage four unravel, core sport lessons are an opportunity to participate in activity for the sheer enjoyment and pleasure of doing so whilst also learning about the positive impacts that sport and physical activity can have on your individual wellbeing.

The compulsory core sport programme is designed to help improve your physical health, increase your fitness, relieve stress as well as to develop and maintain your social and emotional health.

You will be expected to participate in team games and individual activities in lessons as a performer, but will also have the opportunity to develop your coaching and officiating. You will also be required to think about strategies and tactics to develop your competence and independence to manage your own personal exercise programme and maintain a healthy, active lifestyle.

At KS4 you are given the opportunity to develop skills in a wider variety of sports, a focus on your independence in a sporting environment is considered and the ambition is for all students to feel comfortable in a vast array of sports by the time they have completed their studies.

There are many competitive and social sport clubs on offer in addition to lessons, these include but are not limited to; rugby, netball, trampolining, table tennis and football.



# CORE PSHCE

For more information, contact:

[hhayter@budmouth-aspirations.org](mailto:hhayter@budmouth-aspirations.org)

## Course Information:

Non-examined course



## PERSONAL, SOCIAL, CULTURAL STUDIES

The compulsory, core PSCS programme gives you an opportunity to develop knowledge, skills, attitudes and an understanding about yourself, your relationships with others and making safe and healthy choices in your life. It also helps you to develop a better understanding of contemporary issues in our communities, how we can use our voices and vote to bring positive change on local, national and global issues.

In Year 10, PSHE lessons will cover supporting your mental and physical health, Sex and Relationships Education, including healthy relationships, dealing with sexual pressure and options in pregnancy, British Values and an Ethics and Philosophy unit.

In Year 11, PSCS lessons will cover personal finance and budgeting, supporting your mental and physical health, inclusion, diversity and radicalisation, human rights and an Ethics and Philosophy unit.

All students will take PSCS throughout Key Stage 4, building on the knowledge and skills developed at Key Stage 3 to provide age-appropriate information and confidence needed to support you in making decisions in relation to your personal finances, physical, mental and sexual health, and staying safe online and in your communities.



# Geography

For more information, contact:  
[mpickbudmouth-aspirations.org](http://mpickbudmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - AQA



## Geography

We live in a dynamic and rapidly evolving world, with increasing social, environmental and economic challenges. Whilst these pose unique problems they also create new and exciting opportunities along fascinating and rewarding career paths. Acquiring an in-depth knowledge of Geography and its core skills will allow you to play a part in shaping the future world and provide a platform for higher education and practical aspirations. The course is broadly divided into the study of the Natural and Human topics.

### Living with the Natural Environment

In contemporary Geography the following place greater focus on the natural environment and its processes and systems, these Physical Geography topics include:

- ❑ **Tectonic Hazards;**
- ❑ **Tropical Storms;**
- ❑ **Extreme Weather UK;**
- ❑ **Climate Change;**
- ❑ **Coasts; Rivers;**
- ❑ **Glacial Landscapes;**
- ❑ **Ecosystems**
- ❑ **Deserts.**

## Challenge in Human Environments

In 2022 the human population of the World surpassed 8 billion for the first time, now more than ever it is vital that students have a detailed awareness of people, and the patterns of their behaviour. These Human Geography topics include:

- ❑ **Urban Issues and Population Growth;**
- ❑ **Urban Change and Sustainability;**
- ❑ **Economic Development;**
- ❑ **Resource Management**
- ❑ **Energy Supplies.**

A study of the World and its people will of course contain a diverse range of information. To absorb this information you will learn and be equipped with a broad range of skills that will allow you to interpret and decipher new knowledge in the most effective way possible. Just like many top careers you will progress using skills in:

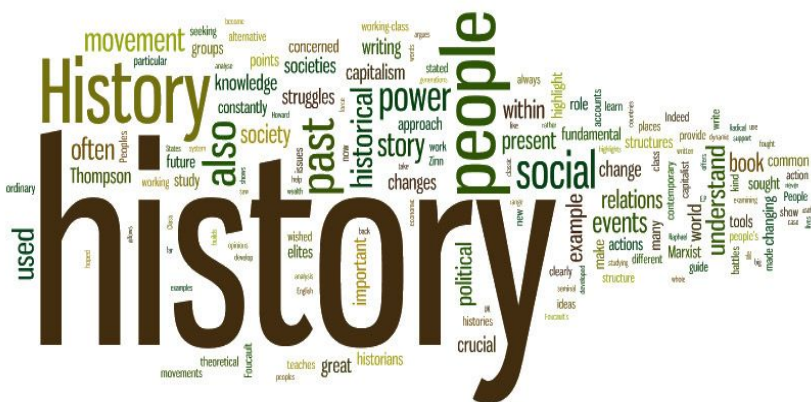
- ❑ **Graphics;**
- ❑ **Numeracy;**
- ❑ **Statistics;**
- ❑ **Literacy;**
- ❑ **Communication;**
- ❑ **Decision Making;**
- ❑ **Analysis;**
- ❑ **Cartography.**

# History

For more information, contact:  
[jbezant@budmouth-aspirations.org](mailto:jbezant@budmouth-aspirations.org)

### Course Information:

Qualification GCSE,  
Awarding Body - Edexcel



*"History will be kind to me, for I intend to write it."*

Winston Churchill

**“The past is a foreign country; they do things differently there”**

True or not; it's a country filled with the great and terrible names of history. A place where, to our modern minds, cruel punishments exist besides baffling laws. A home to monarchs, dictators and ordinary people alike. Exploring this vast 'country of history' is not only interesting and challenging; but, more than anything, fun.

