

Year 9 Options Programme 2017

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Core

All students will study English language, English Literature, mathematics and combined science. For students opting for triple science, this course replaces combined science.

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| **Course** | **GCSE (9-1) English Language** |
| **Exam Board** | **AQA** |
| **Course Overview** | This course will allow students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. |
| **Course Structure** | **Paper 1: Explorations in Reading and Creative Writing**  **Section A:** **Reading**  Students will study how to read and analyse unseen literature (fiction) texts.  **Section B:** **Writing**  Students will learn a range of techniques that will allow them to fulfil tasks on both descriptive and narrative writing. |
| **Paper 2: Writer’s Viewpoints and Perspectives**  **Section A: Reading**  Students will study how to read, analyse and compare unseen texts. These will be both non-fiction text and literary non-fiction texts.  **Section B:** **Writing**  Students will learn how to write to present a viewpoint for a range of audiences and purposes. |
| **Non Examined Assessment Speaking and Listening**  Students will develop skills in presenting, responding to questions and feedback and to develop their use of Standard English. |
| **Assessment** | **Paper 1 Assessed by:**   * written exam * 1 hour 45 minutes * 80 marks * 50% of GCSE   **Paper 2 Assessed by:**   * written exam * 1 hour 45 minutes * 80 marks * 50% of GCSE   **Speaking and Listening**  Tasks will be set by the teacher and assessment will be on-going throughout the course. |
| **Career opportunities** | The study of GCSE English, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * journalism * media and internet based opportunities * marketing * advertising and PR * public services and administration * research * general management. |
| **Course Requirements** | **Core subject.** All students will study English Language. |
| **Further Information** | For further information please email Head of Department [jevans@ketteringscienceacademy.org](mailto:jevans@ketteringscienceacademy.org) |
| **Notes** |  |

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| **Course** | **GCSE (9-1) English Literature** |
| **Exam Board** | **AQA** |
| **Course Overview** | This course will allow students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century. |
| **Course Structure** | **Paper 1 Shakespeare and the 19th Century Novel**  **Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.  **Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. |
| **Paper 2: Modern Texts and Poetry**  **Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.  **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem |
| **Assessment** | **Paper 1 Assessed by:**   * written exam * 1 hour 45 minutes * 64 marks * 40% of GCSE   **Paper 2 Assessed by:**   * written exam * 2 hour 15 minutes * 96 marks * 60% of GCSE |
| **Career opportunities** | The study of English Literature, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * journalism * media and internet based opportunities * marketing * advertising and PR * public services and administration * research * general management. |
| **Course Requirements** | **Core** **subject**. All students will study English Literature. |
| **Further Information** | For further information please email Head of Department [jevans@ketteringscienceacademy.org](mailto:jevans@ketteringscienceacademy.org) |
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| **Course** | | **GCSE (9-1) Mathematics** |
| **Exam Board** | | **Edexcel** |
| **Course Overview** | | The aim of the course is to allow students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. By the end of the course students should be able to:   * 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. |
| **Course Structure** | | **Paper 1: Non Calculator exam**  **Paper 2: Calculator exam**  **Paper 3: Calculator exam**  **All papers will cover content including:**  1. Number  2. Algebra  3. Ratio, proportion and rates of change  4. Geometry and measures  5. Probability  6. Statistics |
| **Assessment** | | **Paper 1 Assessed by:**   * written exam * 1 hour 30 minutes * Non Calculator * 80 marks   **Paper 2 Assessed by:**   * written exam * 1 hour 30 minutes * Calculator * 80 marks   **Paper 3 Assessed by:**   * written exam * 1 hour 30 minutes * Calculator * 80 marks |
| **Career opportunities** | | The study of mathematics, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * accountancy * aerospace and defence * automotive * biosciences * business support services * petro-Chemical industries * construction * consultancy industries * engineering * education * environmental industries * exploration geophysics * financial services. |
| **Course Requirements** | | **Core subject**. All students will study mathematics. |
| **Further Information** | | For further information please email Head of Department: [gsmith@ketteringscienceacademy.org](mailto:gsmith@ketteringscienceacademy.org) |
| **Notes** | |  |
| **Course** | | **GCSE (9-1) Combined Science** | | |
| **Exam Board** | | **Edexcel** | | |
| **Course Overview** | | The Combined Science course will allow all students to learn essential aspects of the knowledge, methods, processes and uses of science. This course will allow them to see how the natural world can be described through scientific detail.  During the course, students will be able to develop an understanding of a number of key ideas which include:   * the use of conceptual models and theories to make sense of the observed diversity of natural phenomena * the assumption that every effect has one or more cause * that change is driven by differences between different objects and systems when they interact * that many such interactions occur over a distance and over time without direct contact * that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review * that quantitative analysis is a central element both of many theories and of scientific methods of inquiry. | | |
| **Course Structure** | | **Paper 1: Biology 1**   1. Key concepts in biology 2. Cells and control 3. Genetics 4. Natural selection and genetic modification, Health, disease and the development of medicines   **Paper 2: Biology 2**   1. Key concepts in biology 2. Plant structures and their functions 3. Animal coordination, control and homeostasis 4. Exchange and transport in animals 5. Ecosystems and material cycles | | |
| **Paper 3: Chemistry 1**   1. Key concepts in chemistry 2. States of matter and mixtures 3. Chemical changes 4. Extracting metals and equilibria 5. Separate chemistry 1   **Paper 4: Chemistry 2**   1. Key concepts in chemistry 2. Groups in the periodic table 3. Rates of reaction and energy changes 4. Fuels and Earth science 5. Separate chemistry 2 | | |
| **Paper 5: Physics 1**   1. Key concepts of physics 2. Motion and forces 3. Conservation of energy 4. Waves 5. Light and the electromagnetic spectrum 6. Radioactivity 7. Astronomy   **Paper 6: Physics 2**   1. Key concepts of physics 2. Energy - Forces doing work 3. Forces and their effects 4. Electricity and circuits 5. Static electricity 6. Magnetism and the motor effect 7. Electromagnetic induction 8. Particle model 9. Forces and matter | | |
| **Assessment** | | All papers are assessed through a written exam, lasting 1 hour and ten minutes. Each exam is worth 60 marks. | | |
| **Career opportunities** | | The study of science, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * government scientist, healthcare scientist, science technician, biologist, biomedical scientist, doctor, nurse, paramedic, neurologist, botanist, teacher, microbiologist, medical laboratory scientist, astronomer, oceanographer, palaeontologist, pathologist, radiographer, geographer, geologist, chemist, pharmacist and many more. | | |
| **Course Requirements** | | **Core subject**. All students to study combined science. | | |
| **Further Information** | | For further information please email Head of Department [kfryett@ketteringscienceacademy.org](mailto:kfryett@ketteringscienceacademy.org) | | |

Guided Choice Subjects

All students should choose one subject from computer science, French, German, geography, history and triple science. Students are not limited to only one of these subjects and are able to choose a combination of subjects from these guided choice subjects.

