

April 2026

Dear parent/carer

As you will be aware from the email sent earlier this week, your child will be bringing home a copy of the GCSE Options booklet on Thursday, 23 April, which provides you with all the information that you need to help your child select their GCSE and vocational subject choices. Please take the time to read it through thoroughly with your child as it is designed to answer any questions that you may have.

To help you and your child choose, I would like to invite you to our Options Evening on Thursday, 23 April, starting from 6.00 pm.

During the evening, there will be the opportunity to hear a short presentation given by myself (6.00 pm, 6.45 pm and 7.30 pm in the Drama Studio), where I will explain how the options process works. In addition, you and your son/daughter will be able to meet the subject leaders and discuss with them what options might be appropriate for them.

To further support your child's choices, Mr Lucas, Head of Careers will be available to discuss how KS4 choices may impact future careers and next steps after leaving Goldington, whether that be college, sixth form or apprenticeships.

In addition to English Language, English Literature, mathematics, PE and Life Skills, all children will spend six hours in Year 10 and five hours in Year 11 per week studying physics, biology and chemistry, whether they study separate science or combined science. The school will recommend which of these courses is better suited for your child to study in Key Stage 4.

Students can make their option choices using the Bromcom student portal or app from Thursday, 23 April. We have attached some guidance notes to assist you in completing the option process. However, should you require any further assistance or want to provide us with any additional information relating to your child's option choices, please contact Mr Stonestreet ([StonestreetR@goldington.beds.sch.uk](mailto:StonestreetR@goldington.beds.sch.uk)).

Option choices need to be completed and submitted by Tuesday, 5 May 2026.

We plan to let your child know before the end of the academic year the option choices he/she has been allocated with this process.