Our course builds upon our work in Key Stage 3 to deliver a GCSE to equip students with a range of relevant skills for their chosen career path and an understanding of the world around them.

**In Year 10 we will be studying:**

- ❑ Anglo-Saxon and Norman England, 1060-88
- ❑ Crime and Punishment in England, 1000-present day
- ❑ Whitechapel, 1870-1900 (Historic environment study)

**In Year 11 we will be studying**

- ❑ Weimar and Nazi Germany, 1918-39
- ❑ Superpower Relations and the Cold war, 1941-91

The course will enable students to develop a range of key transferable skills for their future careers, whatever those might be.

- ❑ In the modern world of fake news, students will develop analytical skills, become confident in handling information and assessing its usefulness and validity.
- ❑ They will develop the skill of the creation of supported judgements based on precise selection and deployment of evidence. This skill is highly valued in further education and future careers alike, showing an ability to formulate and present arguments.
- ❑ Studying GCSE History, students become culturally aware with an awareness of the world around them and how it came to exist in the way it does.
- ❑ Through collaboration with others, they become extremely effective communicators, in both verbal and written form.

## Assessment

100% examination. This will take the form of three papers.

# Ancient History

For more information, contact:  
[ibezant@budmouth-aspirations.org](mailto:ibezant@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - OCR



*"What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others."*

**Pericles**

**'When Alexander saw the breadth of his domain, he wept, for there were no more worlds to conquer'. Benefits of a classical education.'**

Not a real ancient historical quote, but a line from the movie Die Hard.

The benefits of a classical education however, is so much more than just the ability to rob Nakatomi Plaza. The ancient world is not some long lost place, dead to history and devoid of meaning. It is vividly alive with exceptional figures of history: Xerxes, Leonidas, Alexander the Great, Julius Caesar and Cleopatra; all stride across the pages of ancient history, their great deeds still resonating and shaping the world today.

Our course builds upon our work in Key Stage 3 to deliver a GCSE to equip students with a range of relevant skills for their chosen career path and an understanding of the influence of the ancient world on the modern one around them.

## **In Year 10 we will be studying:**

- ❑ The Persian Empire 559 - 465 BC
- ❑ Alexander the Great 356 - 323 BC

## **In Year 11 we will be studying:**

- ❑ The foundations of Rome : from kingship to republic 753 - 440 BC
- ❑ Cleopatra : Rome and Egypt 69 - 30 BC

The course will enable students to develop a range of key transferable skills for their future careers or education.

In the modern world of fake news, students will develop analytical skills, become confident in handling information and assessing its usefulness and validity.

They will develop the skill of the creation of supported judgements based on precise selection and deployment of evidence. This skill is highly valued in further education and future careers alike, showing an ability to formulate and present arguments.

Studying GCSE Ancient History, students become culturally aware and develop their understanding of the ancient world and its legacy in today's society.

Through collaboration with others, they become extremely effective communicators, in both verbal and written form.

## **Assessment**

100% examination. This will take the form of two papers.

For more information, contact:  
[sroberts@budmouth-aspirations.org](mailto:sroberts@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
 Awarding Body - AQA



Our vision is to create opportunities across all three key stages for all learners to develop a passion for language learning and a genuine interest in the customs and culture of the countries in which those languages are spoken. We strive for a consistent sense of purpose, engagement, challenge and enjoyment in language learning; both within the classroom and beyond. Parents are aware of how to support and encourage their child with language learning. The National Curriculum emphasises the need for students to learn a foreign Language; for future study, employment and pleasure. In addition, a MFL is an EBacc subject, along with Maths, Science, English and the Humanities. To this effect, it is compulsory for most students in the school to continue to study the language they studied in KS3 to GCSE level. We promote and exploit all opportunities to use language skills confidently for real life communication purposes in preparation for the real world, for example through extensive use of the Target Language and cultural and linguistic visits and school exchanges abroad.

### How GCSE is assessed

GCSE candidates sit four exams in MFL, each worth 25% - Listening, Speaking, Reading and Writing. Translating both ways is also assessed. For more details about the different papers in French, German and Spanish visit: <https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance>

### Topics and skills

Our MFL curriculum in Key Stage 4 builds on the KS3 curriculum, and is delivered using a wide range of engaging, challenging and differentiated resources; text books, Kerboodle (Vocabulary Builders / digital text book / interactive activities / worksheets / Mini-Readers / Exam Pulse), a Learning Booklet containing deliberate practice tasks for all key skills, Formal Practice Booklets and teacher-made resources. Listening, speaking, reading, writing and translation skills are developed through the study of varied topics.

### Learning and Teaching

Each topic is covered within a half-term of study and consists of vocabulary building, teacher input, modelling and deliberate practice, preparation for Formal Practice, Formal Practice opportunity, then DIRT.