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| **Course** | **GCSE (9-1) French and GCSE (9-1) German** |
| **Exam Board** | AQA |
| **Course Overview** | The new GCSE courses in French and German will allow students to take their language skills in listening, speaking, reading and writing to the next level. Students will also learn much about the culture and daily life in French and German-speaking countries and communities. |
| **Course Structure** | The course will involve students learning about themes such as lifestyle, free time, careers, holidays and school. Students will improve their vocabulary, grammatical awareness and skills in listening, speaking, reading and writing. |
| **Assessment** | All components are weighted equally and final examination will be in 2019.  **Paper 1: Listening (25% of GCSE)**  Students will listen to recordings of native speakers speaking and select answers according to their understanding.  **Paper 2: Speaking (25% of GCSE)**  Students will discuss a photocard, take part in a practical role play and hold a general conversation on the GCSE themes.  **Paper 3: Reading (25% of GCSE)**  Students will read texts of various lengths and styles and select answers according to their understanding. They will also translate from the target language into English.  **Paper 4: Writing (25% of GCSE)**  Students will write a 40 word and a 90 word text on GCSE themes for Foundation tier or a 90 word text and a 150 word text for Higher tier. They will also translate either a number of sentences or a short text into the target language. |
| **Career opportunities** | The majority of students with a language qualification at university level will use the language in regular employment sectors, e.g. business, science, financial or engineering, using their language to communicate with others abroad. Others will use their language skills in fields such as interpretation and translation. |
| **Course Requirements** | These qualifications are guided options choices and are EBACC qualifying subjects. Therefore students will need to have studied French or German in KS3. |
| **Further Information** | For further information please email Head of Department.  [sreid@ketteringscienceacademy.org](mailto:sreid@ketteringscienceacademy.org) |

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| **Course** | **GCSE (9-1) Computer Science** |
| **Exam Board** | **OCR** |
| **Course Overview** | This course covers the theory of computer science as well as giving students the opportunity to program in Python.  **Unit 1**  Computer Systems – assessed by exam  **Unit 2**  Computational Thinking – assessed by exam  **Unit 3**  Programming Project – assessed by coursework |
| **Course Structure** | **Unit 1** **Computer Systems**   * Data representation * Binary systems * Hexadecimal * Data storage * Communication and Internet technologies * Data transmission * Security aspects * Internet principles of operation * Hardware and software * Logic gates   **Unit 2** **Computational Thinking**   * Algorithm design and problem-solving * Problem-solving and design * Pseudocode and flowcharts * Programming * Programming concepts * Data structures; arrays   **Unit 3** This unit is completed in year 11 and is a programming project where students design, code and test a solution for a specified exam board brief. |
| **Assessment** | **Paper 1 and Paper 2.**  Both are written papers containing short-answer and structured questions.   * Both are 1 hour 30 minutes * Both are externally assessed * Both are 40% of final grade (80% combined)   **Programming Project**  Students have to design, code, test and evaluate a solution to a problem set by the exam board.   * 20% of final grade |
| **Career opportunities** | Computer science is an EBACC subject. Students may progress to an ICT or Computing course at A level.  Students may wish to follow career paths which may lead them into areas such as computer programming, web development or designing and maintaining computer networks. |
| **Course Requirements** | Computer science is a qualification that is open to all and is an EBACC qualifying subject. However, we recommend that you are predicted a grade 6 or above in maths by the end of Year 11 if you wish to consider this course. |
| **Further Information** | For further information please email Head of Department [dduncan@ketteringscienceacademy.org](mailto:dduncan@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **GCSE (9-1) Geography** |
| **Exam Board** | **OCR** |
| **Course Overview** | Geography is about the relationship between people and the planet we live and depend on. Geography deals with real problems in the real world and allows us to make informed decisions that will help the world to be a better place in the future. *Geography for Enquiring Minds* is a GCSE that uses an enquiry questions to encourage learners to “think like geographers” and give them the skills to make sense of a rapidly changing world. |
| **Course Structure** | **Our Natural World (physical geography)**  **Global Hazards:** How can weather (tropical storms and drought) be hazardous? How do plate tectonics (earthquakes and volcanoes) shape our world?  **Changing Climate:** What evidence is there to suggest climate change (cause and effects) is a natural process?  **Distinctive Landscapes:** What makes a landscape distinctive? What influences the landscapes (rivers and coasts) of the UK?  **Sustaining Ecosystems:** Why are natural ecosystems important? Why should tropical rainforests matter to us? Is there more to polar environments than ice? |
| **People and Society (human)**  **Urban Futures:** Why do more than half the world’s population live in urban areas? What are the challenges and opportunities for cities today?  **Dynamic Development:** Why are some countries richer than others? Are LIDCs likely to stay poor?  **UK in the 21st century:** How is the UK changing in the 21st century? Is the UK losing its global significance?  **Resource Reliance:** Will we run out of natural resources? Can we feed 9 billion people by 2050? |
| **Fieldwork skills**  All learners must undertake fieldwork on at least two occasions. The department will arrange a fieldtrip for all students to complete both physical and human fieldwork. There will be a charge to cover the cost of travel, food and accommodation.  Students will practise their enquiry skills including data collection, presentation, analysis, drawing conclusions and critical reflection of the process. Following this fieldwork students will write up their findings but will be assessed on their ability in the examinations. |
| **Assessment** | **All candidates will sit three written examinations at the end of Year 11:**  **1. Our Natural World:** 1 hour 15 minutes worth 35% of the GCSE (knowledge and understanding of physical geography including fieldwork)  **2. People and Society**: 1 hour 15 minutes worth 35% of the GCSE (knowledge and understanding of human geography including fieldwork)  **3. Geographical Exploration:** 1 hour 30 minutes worth 30% of the GCSE (a skills exam which encourages students to make links across all aspects of the course with an emphasis is on application of knowledge and critical thinking as well as a decision making exercise.) |