Yours sincerely

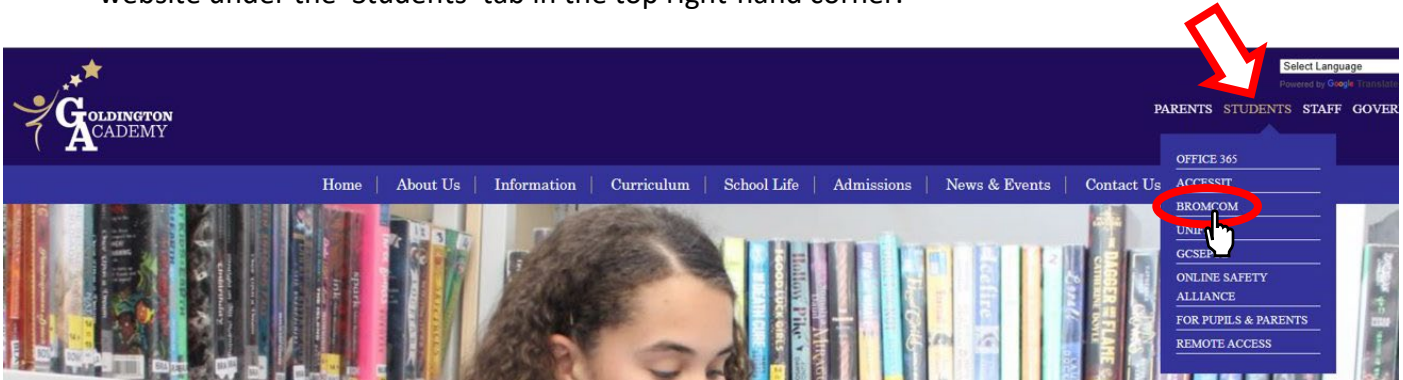


**Francis Galbraith**  
Principal

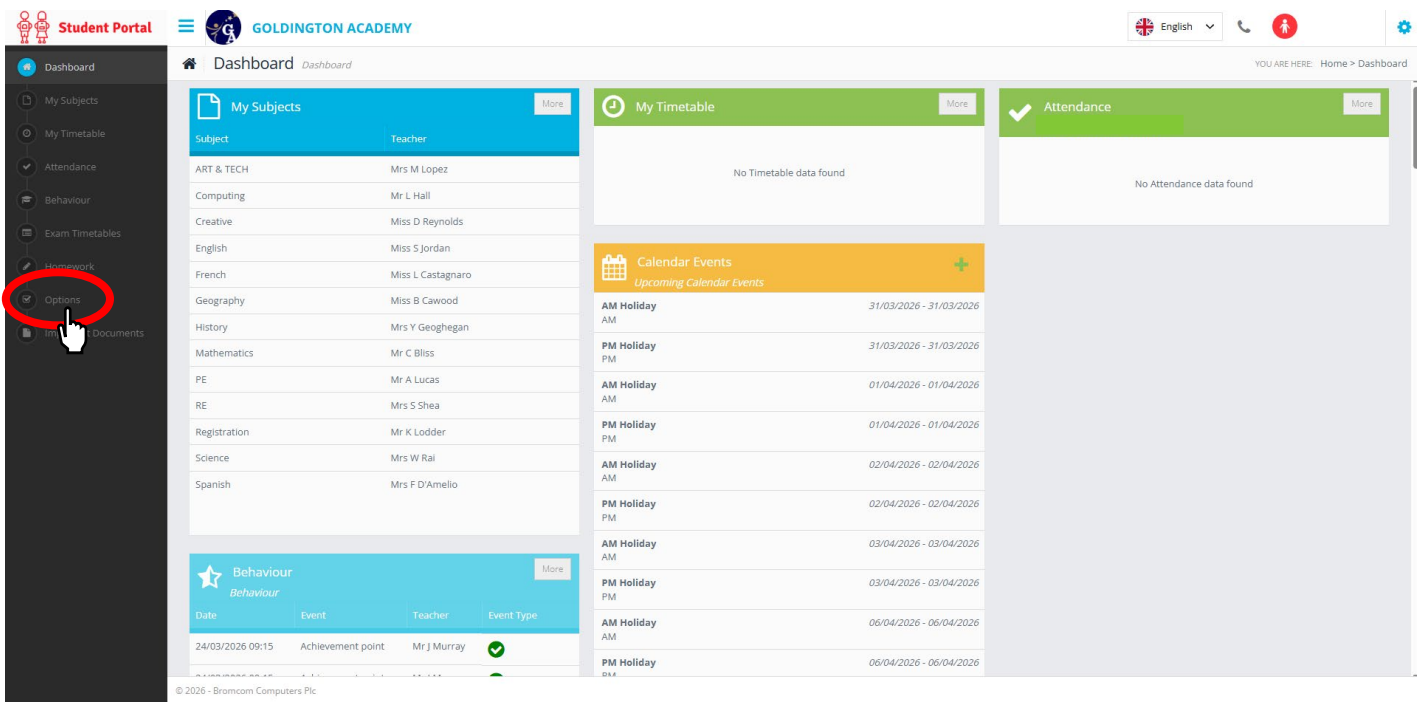
## Year 9 Options – ‘How To’ guide

### ACCESSING THE OPTIONS PORTAL

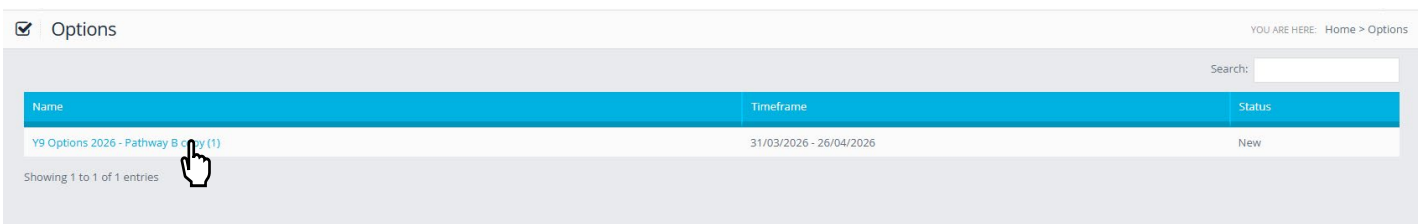
1. Students need to log in to their Bromcom account via the student app, or by accessing the Student Portal on a PC or laptop. A link to the Bromcom Student Portal page can be found on the school website under the ‘Students’ tab in the top right-hand corner.