The process of modelling and deliberate practice requires recall and retrieval of prior knowledge of vocabulary and grammatical structures, revisiting and extending language, and applying it in a new topic. Key concepts and language are embedded in the long-term memory through "I do, we do, you do". Certain tasks in lessons are completed in silence, with "Concentration" and quiet focus facilitating independent study. Regular and meaningful weekly homework tasks give learners opportunities to reinforce classroom learning and to practise more independently.

### Formal Practice opportunities in preparation for GCSE

We assess at the end of every topic through a Formal Practice opportunity, conducted in test conditions, and marked using a common framework. The skills assessed alternate in each topic, and every topic contains either a written or spoken assessment. Formal Practice tasks are similar to Learning Booklet tasks. This enables all students to experience GCSE-style assessment tasks and to build confidence in tackling these. Quizzing and traditional vocabulary tests are regularly used to aid long-term memory. These are often "do now" starter tasks.

In Yr 10 and Yr 11 all resources are differentiated by Foundation and Higher tier, which help us to select the correct tier of entry for GCSE examinations. Our GCSE Speaking Booklet for each language provides key practice when preparing for the speaking test. End-of-year exams are conducted in Yr 9 and Yr 10, and mock GCSE exams take place in Yr 11.

For more information, contact:

[ecartwright@budmouth-aspirations.org](mailto:ecartwright@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,

Awarding Body - AQA



This is a challenging course for students with a real commitment to Fine Art, *covering both practical and theoretical work in the key areas of drawing, painting, sculpture and printmaking.*

Students produce a portfolio of work based on a variety of project starting points under the overall theme of **“Real to Unreal”**. These may include “Everyday Objects”, “Fragmented Portraits”, “Local Landscape” and “Natural forms”. Students will produce a range of outcomes that showcase realistic and abstract styles of working, using a wide range of media that includes traditional drawing and painting skills as well as photography and textile elements.

**Sketchbooks** form an important part of the study programme in which students investigate and research ideas, record personal observations and develop their understanding of other artists' work. This enables them to plan their practical work effectively before embarking upon final pieces in a variety of different media. Students are also required to make studies of the work of other artists and relate this to their own work throughout their sketchbooks. We also create digital sketchbooks as a back up.

In year 11 students take a **“Mock exam “** in the first half term, where they are encouraged to respond to a previous GCSE question to give them experience and enable them to produce a mature body of work. All the projects studied provide a rich source of ideas and material for first-hand study and will also provide a real link with established artists and designers.

Students' work will be assessed at regular intervals and tutorials will be held to feedback progress. Marks are given for each of the following criteria:

**A01. Developing Idea:** Looking at the work of other artists both historical and contemporary to find ideas and explore techniques and styles.

**A02. Refining Ideas:** Experimenting with ideas and the use of techniques and processes to develop ideas for personal response.

**A03. Recording Ideas:** Observational skills, drawing, photography and collecting found images to develop own practice.

**A04. Presenting Ideas:** Sketchbook and display of ideas and final personal responses to stimulus. The course is divided into two components:

**Coursework portfolio 60% ( done over the whole course)**

**Externally set assignment 40% (spring term of year 11)**

A real commitment to the subject and a willingness to learn new skills and ideas and take creative risks is required by all taking the course. Students are expected to continue work from lessons independently, at home and there are regular booster and intervention sessions every week in school for catch up or extension work.

# Photography

For more information, contact:

[ecartwright@budmouth-aspirations.org](mailto:ecartwright@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,

Awarding Body - AQA



This course allows those with a passion for Photography to explore a wide-range of creative and stimulating subjects which, once a set of skills has been learned, can be tailored to suit your own personal interests. Everything from Selfies to Seascapes and Still-Life to Sci-Fi can be included in the portfolio of work.

During the course, students will be introduced to a range of lens based materials and techniques. These will include **digital photography** and manipulation, **film photography** and **darkroom processes** and also photomontage and collage elements. Projects will aim to use the local environment and stunning scenery to best advantage as well as looking at studio based photography and close up/macro work.

You will make practical and critical responses to relevant images from the past and recent times to demonstrate your understanding of different styles, genres and traditions. **This theory element is essential for achieving a good grade in the subject and forms approximately 25% of the final grade.**

Presentation of research and personal responses to project briefs is done in physical and digital sketchbook form as well as mounting final outcomes for display.

This course is split between a **coursework portfolio** of work made over the two years and an **externally set assignment**, done under timed scrutiny in school. The split is assessed as followed:

- ❑ **Coursework Portfolio = 60%**
- ❑ **Externally set Assignment = 40%**

The portfolio will include a sustained project plus other work assessed during the course. The overall title for the portfolio is "Real to Unreal" so there will be elements of more traditional photography as well as experimentation with various forms of fragmenting, manipulation and some mixed media processes, such as collage.

It is **preferable** that students taking this course have access to a **digital camera** that is **separate from their mobile phone**, so they can use a wide range of techniques and fully explore the medium. **Access to a computer outside of school and an ability to download apps to their mobiles phones** is also highly desirable and enables students to complete coursework with greater ease. Black paper sketchbooks will be provided by school, but a **memory stick** and **white gel pens** are needed as basic materials.

# Travel & Tourism

For more information, contact:

[acaldwell@budmouth-aspirations.org](mailto:acaldwell@budmouth-aspirations.org)

## Course Information:

Qualification BTEC (equivalent to 1 GCSE),  
Awarding Body - Edexcel



### Did you know...

- ❑ Travel and tourism is one of the UK's largest sectors, currently employing over 2.5 million people.
- ❑ With Dorset approximately 40,000 people are employed in tourism.
- ❑ Tourism is worth £1bn a year to our Dorset economy.