| **Career opportunities** | The study of geography, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * journalism and media * law * engineering * business management * ICT * environmental management * teaching * economic planning * marketing * leisure, recreation and tourism |
| **Course Requirements** | Geography is a qualification that is open to all and is an EBACC qualifying subject. |
| **Further Information** | For further information please email Head of Department [nfranklin@ketteringscienceacademy.org](mailto:nfranklin@ketteringscienceacademy.org) |

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| **Course** | **GCSE (9-1) History** |
| **Exam Board** | **AQA** |
| **Course Overview** | The GCSE History content comprises the following elements:   * one period study * one thematic study * one wider world depth study one British depth study including the historic environment. * one British depth study including the historic environment. |
| **Course Structure** | **Germany, 1890–1945: Democracy and dictatorship**  This period study focuses on the development of Germany during a turbulent half century of change. It  was a period of democracy and dictatorship – the development and collapse of democracy and the rise  and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. |
| **Conflict and tension between East and West, 1945–1972**  This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. |
| **Britain: Power and the people: c1170 to the present day**  This thematic study will enable students to gain an understanding of the development of the relationship  between the citizen and the state in Britain over time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality. It reveals how, in different periods, the state responds to challenges to its authority and their impact. |
|  | **Elizabethan England, c1568–1603**  This unit allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign.  The study will focus on major events of Elizabeth I’s reign considered from economic, religious, political,  social and cultural standpoints, and arising contemporary and historical controversies. |
| **Assessment** | Two written exams: 1 hour 45 minutes  Each paper is worth 84 marks (including four marks for spelling, punctuation and grammar).  **Paper 1: Understanding the modern world**  **Paper 2: Shaping the nation** |
| **Career opportunities** | The study of history, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * archivist * archaeologist * heritage manager * journalism and media * law * business management * ICT * teaching * marketing * museum curator/ exhibitions officer * politics. |
| **Course Requirements** | History is a qualification that is open to all and is an EBACC qualifying subject. |
| **Further Information** | For further information please email [thaw@ketteringscienceacademy.org](mailto:thaw@ketteringscienceacademy.org) |

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| **Course** | **GCSE (9-1) Biology, Physics and Chemistry**  **(Triple Science)** |
| **Exam Board** | **Edexcel** |
| **Course Overview** | This course allows students to achieve three distinct GCSEs in each of the sciences and develops the range of their scientific knowledge and understanding beyond that of those doing the combined science (double award).  This course is an ideal starting point for those wishing to enter the fields of medicine and science. |
| **Course Structure** | **GCSE Biology**   1. Key concepts in biology 2. Cells and control 3. Genetics 4. Natural selection and genetic modification 5. Health, disease and the development of medicines 6. Plant structures and their functions 7. Animal coordination, control and homeostasis 8. Exchange and transport in animals 9. Ecosystems and material cycles |
| **GCSE Chemistry**   1. Key concepts in chemistry 2. States of matter and mixtures 3. Chemical changes 4. Extracting metals and equilibria 5. Separate chemistry 1 6. Groups in the periodic table 7. Rates of reaction and energy changes 8. Fuels and Earth science 9. Separate chemistry 2 |
| **GCSE Physics**   1. Key concepts of physics 2. Motion and forces 3. Conservation of energy 4. Waves 5. Light and the electromagnetic spectrum 6. Radioactivity 7. Astronomy 8. Energy - Forces doing work 9. Forces and their effects 10. Electricity and circuits 11. Static electricity 12. Magnetism and the motor effect 13. Electromagnetic induction 14. Particle model 15. Forces and matter |
| **Assessment** | **Students will sit two written examinations for each subject. Each individual exam is:**   * 1 hour and 45 minutes * 100 marks * 50% of the GCSE qualification   **Biology Paper 1:** Topics 1, 2, 3, 4, and 5  **Biology Paper 2:** Topics 1, 6, 7, 8, 9  **Chemistry Paper 1:** Topics 1, 2, 3, 4 and 5  **Chemistry Paper 2:** Topics 1, 6, 7, 8 and 9  **Physics Paper 1:** Topics 1, 2, 3, 4, 5, 6, and 7  **Physics Paper 2:** Topics 1, 8, 9, 10, 11, 12, 13, 14, 15 |
| **Career opportunities** | The study of science, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * Biologist, chemist, physicist, government scientist, healthcare scientist, science technician, biologist, biomedical scientist, doctor, nurse, paramedic, neurologist, botanist, teacher, microbiologist, medical laboratory scientist, astronomer, oceanographer, palaeontologist, pathologist, radiographer, geographer, geologist, pharmacist and many more. |
| **Course Requirements** | Triple science is a qualification that is a guided options choice and is an EBACC qualifying subject. However, we recommend that you are predicted a grade 6 or above in science by the end of Year 9 if you wish to consider this course. |
| **Further Information** | For further information please email Head of Department [kfryett@ketteringscienceacademy.org](mailto:kfryett@ketteringscienceacademy.org) |

Free Choice Options Subjects

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| **Course** | **GCSE (9-1) Art and Design** |
| **Exam Board** | **AQA** |
| **Course Overview** | **Year 10:** **Component** 1: Five foundation assignments each of 6 weeks duration – Fine Art, Graphic Communication, Textiles, Photography and 3 Dimensional Design; skills workshops in each of these areas; critical and contextual studies, drawing and annotation integrated throughout; one extended project of approximately ten weeks.  **Year 11:** **Component 1**: One extended project of approximately twelve weeks integrating the skills, knowledge and attitudes developed during year 10.  **Component 2**: An extended creative response to one of seven themes set by AQA culminating in a ten-hour period of unaided supervised work in examination conditions. |
| **Course Structure** | **Component 1 Portfolio**  96 marks, 60% of GCSE   * A selection of work including annotation and drawing activity. * A sustained project developed through an extended creative response to a brief evidencing the journey from initial engagement to realisation of intentions. * A selection of other work such as trials, experiments, workshops, foundation assignments and independent study. |