2. Once you have logged in, click on ‘Options’ on the left-hand side.



3. This will then display pathway that you have been allocated to. Click on the ‘Y9 Options 2026’ link to take you through to the Options selection page.



## HOW TO CHOOSE YOUR OPTIONS

1. Once you have accessed the link, you will be taken to the main selection page. Please read through all the information in the blue box and follow the on-screen instructions.

The screenshot shows the Goldington Academy logo at the top, followed by the title "GOLDINGTON ACADEMY". Below this is a blue box containing the following text:

**Y9 GCSE Options 2025 - Pathway A**  
**Name:** \_\_\_\_\_ **Tutor group:** \_\_\_\_\_  
This form allows you to make your GCSE choices.  
You need to choose one humanities subject and two additional options from the open group that you would like to study, plus a reserve.  
**Common rules:** Total Main choices 3 Total Reserves 1 • A subject can only be selected once as a main or reserve choice • You may only choose one of these subjects as a main choice: Physical Education GCSE, Sports Studies

Below the blue box is a progress indicator with three steps: 1 (highlighted in a blue circle), 2, and 3.

The main content area is titled "Humanities" and contains the instruction "Pick 1 choices from Humanities". Below this is a "Choice 1" section with a drop-down menu currently showing "Select Item".

At the bottom right of the form are two buttons: "Save for later" and "Next →".

2. Click on the drop-down box and select either Geography or History. Click 'Next' once you are happy with your choice.

This close-up screenshot shows the "Humanities" section of the form. The "Choice 1" drop-down menu is open, displaying a search bar and a list of options: "Geography" and "History". A hand cursor is pointing at the "History" option, which is highlighted. Below the list are the "Save for later" and "Next →" buttons. A hand cursor is also pointing at the "Next →" button.

3. In some cases, you will be required to pick more than one option, plus a reserve. Use the drop-down box again and select a subject from the list. The order in which you select these subjects will determine your order of preference. Please note the reserve option must be different to *Choice 1* and *Choice 2*. Click 'Next' once you are happy with your choices.

### Open

Pick 2 choices from Open • Choose exact 1 reserve subjects from Group Open

Choice 1: Psychology

Choice 2: Enterprise & Marketing

Reserve 1: Art & Design

Previous Save for later **Next →**

PLEASE NOTE: Some subjects can be listed in two different blocks. For example, if you want to study Geography and History, you can choose one option in the Humanities block and the other option in the Open block.

### Open

Pick 2 choices from Open • Choose exact 1 reserve subjects from Group Open

Choice 1: History

Choice 2: Art & Design

Reserve 1: Design Technology

Previous Save for later **Next →**

4. Once you have selected all your choices, you will see the screen below. If you wish to edit any of these choices, click on the blue 'Edit' icon.

Please check your subject order of preference before submitting. ☰ Set Preference

---

Humanities Select only 1 subject from Group Humanities  Edit

Geography Preference 1

---

EBACC 2 Select only 1 subject from Group EBACC 2  Edit

French Preference 2

---

Open subjects Select 2 subjects from Group Open subjects • Select exact 1 reserve subjects from Group Open subjects  Edit

Art & Design Preference 3

Dance Preference 4

R1. Psychology Reserve

A form can only be submitted once and cannot be changed later. If you would like to modify it, use the Save for later button. If you go back, the preferences will be reset. You may need to check the preferences again

Previous Save for later  Submit

PLEASE NOTE: You are unable to study both Physical Education and Sports Studies. You will receive a red error message if both of these have been selected.