Have you ever thought about how many different types of tourism there are, and how important the travel and tourism sector is to the UK economy? Or about the industries within the sector, their varied roles, and how they work together?

Have you considered how technology is changing the way tourists and travellers engage with the sector and its organisations?

How will you learn more about the Tourism industry? One way is through studying BTEC Travel and Tourism!

### What will you learn about?

- ❑ The UK Travel and Tourism sector.
- ❑ UK Travel and Tourism destinations.
- ❑ The Travel and Tourism customer experience.
- ❑ International Travel and Tourism destinations.

### What key skills will you develop?

A wide range of vocational skills including:

- ❑ Research and independent learning skills
- ❑ Communication skills
- ❑ Customer service skills
- ❑ Project management skills

### Assessment:

25% Exam and 75% Portfolio

### What next?

BTEC National Diploma in Travel and Tourism.

A-Level Business, A-Level Economics, or Cambridge Technicals in Business.

Apprenticeships within the tourism and hospitality industry.

For more information, contact:  
[pnorman@budmouth-aspirations.org](mailto:pnorman@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - AQA



## Graphic Products

## Resistant Materials

## Textiles

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This course offers the opportunity for you to specialise in any one of the following areas: **Graphic Products** in which you will learn how to design and manufacture 2D and 3D graphic products whilst working with a range of graphic design based materials and modelling techniques.

**Resistant materials** in which you will learn how to design and manufacture products using wood, plastics and metals. You will be introduced to 2D design and solid works as well as understanding a range of product design modelling techniques.

**Textiles** in which you will learn how to design and manufacture products using a range of textile methods and materials. You will be introduced to a range of fabric decoration techniques along with fashion design skills and the manufacturing of garments.

In June of Year 10 you will be issued with a design problem to solve that addresses real human and real world needs. This will take the form of a Non Examination Assessment, may be presented in digital or portfolio format and is worth 50% of the course. This project will last for 10 months.

1 exam paper will be sat in June of year 11 (50% of the course). You will have 1 theory session per fortnight to cover the contents.

**Next Steps?** These courses lead on to A level fashion and textiles, A level product design and A level engineering. These courses also lead onto modern apprenticeships, careers in the armed services and to other post-16 practical courses

# Construction

For more information, contact:  
[pnorman@budmouth-aspirations.org](mailto:pnorman@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - WJEC



## Construction and the Built Environment Level 1 / Level 2 Vocation Award (Technical Award)

The Vocational Award in Construction and the Built Environment (Technical Award) is an award equivalent to a GCSE. It has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study and will provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. The course will offer a hands-on approach to learning.

The options available offer the chance for your son or daughter to explore areas of Construction that interest them. The course will also provide opportunities to develop useful transferable skills such as research, planning and review, working with others and communicating effectively.

The course includes 1 compulsory unit and 1 optional unit.

### Unit 1: Introduction to the Built Environment

Unit 1 introduces learners to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment.

Learners will explore a range of profession and trade roles, and some of the different structures and buildings of the built environment

### Unit 3: Constructing the Built Environment

Unit 3 offers learners the opportunity to develop skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks working in three particular areas of construction, such as brickwork, plastering and carpentry.

### How is it assessed?

Unit 1: Introduction to the Built Environment  
On-screen examination: 1 hour 30 minutes 40% of qualification.

Unit 3: Constructing the Built Environment  
Controlled assessment: 30 hours 60% of qualification. An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

### Next steps:

This course would support progression to apprenticeship in the building industry,

# Engineering



For more information, contact:  
[awalker@budmouth-aspirations.org](mailto:awalker@budmouth-aspirations.org)

## Course Information:

Qualification Cambridge Nationals in Engineering  
Level 1 & 2 J823  
Awarding Body - OCR

This course combines academic knowledge with practical work-related engineering skills. Students selecting this course will engage with three distinctly different units over the two year course. The course will engage students in practical engineering activity with lessons specifically set to read 'Principles of engineering manufacture'. This is in readiness for the final examinations, apprenticeship interviews or A Level courses.

This course is assessed through a written examination 40% and two non examined assessments 30% each (NEA).

Your studies in year 10 will include:

- ❑ Unit R014: Principles of engineering manufacture (Formal 1hr exam at the end of Year 11).
- ❑ Unit R015: Manufacturing a one-off product.

Your studies in year 11 will include:

- ❑ Unit R016: Manufacturing in quantity.
- ❑ Revision of R014, in preparation for the final exam.

## Next steps?

This course leads onto A level engineering, modern apprenticeships, engineering careers in the armed services and to other post-16 practical course.

# Food & Nutrition

For more information, contact:  
[cstone@budmouth-aspirations.org](mailto:cstone@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - AQA



This course will develop your knowledge, understanding and practical skills relating to food and nutrition. You will apply principles of preparation, food science, nutrition and healthy eating. GCSE Food Preparation and Nutrition is an interesting, creative and stimulating course for students of all abilities. This course is assessed through a written exam 50% and two non exam assessments (NEA) 50%. The focus throughout the course is on developing practical cookery skills and a strong understanding of nutrition.