| **Component 2 Externally Set Assignment**  96 marks, 40% of GCSE   * An extended creative response to one of seven themes set by AQA. * The submission for Component 2 must evidence engagement with all four assessment objectives and must also evidence annotation and drawing activity integrated throughout. * Preparatory period begins on 2nd January of year 11 and culminates in ten hours of supervised unaided work over 2 days in examination conditions. |
| **Assessment** | **COMPONENT 1 PORTFOLIO**  96 marks, 60% of GCSE  **COMPONENT 2 EXTERNALLY SET ASSIGNMENT**  96 marks, 40% of GCSE |
| **Career opportunities** | The study of art, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * artist * teacher * museum/gallery curator * printmaker * multimedia programmer * art therapist * advertising art director * animator * graphic designer * illustrator * production design, theatre/television/film * architect * photographer. |
| **Course Requirements** | Art and design is a qualification that is open to all, however it is expected that you will have demonstrated some pre-existing skill and talent in the subject. |
| **Further Information** | For further information please email Head of Department [mbean@ketteringscienceacademy.org](mailto:mbean@ketteringscienceacademy.org) |
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| **Course** | **GCSE (9-1) Business** |
| **Exam Board** | **OCR** |
| **Course Overview** | This course consists of two units devised to give students the knowledge, understanding and skills to engage in contemporary issues in business at local, national and global level.  **Unit 1** Business Activity, Marketing and People – assessed by exam 50% of total GCSE  **Unit 2** Operations, Finance and Influence in business – assessed by exam- 50% of total GCSE. |
| **Course Structure** | This course combines practical ICT skills with business theory.   * **Unit 1** Business Activity, Marketing and People – this unit is covered in year 10 of the course. * **Unit 2** Operations, Finance and Influence in Business – this unit is covered in year 11. |
| **Assessment** | Two exams each worth 50% of the qualification. |
| **Career opportunities** | The study of business, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * accountancy * banking * insurance underwriter * management Consultant * operational researcher * human resources * logistics and distribution * marketing * retail * sales * system analysis. |
| **Course Requirements** | GCSE (9-1) Business is a qualification that is open to all. |
| **Further Information** | For further information please email Head of Department [dduncan@ketteringscienceacademy.org](mailto:dduncan@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **Technical Award in ICT** |
| **Exam Board** | **AQA** |
| **Course Overview** | This course combines practical skills with theory. Students will complete one portfolio for Unit 1(Practical Skills in ICT) and another portfolio for Unit 2(Creating an ICT System). Unit 3 is Fundamentals of ICT and this is assessed through an externally assessed exam. |
| **Course Structure** | **Unit 1: Practical Skills in ICT**  Students study a range of ICT systems as used in the home, at school, and in society. They produce a portfolio of evidence for a set of tasks provided by the exam board. |
| **Unit 2: Creating an ICT System**  Students develop a system for a specified audience. This could involve web development or developing a data handling solution. Students produce a portfolio of evidence for a set of tasks provided by the exam board. |
| **Unit 3 Fundamentals of ICT**  Students learn about topics such as hardware/software/communications/networking. We also look at how ICT is shaping the way we work, live and socialise. |
| **Assessment** | * **Unit 1** – portfolio assessed – 30% of final grade * **Unit 2** – portfolio assessed – 30% of final grade * **Unit 3** – exam assessed – 40% of final grade   **This course is assessed using the following grades: Distinction\*, Distinction, Merit, Pass.** |
| **Career opportunities** | The study of ICT, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * database administrator * information systems manager * IT consultant * IT technical support officer * multimedia programmer * network engineer * systems analyst * systems developer * applications developer * IT sales. |
| **Course Requirements** | The technical award in ICT is a qualification that is open to all. |
| **Further Information** | For further information please email Head of Department [dduncan@ketteringscienceacademy.org](mailto:dduncan@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **GCSE (9-1) Drama** |
| **Exam Board** | **Edexcel** |
| **Course Overview** | Drama is a powerful and expressive subject that encourages students to develop their creative, emotional and intellectual capacity, whatever their previous experience in the subject. This GCSE course focuses on the practical exploration of drama through performance texts, the devising of drama and the performance of drama works. |
| **Course Structure** | **Component 1 – Devising**   * Create and develop a devised performance from a stimulus * Performance of the devised work * Analysis and evaluation of the process |
| **Component 2 – Performance from Text**   * Performance of two key extracts from a performance texts * Solo performance * Group performance |
| **Component 3 – Theatre Makers in Practice**   * Practical Exploration and study of one complete performance text * Live Theatre evaluation |
| **Assessment** | **Component 1 – Devising**   * Portfolio of Evidence – Internally assessed, externally moderated. * Performance * Coursework * 40% of the qualification – 60 marks   **Component 2 – Performance from Text**   * Students will either perform in and/or design for two key extracts from a performance text. * Coursework * 20% of the qualification – 48 marks   **Component 3 – Theatre Makers in Practice**   * Written Exam * 1 hour 30 minutes * 40% of the qualification-60 marks |
| **Career opportunities** | The study of drama, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * Acting * Stage management * Arts administration * Drama teaching * Drama therapy * Television production assistant * Radio presenter * Theatre director * Youth & community workers * Social worker * Journalism * Market management * Charities administrator. |
| **Course Requirements** | GCSE drama is a qualification that is open to all. Students considering drama should have an interest in drama and acting and must perform in front of a live audience. They must actively watch live performance work, throughout the duration of the course, either through Academy organised trips or independently. |
| **Further Information** | For further information please email Head of Faculty [jmallard@ketteringscienceacademy.org](mailto:jmallard@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **BTEC Level 1/2 First Award in Performing Arts (ACTING)** |