Open Pick 2 choices from Open • Choose exact 1 reserve subjects from Group Open  Edit

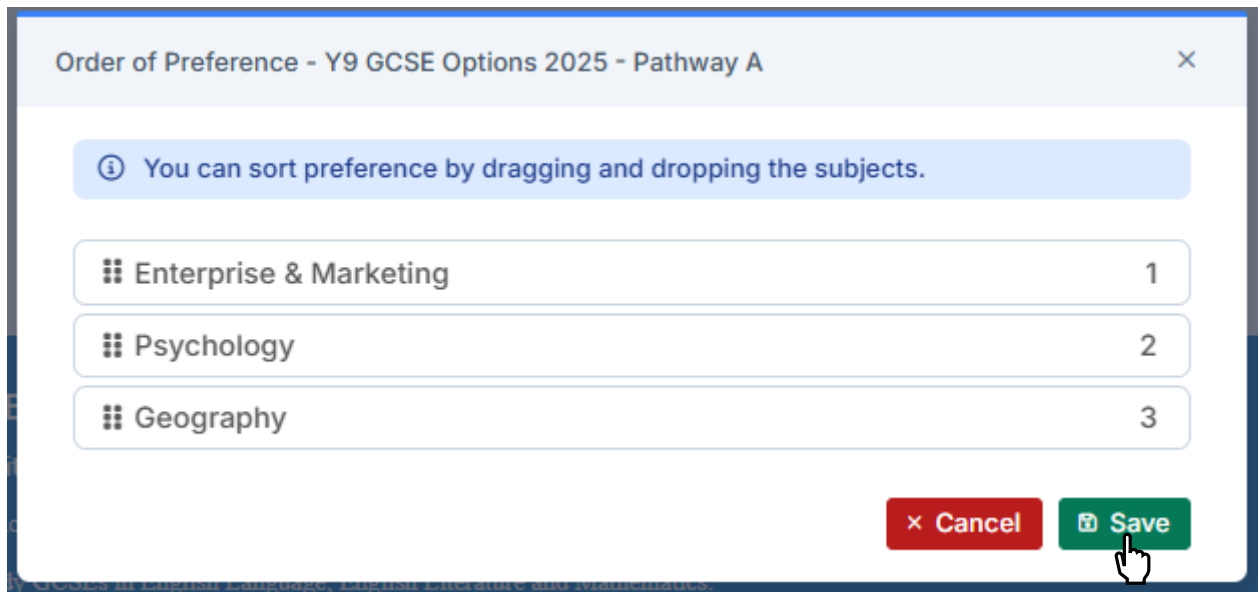
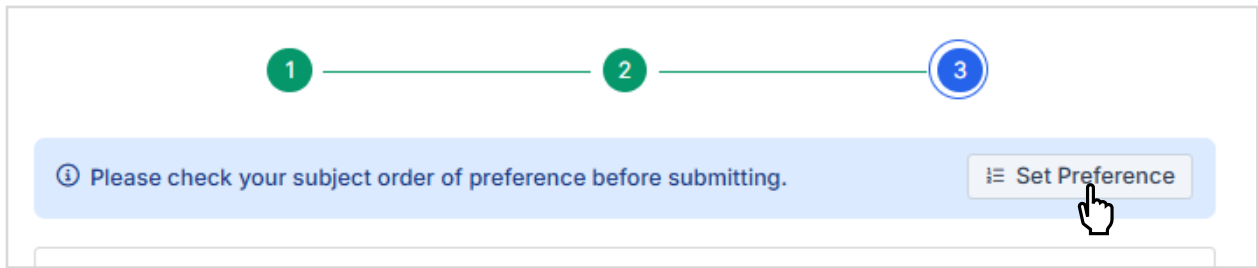
Physical Education GCSE Preference 2