The topics you will study will include:

- ❑ Nutrition, diet and health throughout life. What food is composed of, why we need it and how it affects our long-term health.
- ❑ Factors affecting consumer choice. How the food choices people make affect the health & well-being of themselves, their families and the people who produce the food.
- ❑ Nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking. What happens to the ingredients in food when you prepare and cook them.
- ❑ Food hygiene and safety
  - ❑ where food comes from, how it is produced and sold.
  - ❑ which foods different cultures eat throughout the world.
  - ❑ how you can become an informed and thoughtful consumer of food.

## Next steps?

This course leads onto A level social care and science courses, modern apprenticeships, food and nutrition careers in the armed services and to other post-16 practical courses.

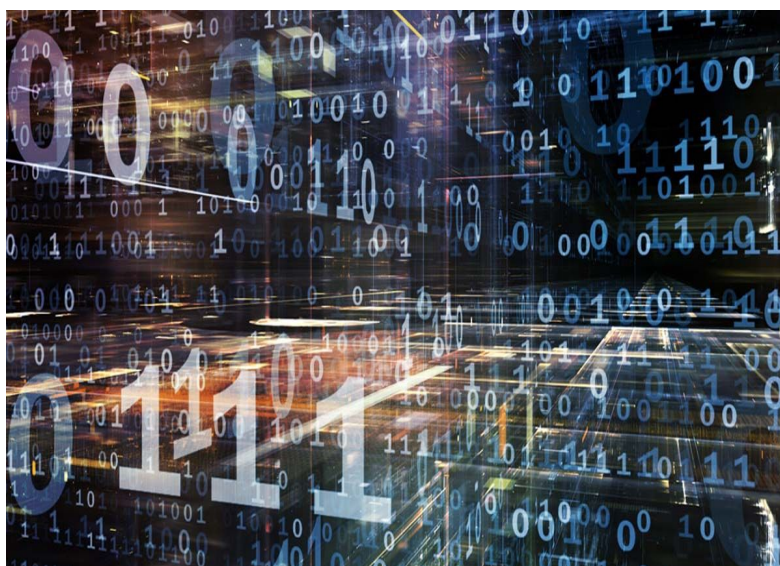
## Careers in food:

- ❑ **Producing:** agriculture, animal husbandry, forestry & land management.
- ❑ **Processing:** food safety & quality, nutrition, packaging, food science, ingredient purchasing, primary processing & manufacture, new product development, technology & engineering.
- ❑ **Providing:** events management, professional cookery, hospitality & catering, retail.
- ❑ **Advising:** dietetics, healthcare, nutrition, environmental health.
- ❑ **Educating:** research, teaching, resource production, training .
- ❑ **Communicating:** advertising, food styling, campaigning, food writing, designing, marketing.

For more information, contact:  
[pnorman@budmouth-aspirations.org](mailto:pnorman@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - OCR



This course offers a great opportunity for students with an interest in Computers and Technology to learn the fundamental principles and concepts of Computer Science.

The course explores questions such as:

- ❑ What is inside a computer?
- ❑ How does the internet work?
- ❑ What are the positive and negative impacts of our computer age?

Students will learn to code using a popular high level language called Python 3. They will learn to analyse, design and develop computer solutions through practical problem solving.

The course has two main components:

### Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### Next steps

The recent pandemic has highlighted how important computer technology and related skills are in the modern world.

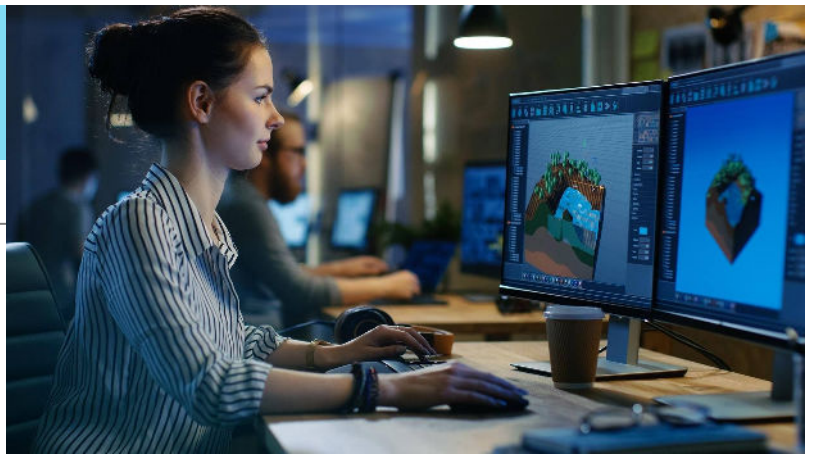
At Budmouth this course can lead on to A level Computer Science, Cambridge Technical Level 3 in IT and will support all other A level subjects.

Some students have subsequently gone on to do apprenticeships in IT and many have gone on to study Computer Science related courses at Universities such as Cambridge, Bristol, Warwick, Southampton, Exeter, Bournemouth, UWE and many other places.

For more information, contact:  
[pnorman@budmouth-aspirations.org](mailto:pnorman@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - OCR



The Cambridge National Certificate in Creative iMedia offers a qualification equivalent to a GCSE and lets students gain knowledge in a number of key areas in the media field.