| **Exam Board** | **Edexcel** |
| **Course Overview** | The BTEC course is a well-rounded course that offers students a balance between theory and practical work focusing on the process of acting. Students will be able to experience key theorists of acting through the practical application of their knowledge in performance-based activities. Students will go through a vocational course, creating a BTEC Theatre company, where students will experience what it is like to be an actor in a company. |
| **Course Structure** | **Unit 1 – Individual Showcase**   * Exam Component * Practical and Written * 2 Monologues * 1 Letter of Application * Examined * Externally Assessed |
| **Unit 2 – Preparation, Production and Performance**   * Coursework Component * Creation of a performance piece in groups * Portfolio * Rehearsal and Performance Assessed * Internally Assessed * Externally Moderated |
| **Unit 3 – Acting Skills**   * Core Coursework Component * Learning of Theory * Application of Theory to practical work. * Logbooks * Rehearsal and Performance Assessed * Internally Assessed * Externally Moderated |
| **Assessment** | * Continual Assessment – Throughout all lessons once briefs are issued. * Internal Assessment – Conducted in school by class teachers. * External Moderation – Work is selected by the exam board and sent off by teachers. * Examined Unit – Work is undertaken in school under examination conditions and then sent to the exam board. Assessment decisions made by examiner. |
| **Career opportunities** | The study of performing arts, particularly beyond level 2, allows access into a great range of careers across many industries. These include but not exclusively:   * Acting * Stage management * Arts administration * Drama teaching * Drama therapy * Television production assistant * Radio presenter * Theatre director * Youth & community workers * Social worker * Journalism * Market management * Charities administrator. |
| **Course Requirements** | BTEC Acting is a qualification that is open to all. Students considering Acting should have an interest in drama and acting and must perform in front of a live audience. They must actively watch live performance work, throughout the duration of the course, either through Academy organised trips or independently. |
| **Further Information** | For further information please email Head of Faculty [jmallard@ketteringscienceacademy.org](mailto:jmallard@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **BTEC Level 1/2 First Award in Performing Arts (DANCE)** |
| **Exam Board** | **Edexcel** |
| **Course Overview** | The BTEC course is a well-rounded course that offers students a balance between theory and practical work focusing on the process of creating, rehearsing and performing dance. Students will be able to experience key theorists of dance through the practical application of their knowledge in performance-based activities. Students will go through a vocational course, creating a BTEC Dance company, where students will experience what it is like to be a dancer in a professional company. |
| **Course Structure** | **Unit 1 – Individual Showcase**   * Exam Component * Practical and Written * 2 Dance solos * 1 Letter of Application * Examined * Externally Assessed |
| **Unit 2 – Preparation, Production and Performance**   * Coursework Component * Creation of a Dance Show * Portfolio * Rehearsal and Performance Assessed * Internally Assessed * Externally Moderated |
|  | **Unit 4 – Dance Skills**   * Core Coursework Component * Learning of Theory * Application of Theory to practical work * Logbooks * Rehearsal and Performance Assessed * Internally Assessed * Externally Moderated |
| **Assessment** | * Continual Assessment – Throughout all lessons once briefs are issued. * Internal Assessment – Conducted in school by class teachers. * External Moderation – Work is selected by the exam board and sent off by teachers. * Examined Unit – Work is undertaken in school under examination conditions and then sent to the exam board. Assessment decisions made by examiner. |
| **Career opportunities** | The study of dance, particularly beyond level 2, allows access into a great range of careers across many industries. These include but not exclusively:   * Dancing * Dance movement psychotherapy * Dance teacher (Private Sector) * Dance teacher (Schools) * Primary school teacher * Arts administration * Community arts worker * Stage management * Radio presenter * Youth & community workers * Social worker. |
| **Course Requirements** | BTEC dance is a qualification that is open to all. Students considering dance should have an interest in dance and performance and must be willing to perform in front of a live audience. |
| **Further Information** | For further information please email Head of Faculty [jmallard@ketteringscienceacademy.org](mailto:jmallard@ketteringscienceacademy.org) or Dance Teacher hsambrook@ketteringscienceacademy.org |
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| **Course** | **BTEC Level 1/2 First Award in Music** |
| **Exam Board** | **Edexcel** |
| **Course Overview** | This well-rounded BTEC Music course enables students to develop their understanding of the music industry. This course allows students to develop musicality skills, as well as a deep understanding of how the music profession is built and developed. Students will be able to develop solo and group performance skills in conjunction with music promotion and publication. |
| **Course Structure** | **Unit 1 – The Music Industry**   * Exam Component * Written Paper (sat in exam hall) * 1 Hour Exam * 50 Marks   Understanding different organisations and job roles that form part of the music industry. |
| **Unit 2 – Managing a Music Product**   * Coursework Component * Management, Delivery and Promotion of a Music product (could be a Music show or a CD) * Portfolio of Coursework * Internal Assessment * External Moderation |
| **Optional Units – 2 must be completed**  Options are: Live Sound / Music Composition / Music Performance / Music Recording / Music Sequencing  The teacher, according to the strengths of the cohort, will select 2 units.   * Portfolio of Coursework * Internal Assessment * External Moderation |
| **Assessment** | * Continual Assessment – Throughout all lessons once briefs are issued. * Internal Assessment – Conducted in school by class teachers. * External Moderation – Work is selected by the exam board and sent off by teachers. * Exam Paper – The content will be taught in lessons with final assessment taking place in the main exam period of Year 11. |
| **Career opportunities** | The study of music, particularly beyond level 2, allows access into a great range of careers across many industries. These include but not exclusively:   * Musician * Music therapy * Private music teacher * Music teacher (Secondary School) * Sound technician (in broadcasting, film, video) * Arts administrator * Broadcast engineer * Community arts worker * Events management * Radio producer * Radio broadcast assistant * Theatre stage management. |