Sports Studies Preference 3

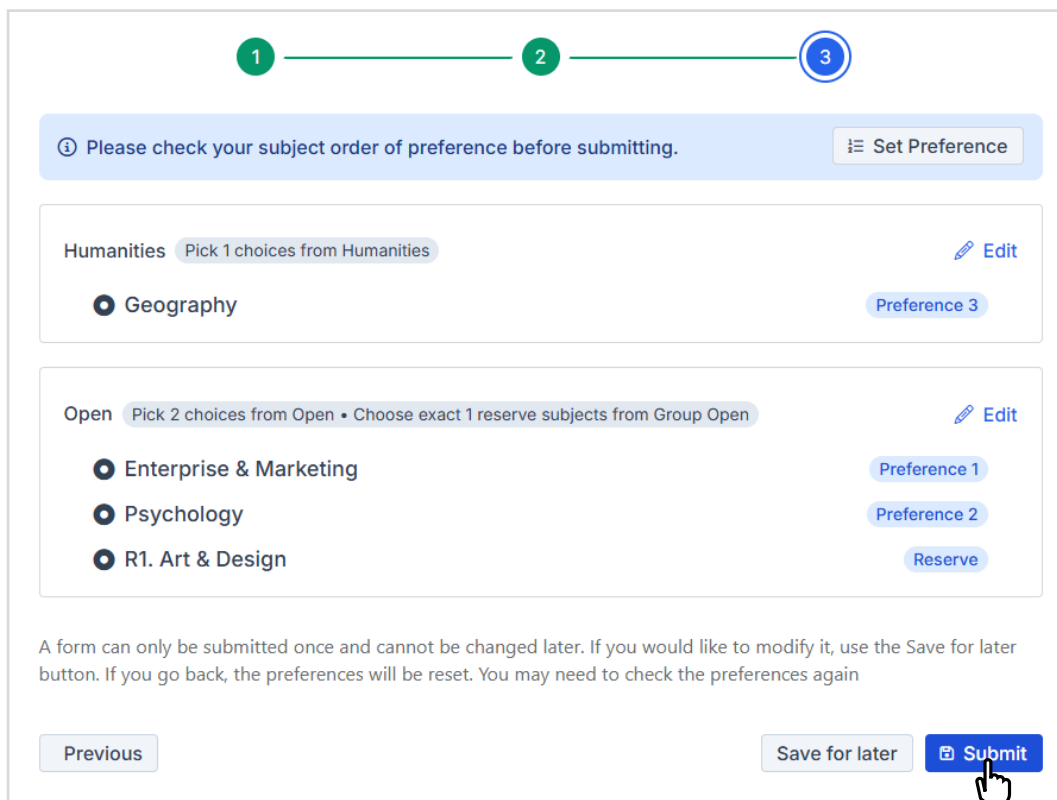
R1. Art & Design Reserve

Rule not met: You may only choose one of these subjects as a main choice: Physical Education GCSE, Sports Studies

5. If you wish to change your order of preference, click on the 'Set Preference' button at the top of the screen. You can then drag and drop the subjects to change the order. Click 'Save' to confirm and changes.



6. Once you are happy with your choices and order of preference, click 'Submit'. However, if you would like to modify your choices at a later date, click 'Save for later'. **Please note, once your choices have been submitted, you are unable to amend them.**





## OPTIONS BOOKLET APRIL 2026





Engaging minds. Nurturing success. Inspiring futures.

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**Website:** www.goldington.beds.sch.uk

**Principal:** Mr. Francis Galbraith BSc (Hons), NPQH, MBA

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## Goldington Academy

### Options Booklet 2026

#### Key Dates

|  |   |
|--|---|
| <b>Thursday, 23 April</b>  | GCSE Option Evening for students and parents<br>6.00 pm – 8.00 pm |
| <b>Tuesday, 5 May</b>  | Students submit their option choices                              |
| Letters confirming the allocation of subjects will be issued<br>before the end of the academic year. |   |

## Core GCSE Subjects

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| English Language & English Literature | 4    |
| Mathematics                           | 6    |
| Science (separate or combined)        | 8    |

## Optional GCSE Subjects

| GCSE Qualifications |    |
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| Computer Science    | 13 |
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| French              | 19 |
| Geography           | 21 |
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## Optional Vocational Qualifications

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## **Subject Name: ENGLISH LANGUAGE AND ENGLISH LITERATURE (AQA)**

### **Course content and structure**

Students will pursue a course leading to the award of two separate GCSE 9-1 qualifications at the end of Year 11. These GCSEs are assessed entirely by examinations of which there will be four in total.