Options range from preproduction skills to digital animation, depending on what the school chooses to deliver and the course offers a hands-on approach to learning. The options available offer the chance for your son or daughter to explore areas of creative media that interest them.

The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

The modules offered include 2 compulsory and 2 optional units:

- ❑ **Compulsory: Unit 1:** Creative iMedia in the media industry and Unit 2: Visual Identity and Digital Graphics .
- ❑ **Optional:** Characters and Comics, Animation with audio, Interactive digital media, visual imaging, Digital Games.

## How is it tested?

Most of the qualification is tested by coursework that's set and marked by the teacher and is then moderated by an OCR moderator. This will be done throughout the two-year course. So if your child likes project work, enjoys research and doing practical things they may find a Cambridge National a better option than a GCSE. NEA assessment 60 %

One of the units that students must take – on Creative iMedia in the media industry – involves a written exam that lasts one hour and 30 minutes and is set and marked by our team at OCR. Written exam 40%

## Next Steps

Cambridge National in Creative iMedia is effective preparation for a range of qualifications including: Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+). Students could also consider moving into AS or A Level Computer Science, although they would need to do some catch up work in coding and computer theory to ensure they were able to cope with the course. There are many different careers that this qualification could help you move towards. Graphic Design, Video production, Animation, Computer Game design and production, Sound Engineering, Web designer, Photographer and many more.

# Dance

For more information, contact:  
[strott@budmouth-aspirations.org](mailto:strott@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - AQA



This course is for any student who has a passion or interest in any type of dance style. You do not need to have any previous experience, only commitment and dedication. The aims of the course are to develop each student's knowledge, understanding and skills of Dance through performance, choreography and appreciation.

### **Component 1: Performance 30%**

- ❑ Students will perform 2 set phrases as solo's (from a selection of 4)
- ❑ Students will perform a duo/trio dance based on one of the professional set works, and will develop actions from the other 2 set phrases.

For both of these aspects students are assessed on the Performing Skills (physical, technical, expressive and mental skills) and graded on how well they demonstrate these skills in their practical performances.

#### Performing Skills:

### **Component 1: Choreography 30%**

Students will receive an exam paper containing 5 different stimuli, in September of Year 11, and will have to research and create a dance based on a chosen stimulus. This can be a solo/duo or group choreography and the candidate can perform in their own choreography, if they wish.

Students are assessed on their ability to create, develop and structure movement material in relation to their chosen stimuli and choreographic intention.

### **Component 2: Dance Appreciation 40%**

There are 3 sections to the written exam paper.

**Section A** - short answer questions based on hypothetical choreography questions. Students will be given a stimulus and then have to answer questions relating to this.

**Section B** - 6 mark questions focusing on the candidate's own practical learning in Component 1. Students will need to know all the Performing Skills, how they've used them and how they can improve the skills over time.

**Section C** - two 12 mark essay questions based on any 4 of the 6 set works.

One question focuses on one of the set works but two different constituent features (lighting, set design, costume, aural setting) comparing and contrasting aspects, and discussing how these features help to portray the dance idea.

The other question will focus on one constituent feature but two set works. Candidates will need to be able to explain similarities and differences between these works.

# Drama

For more information, contact:

[ksheppard@budmouth-aspirations.org](mailto:ksheppard@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,

Awarding Body - EDUQAS/WJEC



This is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Through following this course, students will be given opportunities to participate in and interpret their own and others' drama. Students will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Students will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer, designer and director.

**Component 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification 60 marks**

Students will be assessed on either acting or design. Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by EDUQAS.

Students will produce:

- ☐ A practical performance of their piece of devised theatre..
- ☐ A portfolio of supporting evidence
- ☐ An evaluation of the final performance or design.

**Component 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification 60 marks.**

Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. The length of the piece will depend on the number of actors in the group and should be as follows: *Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes.* If performance is not your thing then you can be a designer: Lighting design, Sound design, Set design, Costume design (including hair and make-up).

**Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification 60 marks**

This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre

### Section A:

Learners will study one complete performance text from the list below. It is expected that learners will approach the study of the text practically as an actor, designer and director. A clean copy (no annotation) of the chosen set text must be taken into the examination. We will be studying: DNA Dennis Kelly (Oberon: ISBN 978-1-84002-952-9).

### Section B

Learners are required to analyse and evaluate one piece of live theatre viewed during the course. More detailed information can be found on the EDUQAS Drama GCSE specification:

[https://www.eduqas.co.uk/qualifications/drama-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_overview)

What is fantastic about this GCSE is the amount of skills you develop over the course. You work with lots of different people, you produce original performances, you perform from a text and you learn to analyse and evaluate your own work and that of a professional live Theatre.