| **Course Requirements** | BTEC music is a qualification that is open to all. However students considering music should have:   * An interest in music – playing instruments and understanding the music industry * Prior performance experience * Be willing to perform in front of audience members * Prior instrumental or vocal experience is highly desirable although this does not need to have been graded. |
| **Further Information** | For further information please email Head of Faculty [jmallard@ketteringscienceacademy.org](mailto:jmallard@ketteringscienceacademy.org) or Lead Teacher for Music [jdolby@ketteringscienceacademy.org](mailto:jdolby@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **GCSE (9-1) Music** |
| **Exam Board** | **Edexcel** |
| **Course Overview** | Music is a powerful subject that encourages and enriches students to develop their intellectual curiosity and creativity. It is designed to create a well-rounded musician in terms of music performance, composition and appraisal of music. The qualification focuses on the understanding of 4 key areas of music and the key language attached to them. It also focuses on composing in different and interesting styles, along with the importance of music performance. Students who select music must play an instrument (including singing) or be willing to take lessons in order to develop musical skills for the course |
| **Course Structure** | **Component 1 – Performing**   * Solo performance * Ensemble performance * Approaches to performing |
| **Component 2 – Composing**   * Developing musical ideas * Compositional techniques and strategies * Ensuring technical control and coherence * Methods of notating composition scores |
| **Component 3 – Appraising**   * Musical elements * Musical contexts * Musical language * Areas of study   - Instrumental Music 1700 – 1820  - Vocal Music  - Music for stage and screen  - Fusions |
| **Assessment** | **Component 1 – Performing**   * 2 performances * 1 solo performance * 1 ensemble performance * 30% of the qualification 30 marks   **Component 2 – Composing**   * 2 compositions * 1 composition to a given brief * 1 free composition * 30% of qualification 30 marks   **Component 3 – Appraising**   * Written exam * 1 hour and 45 minutes |
| **Career opportunities** | The study of music, particularly beyond GCSE allows access into a great range of careers across many industries.  These include by not exclusively:   * A level Music * A level Music Technology * BTEC Level 3 in Music Performance * Music Teacher * Music Therapist * Musical Director * Musical Arranger and composer |
| **Course Requirements** | GCSE music is a qualification that is suited to students who can already play an instrument to a grade 3 standard, which will enable them to secure the highest possible attainment. It requires students to read basic music notation and understand basic music terminology. Students considering music should also have an interest in music performance and composition. |
| **Further Information** | For further information please email Head of Faculty [jmallard@ketteringscienceacademy.org](mailto:jmallard@ketteringscienceacademy.org) or Lead Teacher for Music [jdolby@ketteringscienceacademy.org](mailto:jdolby@ketteringscienceacademy.org) |
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| **Course** | **GCSE Design and Technology** |
| **Exam Board** | **AQA** |
| **Course Overview** | GCSE Design and Technology enables students to design and make products with creativity and originality applying technical and practical expertise and through using a range of materials and techniques.  Students will also be prepared to participate in an increasingly technological world and will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. This course has **50% non-exam assessment** in order to recognise the importance of practical work within this subject. |
| **Course Structure** | During year 10 students will learn through a series of practice projects theory for the Paper 1 examination  **Core technical principles**   * new and emerging technologies * energy generation and storage * developments in new materials * systems approach to designing * mechanical devices * materials and their working properties.   **Technical principles:**   * selection of materials or components * forces and stresses * ecological and social footprint * sources and origins * using and working with materials * stock forms, types and sizes * scales of production * specialist techniques and processes * surface treatments and finishes.   **Designing and making principles:**   * Investigation of primary and secondary data * environmental, social and economic challenges * the work of others * design strategies * communication of design ideas * prototype development * selection of materials and components * tolerances * material management * specialist tools and equipment * specialist techniques and processes |
| **Non Exam Assessment**  From June of year 10 and then throughout year 11, students will undertake a substantial design and make activity from a context set by the exam board. This will include: identifying and investigating design possibilities; producing a design brief and specification; generating and developing design ideas; realising the design ideas and analysing & evaluating.  Students will produce a 3-dimensional prototype and a portfolio of evidence. |
| **Assessment** | **Paper 1:**   * 2 hours * 100 marks * 50% of GCSE   **Non Exam Assessment**   * Approximately 35 hours * 100 marks * 50% of GCSE |
| **Career opportunities** | The study of Design and Technology particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * industrial/product designer * architect * Car designer * furniture designer * interior and spatial designer * teacher * exhibition designer * clothing/textile technologist * colour technologist * automotive engineer * mechanical Engineer * electrical Engineer * graphic designer * materials engineer * production designer, theatre/television/film * purchasing manager. |
| **Course Requirements** | GCSE Design and Technology is a qualification that is open to all. |
| **Further Information** | For further information please email Head of Department [aold@ketteringscienceacademy.org](mailto:aold@ketteringscienceacademy.org) |
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| **Course** | **GCSE (9-1) Food Preparation and Nutrition** |
| **Exam Board** | **EDUQAS** |
| **Course Overview** | GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.  Food preparation skills are integrated into five core topics:   1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance. |
| **Course Structure** | **Paper 1: Food preparation and nutrition**   * Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above. |
| **Non-exam assessment**   * **Task 1: Food investigation:** Assesses students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. * **Task 2: Food preparation:** Assesses Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. |