#### GCSE English Language

Paper 1: Explorations in creative reading and writing. Written paper – 1 hour 45 minutes – 50%.

Paper 2: Writers' viewpoints and perspectives. Written paper – 1 hour 45 minutes – 50%.

Non-examined assessment: Spoken Language.

#### GCSE English Literature

Paper 1: Shakespeare and the 19<sup>th</sup> Century novel. Written paper – 1 hour 45 minutes – 40%

Paper 2: Modern texts and poetry. Written paper – 2 hours 15 minutes – 60%.

### **Home learning**

In addition to homework set, students will be at a great advantage if they read and revise the texts that they are studying at home. As the courses are 100% examination, revisiting and revising throughout the course will help students to retain key knowledge and ideas.

The exam board has recommended that students read as widely as possible. Therefore, they should read not only fiction but also from a range of different genres such as newspapers, letters, journals and critical essays. Fiction should also be from the 19<sup>th</sup> century as well as the 20<sup>th</sup> century to ensure that they experience challenging texts for the exams. A suggested reading list is available on the website.

<https://www.goldington.beds.sch.uk/ckfinder/userfiles/files/Curriculum/English/Year-9-10-and-11-recommended-reading-list-002.pdf>

### **Supporting trips and activities**

There will be a variety of trips organised to see theatre productions of the texts we will be studying, giving students a valuable insight into the plays, and developing their understanding further.

### **What will my child gain from studying English?**

English is the study of language. Having a command of the spoken and written word benefits all other GCSE subjects. In addition, reading a range of literature sharpens analytical skills as well as gaining knowledge about culture, historical

contexts and the human condition.

English can help young people to:

- work independently
- be creative
- think critically and logically
- communicate ideas with confidence
- carry out research and analysis
- appreciate a range of important literature
- develop high standards of written expression

### **Why is English important to study?**

As a compulsory subject, GCSE English language provides students with the essential tools of communication to enable them to succeed in school and beyond. English Literature helps students gain a love and appreciation for a wide range of literature as well as developing the skills of analysis.

### **For further information please contact**

Mrs H Bennett-Fowlds (Head of English)  
[benneth@goldington.beds.sch.uk](mailto:benneth@goldington.beds.sch.uk)

## Subject Name: MATHEMATICS (Edexcel)

### Course content and structure

Maths GCSE is assessed by three equally weighted examinations, which must be taken at the end of the course. Over Years 10 and 11, students will continue to develop their maths knowledge, completing various units of work developing these 6 key areas:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

- Two tiers are available: Foundation (Grades 1-5) and Higher (Grades 4 - 9). **The school will recommend which paper would be best for your child to sit**
- The qualification consists of three equally-weighted written examination papers at either Foundation or Higher tier
- All three papers must be at the same tier of entry and must be completed in the same assessment series (eg. May / June 2028)
- Paper 1 is a non-calculator assessment. A calculator is allowed for Paper 2 and Paper 3
- Each paper is 1 hour and 30 minutes long
- Each paper has 80 marks
- The topics that will appear on the test will be weighted as shown in the table below

| Tier       | Topic area                            | Weighting |
|------------|---------------------------------------|-----------|
| Foundation | Number                                | 22 - 28%  |
|            | Algebra                               | 17 - 23%  |
|            | Ratio, Proportion and Rates of change | 22 - 28%  |
|            | Geometry and Measures                 | 12 - 18%  |
|            | Statistics & Probability              | 12 - 18%  |
| Higher     | Number                                | 12 - 18%  |
|            | Algebra                               | 27 - 33%  |
|            | Ratio, Proportion and Rates of change | 17 - 23%  |
|            | Geometry and Measures                 | 17 - 23%  |
|            | Statistics & Probability              | 12 - 18%  |

## Home learning

Students will have regular homework tasks to complete in order to demonstrate that they have understood what has been taught in lessons. These will be a mixture of retrieval of previously taught topics, exam style question practice or additional practice of a topic taught in recent lessons.

Students are also expected to do additional revision at home using the online platforms we provide access to, other suggested websites, past papers and revision guides.