# Music

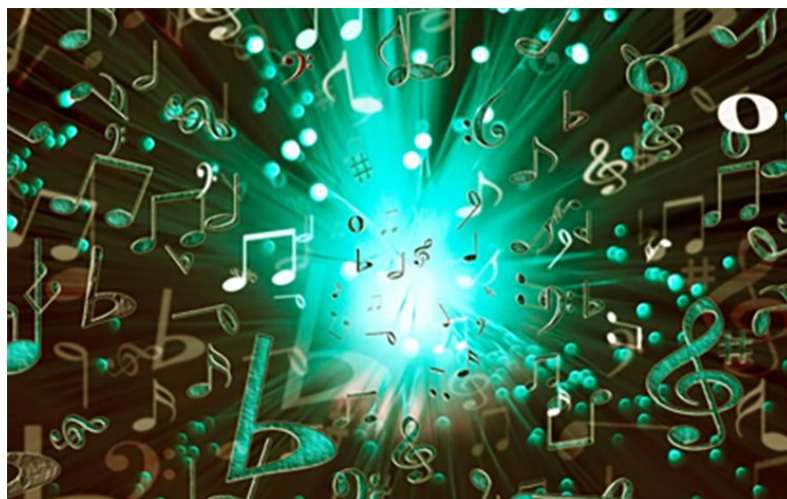
For more information, contact:

[sshuttleworth@budmouth-aspirations.org](mailto:sshuttleworth@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,

Awarding Body - EDUQAS



The Eduqas GCSE Music Course is open to anyone who enjoys music who play an instrument or sing and is interested in finding out more about how music is written. There are three units to complete for this course:

### Unit 1: Performing - Music 30%

Record a minimum of two performances which together must add up to between 4 and 6 minutes.

One must be a solo performance on your chosen instrument or voice.

One ensemble performance with other students or your instrumental teachers, such as a duet or band. More than one solo can be submitted if your time is under 4 minutes.

### Unit 2: Composing - Music 30%

Create two original compositions. You will have the opportunity to use music software and/or create music using live instruments. Both compositions must be recorded and submitted alongside written scores and/or Lead Sheets.

One composition will be based on a brief set by Eduqas in September of year 11, the other is a free choice composition. These can be recorded live in the studio- and multi tracked or direct from the specialist music writing software that we have on a number of laptops.

### Unit 3: Listening and Appraising - 40%

A listening exam of approximately 1 hour 15 minutes. The exam consists of 8 questions based on the 4 areas of study with two of the questions based on the set works that you will have studied. The questions will be a mixture of multiple choice and short answers which will ask you to analyse the extract of music using the different musical elements.

There are four areas of study on this course:

- ☐ Musical forms and devices.
- ☐ Music for ensemble.
- ☐ Film music.
- ☐ Popular music.

The set works for examination year 2025 are:

- ☐ Toto - Africa.
- ☐ Bach - Badinerie.

We will expect you to participate actively and enthusiastically in class through performing, listening and composing and where possible join in with extra-curricular clubs, activities and trips that the Music Department has to offer.

It would be very beneficial, but not a necessity to have lessons on at least one instrument or voice throughout the course, either in school or through a private teacher. Please contact me if you have any questions or concerns about this.

# Health & Social Care

For more information, contact:  
[hlongland@budmouth-aspirations.org](mailto:hlongland@budmouth-aspirations.org)

## Course Information:

Qualification Cambridge National  
Awarding Body - OCR



Health and Social Care introduces you to a broad range of topics concerning health, increasing awareness of the issues involved and preparing those who are interested for a career within the profession. Many of our students go on to higher level study and then careers in professions such as nursing, teaching, social work or paramedic science. The course is a newly developed Cambridge National, which consists of three units.

Students will study unit **R032, Principles of care in health and social care**, where you will learn about the importance of the rights of service users, person-centred values and how to apply them. Students will also learn about the importance of effective communication skills when providing care and support for Individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security. This will be assessed by an exam.

In addition, students will complete a coursework assessed unit, **Unit R033, Supporting individuals through life events**. In this unit, students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Finally, students will study a coursework based optional unit **R035, Health promotion campaigns**. In this unit, students will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society.

They will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people.

Students will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.

Practical coursework activities will also teach you technical, problem-solving and organisational skills that will allow you to develop your independence.

We try to include a great deal of variety in the way we learn about the topics we cover. From trips to health and community organisations to group work and role play, we also invite speakers from professional areas to come in to talk to you.

Health and Social Care is a useful, practical, stimulating qualification, particularly valuable for students interested in health or those who have an interest in caring for people.



For more information, contact:  
[lbugler@budmouth-aspirations.org](mailto:lbugler@budmouth-aspirations.org)

## Course Information:

Qualification GCSE,  
Awarding Body - OCR

This course will give students the opportunity to look into the world of sports performance from a theoretical and practical perspective. They will develop their theoretical knowledge of the human body, the science of training and sports psychology, as well as being assessed in three different sports. Students must have a love for sport and must be actively participating in competitive sport inside and outside of school.

**Theory:** Three lessons a fortnight. The theory content accounts for 60% of the qualification. Lessons are designed to be interactive and engaging with 'active learning' used for a number of topic areas.

*Component 1: Physical factors affecting performance (Exam 1hr). Topics: Anatomy and Physiology, Movement Analysis, Physical Training, and use of data in these areas.*

*Component 2: Socio-cultural issues and sports psychology (Exam 1hr). Topics: Health, Fitness and wellbeing, Sports Psychology, Socio-cultural influences, and use of data in these areas.*

**Practical:** Two lessons a fortnight. Practical performance is worth 30% of the qualification and is based around being assessed in three sports (must be from the list below). Students will be assessed in one team sport, one individual sport and a third being a choice of either.

**Coursework:** The coursework is worth 10% of the qualification. Students complete an analysing and evaluating performance task (AEP) linked to a sport of their choice.