| **Assessment** | **Paper 1: Food preparation and nutrition**   * Written exam * 1 hour 45 minutes * 100 marks * 50% of GCSE   **Non-exam assessment**   * Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. * Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. |
| **Career opportunities** | The study of food technology, particularly beyond GCSE allows access into a great range of careers across many industries. These include but not exclusively:   * chef * baker * barista * butcher * product development * catering * buying * marketing * publican * food technologist * waiting staff. |
| **Course Requirements** | GCSE Food Preparation and Nutrition is a qualification that is open to all. |
| **Further Information** | For further information please email Head of Department [hdodd@ketteringscienceacademy.org](mailto:hdodd@ketteringscienceacademy.org) |
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| **Course** | **GCSE (9-1) Textile Design** |
| **Exam Board** | **AQA** |
| **Course Overview** | **Year 10:** **Component 1 (8204/C)**: Five textile foundation assignments each of 6 weeks duration, chosen *for example* from – Fashion Visualisation, Woven Recyclables, Printed Textiles, Embroidered Textiles, Personal Branding, Garment Production, Installation Textiles; one of the five foundation assignments is extended into a larger personal assignment. Relevant drawing and annotation integrated throughout.  **Year 11:** **Component 1**: One extended textile project of approximately twelve weeks integrating the skills, knowledge and attitudes developed during year 10 on a textile theme set by the teacher and developed individually and independently by the student.  **Component 2 (8204/X)**: An extended creative textile response to one of seven themes set by AQA culminating in a ten-hour period of unaided supervised work in examination conditions. Relevant drawing and annotation integrated throughout. |
| **Course Structure** | **COMPONENT 1 PORTFOLIO**  96 marks, 60% of GCSE   * A selection of textile work including annotation and drawing activity. * A sustained textile project developed through an extended creative textile response to a brief evidencing the journey from initial engagement to realisation of intentions. * A selection of other textile work such as trials, experiments, workshops, foundation assignments and independent study. |
| **COMPONENT 2 EXTERNALLY SET ASSIGNMENT**  96 marks, 40% of GCSE   * An extended creative textile response to one of seven themes set by AQA. * The submission for Component 2 must evidence engagement with all four assessment objectives and must also evidence annotation and drawing activity integrated throughout. * Preparatory period begins on 2nd January of year 11 and culminates in ten hours of supervised unaided work over 2 days in examination conditions. |
| **Assessment** | **COMPONENT 1 PORTFOLIO**  96 marks, 60% of GCSE  **COMPONENT 2 EXTERNALLY SET ASSIGNMENT**  96 marks, 40% of GCSE |
| **Career opportunities** | The study of Textiles, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * artist * teacher * museum/gallery curator * printmaker * craft-maker * textile consultant * interior designer * fabric designer * fashion buyer * fashion illustrator |
| **Course Requirements** | GCSE Textile Design is a qualification that is open to all, however it cannot be taken alongside GCSE Art and Design. |
| **Further Information** | For further information please email Head of Department [mbean@ketteringscienceacademy.org](mailto:mbean@ketteringscienceacademy.org) |
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| **Course** | **GCSE (9-1) Religious Studies A** |
| **Exam Board** | **AQA** |
| **Course Overview** | The specification covers the content laid down by the Department for Education for GCSE RS.  Pupils will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society.  The religious traditions of Great Britain are, in the main, Christian, however the knowledge and understanding required covers the diversity in contemporary British society including non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content. |
| **Course Structure** | **Unit 1 The study of religions: beliefs, teachings and practices.**  Pupils will study Christianity and one other religion from:   * Buddhism, Hinduism, Islam, Judaism or Sikhism. * In Christianity pupils will study key beliefs on the nature of God and Jesus; worship and prayer, rites of passage, pilgrimage and festivals, the role of the church in the local and worldwide community. |
| **Unit 2 Religious, philosophical and ethical studies.**   * **Theme B**: Religion and Life - origins of the universe, use and abuse of the environment, use and abuse of animals, abortion, euthanasia, beliefs about death and the afterlife. * **Theme D**: Religion, Peace and Conflict – Just war, holy war, terrorism, pacifism, violence, nuclear weapons, WMD, peace-making and the work of individuals, responses to victims of war and the work of one organisation * **Theme E**: Religion, Crime and Punishment – reasons for crime, different types of crime, aims of punishment, treatment of criminals, forgiveness, the death penalty * **Theme F**: Religion, Human Rights and Social Justice – prejudice and discrimination, issues of equality, human rights, social justice, wealth and poverty, exploitation of the poor, charity. |
| **Assessment** | **Component 1: The study of religions: beliefs, teachings and practices**   * Written exam * 1 hour 45 minutes * 96 marks (plus 5 marks for spelling, punctuation and grammar -*SPaG*) * 50% of GCSE   **Unit 2 Religious, philosophical and ethical studies.**   * Written exam * 1 hour 45 minutes * 96 marks (plus 5 marks for spelling, punctuation and grammar -*SPaG*) * 50% of GCSE |
| **Career opportunities** | The study of theology, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * teaching * The Clergy * politics * retail * journalism * armed forces * The Police force * prison and probation services, * social work * solicitors and lawyers * local government and councils. |
| **Course Requirements** | GCSE Religious Studies is a qualification that is open to all. |
| **Further Information** | For further information please email Mrs Denis [gdenis@ketteringscienceacademy.org](mailto:gdenis@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **GCSE (9-1) Physical Education** |
| **Exam Board** | **AQA** |
| **Course Overview** | The new reformed GCSE in Physical Education is a science based course where students’ learning is divided between developing an understanding of the human body, its systems and how we can train to enhance practical performance; and practical performance across a range of subjects. |
| **Course Structure** | **Paper 1 – The human body and movement in physical activity and sport**   * Applied anatomy and physiology * Movement analysis * Physical training * Use of data |
| **Paper 2 - Socio-cultural influences and well-being in physical activity and sport**   * Sports psychology * Socio-cultural influences * Health, fitness and well-being * Use of data |