## Supporting trips and activities

Some students may take part in the UK Maths Challenge and other competitions and enrichment events. Students on track for grade 8 or 9 at GCSE may have an opportunity to complete an additional qualification: Level 2 Certificate in Further Mathematics.

## What will my child gain from studying mathematics?

In addition to providing students with the maths skills required for life, the Edexcel GCSE aims to provide a strong foundation for further academic and vocational study and for employment. The GCSE provides students with the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes A-level mathematics as well as A-level and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial.

## Why is mathematics important to study?

Many universities, colleges and jobs insist on a high standard of mathematics GCSE from applicants.

Mathematics contains many transferable skills such as problem solving and logic, which can be useful in day to day life. Mathematics also contains many topics which relate to other areas of study.

## For further information please contact

Mrs K Jackson (Head of Mathematics)  
[jacksonk@goldington.beds.sch.uk](mailto:jacksonk@goldington.beds.sch.uk)

## **Course content and structure**

All students will complete a science course resulting in either a separate grade in each of biology, chemistry and physics or a double grade across the 3 sciences in the combined science course. **The school will recommend which paper would be best for your child to sit**

### **Who is Separate Science aimed at?**

The separate science course is aimed at students who are able to quickly grasp the most challenging scientific concepts and who wish to pursue A-Level science or science as a career.

### **Who is Combined Science aimed at?**

Combined Science is the course followed by the majority of students nationally. Slightly reduced content is taught from each of the three sciences, however, science can still be pursued in higher education with this qualification.

### **What topics will be studied in Science?**

**Biology:** Key concepts in biology (units 1 and 2): cells and control; genetics; natural selection and genetic modification; health, disease and the development of medicines; plant structures and their functions; animal coordination, control and homeostasis; exchange and transport in animals; and ecosystems and material cycles.

**Chemistry:** Key concepts in chemistry (units 1 and 2): states of matter and mixtures; chemical changes and extracting metals and equilibria; separate chemistry (units 1 and 2); groups in the periodic table; rates of reaction and energy changes; and fuels and Earth science.

**Physics:** Key concepts in physics (units 1 and 2): motion and forces; conservation of energy; waves, light and the electromagnetic spectrum; radioactivity; astronomy (separate only); energy - forces doing work; forces and their effects; electricity and circuits; static electricity (separate only); magnetism and the motor effect; electromagnetic induction; particle model; and forces and matter.

### **Will there be any coursework as part of the course?**

There will be no coursework unit in the GCSEs. Practical work is still a very important part of the science GCSEs, not only to consolidate learning, but also to develop skills in planning, analysing and evaluating. There will be 24 core practicals for the separate science course and 18 in the combined science course; 15% of the marks in the exam papers will be awarded for knowledge, understanding and application of these practical activities and the associated skills.

### **Will everyone sit the same exams at the end of the course?**

There will be foundation tier (grades 1 to 5) and higher tier (grades 4 to 9) papers. In combined science all six papers must be sat at the same tier, in separate science, individual subjects can be taken at either foundation or higher.

### **What will the assessments look like?**

The assessments will all follow the same format, regardless of subject or tier. There will be a mix of question types which will include multiple choice questions, short answer questions and longer extended answers. Questions assessing students' mathematical skills will make up 10% of the assessments for biology, 20% for chemistry and 30% for physics. There will also be some recall of equations required in physics.

| <b>Exam Paper</b> | <b>Separate Science</b> | <b>Combined Science</b> |
|-------------------|-------------------------|-------------------------|
| Biology paper 1   | 1 hour 45 minutes       | 1 hour 10 minutes       |
| Biology paper 2   | 1 hour 45 minutes       | 1 hour 10 minutes       |
| Chemistry paper 1 | 1 hour 45 minutes       | 1 hour 10 minutes       |
| Chemistry paper 2 | 1 hour 45 minutes       | 1 hour 10 minutes       |
| Physics paper 1   | 1 hour 45 minutes       | 1 hour 10 minutes       |
| Physics paper 2   | 1 hour 45 minutes       | 1 hour 10 minutes       |

### Home learning

Students will be set weekly homework tasks. These will be a mixture of retrieval of previously taught topics, exam style question practice or additional practice of a topic taught in lesson recently.