*The GCSE PE and BTec Tech Award courses will run in parallel for the first half term, allowing movement between the courses based on progress and suitability for the course.*

The sports named below comprise of all activities that you can be assessed in however we are only able to teach a limited number of these on site at Budmouth.

Acrobatic gymnastics, Amateur Boxing, Association football, Athletics, Badminton, Basketball, Blind cricket, Boccia, Camogie, Canoeing, Cricket, Cross Country, Running, Cycling, Dance, Diving, Wheelchair rugby, Wheelchair basketball, Equestrian, Figure skating, Futsal, Gaelic football, Golf, Gymnastics, Handball, Hockey, Hurling, Ice hockey, Inline roller hockey, Kayaking, Lacrosse, Netball, Polybat, Rock Climbing, Rowing, Rugby league, Rugby union, Windsurfing, Sailing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table cricket, Table tennis, Tennis, Trampolining, Volleyball and Water polo.

For more information, contact:  
[ldelahaye@budmouth-aspirations.org](mailto:ldelahaye@budmouth-aspirations.org)

or  
[jwebber@budmouth-aspirations.org](mailto:jwebber@budmouth-aspirations.org)

## Course Information:

Qualification BTEC,  
Awarding Body - Pearson



This course is aimed at students who want to develop their knowledge and skills in sport. The course will also help to provide a practical introduction to working in the sports industry and develop some understanding of how it operates, different types of participants in sport, the body systems and how they respond to sports participation and the positive effects of physical activity on health and wellbeing as a result of sports participation.

In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

You will have the opportunity to develop your personal sporting techniques in practical lessons and learn how to support others to improve their own performance.

### Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

### Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. You will get an additional five lessons of sport a fortnight. Typically there will be a split of 3 theory lessons and 2 practical's a fortnight but this may change if necessary.

### Assessment

A combination of written assignments and practical assessment within a Pearson Set Assignment (PSA) for Component 1 (30%) and Component 2 (30%), followed by a summative exam for Component 3 (40%) - with 20% of the overall assessments being assessed in a practical way.

*The GCSE PE courses may run in parallel for the first half term, allowing movement between the courses based on progress and suitability for the course.*

# Ethics & Philosophy

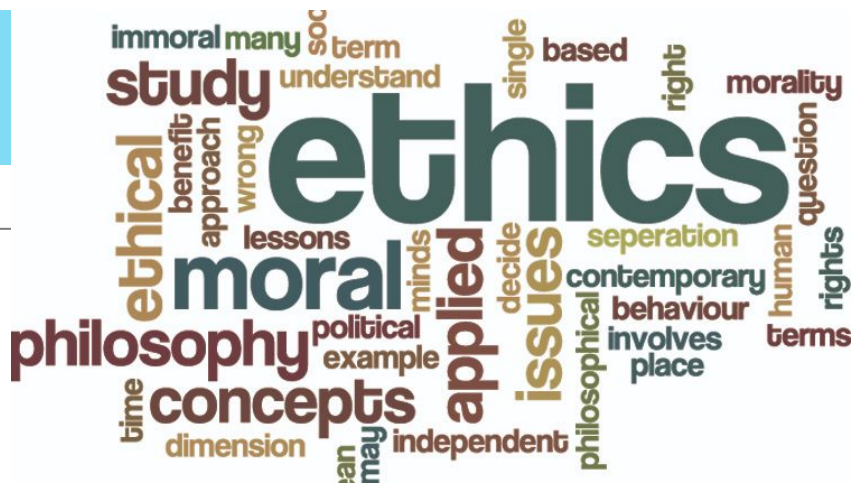
For more information, contact:

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### Course Information:

Qualification GCSE,

Awarding Body - AQA



Ethics & Philosophy GCSE offers students the opportunity to develop their knowledge and understanding of two major world religions and four contemporary ethical themes over an engaging two-year course. Students will be challenged with questions about belief, values, meaning and truth, enabling them to examine the beliefs and values of Christians and Muslims, and develop their own attitudes towards religious and ethical issues. The course also supports students' appreciation of how religion, philosophy and ethics form the basis of British culture, history, and politics. Students will gain analytical and critical thinking skills, the ability to work with abstract ideas, and an appreciation of engaging with and evaluating different viewpoints and attitudes.

## Course content

The course is split into two sections:

### Component 1: The study of religions

Students will explore the following areas of study on Christianity and Islam:

- ❑ Beliefs and teachings
- ❑ Worship and festivals
- ❑ Ethical approaches and religion's role in society

## Component 2: Ethical thematic studies

Students will examine key contemporary ethical issues and religious attitudes in the following key areas:

- ❑ Relationship and families
- ❑ Life and death
- ❑ Peace and conflict
- ❑ Crime and punishment

The course is taken over a two-year period and is externally examined at the end of Year 11. Students will sit two exam papers in the two components, each one 1 hour 45 minutes in length.

## Skills and future careers

Ethics & Philosophy GCSE develops students' ability to construct well-argued, well-informed, balanced written arguments, promotes the aptitude for reflecting on and engaging with their own values, beliefs and attitudes, and equips young people with skills which will support higher education studies and contribute to their preparation for adult life in a multicultural, pluralistic society.

Students with a Ethics & Philosophy GCSE have gone on to pursue careers in social work, travel and tourism, teaching, law, medicine and journalism.





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