| **Non-exam assessment; Practical performance in physical activity and sport**   * Practical performance in three different physical activities in the role of player/performer: one in a team activity, one in an individual activity and a third in either. * Analysis and evaluation of performance to bring about improvement in the activity. |
| **Assessment** | **Paper 1 – the human body and movement in physical activity and sport**   * Written exam * 1hr 15 minutes * 78 marks * 30% of GCSE   **Paper 2 - Socio-cultural influences and well-being in physical activity and sport**   * Written exam * 1hr 15 minutes * 78 marks * 30% of GCSE   **Non-exam assessment; Practical performance in physical activity and sport**   * Assessed by teachers * Moderated by AQA * 100 marks * 40% of GCSE |
| **Career opportunities** | The study of physical education, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * sports coach * physiotherapist * chiropractor * PE teacher * sports psychologist * personal trainer * sports scientist * sports analyst. |
| **Course Requirements** | GCSE Physical Education is a qualification that is open to all.  However students considering this course should be aware of the high scientific content of the course. Students are also expected to be actively participating in sport outside of school as well as within school. A moderate level of fitness is needed to fully participate in this course. |
| **Further Information** | For further information please email Head of Department Mr Haywood [lhaywood@ketteringscienceacademy.org](mailto:lhaywood@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **Level 1/2 Cambridge National Certificate in Sport Studies** |
| **Exam Board** | **OCR** |
| **Course Overview** | By completing this course, learners will explore a range of topical and contemporary issues in sport relating to participation levels and barriers; the promotion of values and ethical behaviour through sport; the role of high-profile sporting events and national governing bodies in advancing sports’ attempts to positively impact upon society and showcase their worth beyond providing entertainment. |
| **Course Structure** | The Level 1/2 Cambridge National Certificate in Sport Studies is taught over 120 guided learning hours. It has core and optional specialist units.  Learners must complete the 4 core units.  This Level 1/2 Cambridge National Certificate in Sport Studies has units that internally assessed and a unit that Edexcel sets and marks (external). |
| **Unit 1 Contemporary Issues in Sport**   * Written exam (1 hour) * Externally assessed |
| **Unit 2 Developing Sports Skills (Practical unit)**   * Portfolio * Internally assessed. * Externally moderated. |
| **Unit 3 Sport and the Media**   * Portfolio * Internally assessed. * Externally moderated. |
| **Unit 4 Sports Leadership**   * Portfolio * Internally assessed. * Externally moderated. |
| **Assessment** | * Continual Assessment – Throughout all lessons once briefs are issued. * Internal Assessment – Conducted in school by class teachers. * External Moderation – Work is selected by the exam board and sent off by teachers. * Exam Paper – The content will be taught in lessons with final assessment taking place in the main exam period of year 11. |
| **Career opportunities** | The study of physical education, particularly beyond GCSE allows access into a great range of careers across many industries. These include but not exclusively:   * sports coach * physiotherapist * chiropractor * PE teacher * sports psychologist * personal trainer * sports scientist * sports analyst |
| **Course Requirements** | The Level 1/2 Cambridge National Certificate in Sport is a subject open to all students.  However, students considering this course should be aware of the high scientific content of the course. Students are also expected to be actively participating in sport outside of school as well as within school. A moderate level of fitness is needed to fully participate in this course. |
| **Further Information** | For further information please email Head of Department Mr Haywood [lhaywood@ketteringscienceacademy.org](mailto:lhaywood@ketteringscienceacademy.org) |
| **Notes** |  |
| **Course** | **GCSE Media Studies** |
| **Exam Board** | **EDUQAS** |
| **Course Overview** | GCSE Media Studies gives students the chance to develop a critical understanding of the role of the media in daily life. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work. |
| **Course Structure** | **Theoretical Framework**  This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four inter-related areas:  **media language**: how the media through their forms, codes and conventions communicate meanings  **representation**: how the media portray events, issues, individuals and social groups  **media industries**: how the media industries' processes of production, distribution and circulation affect media forms and platforms  **audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.  **Component 1:** **Exploring the Media**  **Section A: Exploring Media Language and Representation**  This section assesses media language and representation in relation to two print media forms. Questions will be on one pre-studied media text and one unseen product.  **Section B:** **Exploring Media Industries and Audiences**  This section assesses two of the following media forms: film, newspapers, radio, video games.  **Component 2**: **Understanding Media Forms and Products**  This component assesses all areas of the theoretical framework and contexts of the media in  relation to television and music.  **Section A: Television**  **Section B: Music (music videos and online media)** |
| **Component 3:** Creating Media Products  An individual media production for an intended audience in response to a choice of briefs set by the exam board, applying knowledge and understanding of media language and representation. |
| **Assessment** | **Component 1: Exploring the Media**   * Written examination: 1 hour 30 minutes * 40% of qualification   **Component 2: Understanding Media Forms and Products**   * Written examination: 1 hour 30 minutes * 30% of qualification   **Component 3: Creating Media Products**   * Non-exam assessment * 30% of qualification |
| **Career opportunities** | The study of media studies, particularly beyond GCSE, allows access into a great range of careers across many industries. These include but not exclusively:   * media planner * multimedia specialist * programme researcher, broadcaster/film/video * public relations officer * runner, broadcasting/film/video * television/film/video producer * advertising * broadcast journalist * editorial assistant * event organiser * journalist * market researcher |
| **Course Requirements** | GCSE Media Studies is a qualification that is open to all. |
| **Further Information** | For further information please email Head of department [jevans@ketteringscienceacademy.org](mailto:jevans@ketteringscienceacademy.org) |
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