Close to test times, students will be expected to do additional revision at home using notes in their exercise books, online activities, past papers and revision guides.

### Supporting trips and activities

A variety of science/STEM activities, clubs and trips are offered throughout the academic year.

### What will my child gain from studying science?

The syllabus will enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop an understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

### Why is science important to study?

The science GCSEs will provide the necessary foundations for a variety of different careers involving STEM subjects, such as:

- Engineering (Electronic, Chemical, Civil or Mechanical Engineer)
- IT (Games developer, Software Programmer, Network Engineer)
- Energy and Utilities (Electrician, Petroleum Engineer, Geoscientist, Plumber)
- Transport and Logistics (Mechanic, Pilot, Air Traffic Controller)
- Construction (Tradesperson, Architect, Construction Manager)
- Sports and Fitness (Athlete, Nutritionist, Physiotherapist)
- Police and Emergencies (Paramedic, CSI officer, Police Officer)

- Materials Sciences (Metallurgist, Nanotechnology researcher, Lab technician)

**For further information please contact**

Mrs S Gilbert (Head of Science) [gilberts@goldington.beds.sch.uk](mailto:gilberts@goldington.beds.sch.uk)

Miss A McKenna (Head of Biology) [mckennaa@goldington.beds.sch.uk](mailto:mckennaa@goldington.beds.sch.uk)

Mrs W Rai (Head of Chemistry) [raiw@goldington.beds.sch.uk](mailto:raiw@goldington.beds.sch.uk)

Mr O Lattimer (Head of Physics) [lattimero@goldington.beds.sch.uk](mailto:lattimero@goldington.beds.sch.uk)

## **Course content and structure**

There are two components associated with the GCSE: Component 1 refers to the personal portfolio, which accounts for 60% of the GCSE. Component 2 refers to the externally set assignment, which accounts for 40% of the GCSE.

Both components require students to show evidence of all four assessment objectives.

- to develop ideas through investigations, demonstrating critical understanding of sources
- to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- to record ideas, observations and insights relevant to intentions as work progresses
- to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Component 1 - Personal portfolio 60%

Students will follow projects and themes in order to demonstrate their ideas and creative skills. They will work with a range of media to show a journey and development of ideas and processes leading to a final piece.

### Component 2 - Externally set assignment 40%

The externally set assignment draws together the skills and creative processes acquired in Component 1. Students will present a personal response to an externally set theme. The themes are broadly based and allow students to respond individually to them.

To enable students to develop ideas, they will have a sustained period of preparatory studies. This will comprise a portfolio of development work through studies, experimentation and contextual research. Under a 10 hour period of examination, the students will work unaided to produce a final personal response to the theme.

## **Home learning**

Students will need to continue to work at home in order to have completed portfolios. Students will also be expected to research artworks and artists.

## **Supporting trips and activities**

The course will include a ceramic workshop to enrich the students' understanding of clay and to inspire themes. Students will also have the opportunity to visit a gallery.

## What will my child gain from studying art and design?

An art student gains more than a qualification. They gain the ability to think creatively and critically. They reimagine the world and ideas. They analyse, problem solve, produce work they feel proud of, and display their work visually as a means to share ideas. Most importantly, if a student has a passion for art, they gain an opportunity and space to focus and enjoy creating.

## Why is art and design important to study?

Art and design allows students to question concepts and express their own views in a visual way. By choosing to study art as a GCSE option, students are given the opportunity to develop the skills necessary to progress on to AS and A-Level art subjects. Once the foundations are set, there are a number of career opportunities that can be followed such as:

- Exhibiting artist
- Graphic designer
- Illustrator
- Architect
- Art Therapist

## For further information please contact

Mrs M Lopez (Head of Art)  
[lopezm@goldington.beds.sch.uk](mailto:lopezm@goldington.beds.sch.uk)

## **Course content and structure**

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program - that is to write computer code - because this is the means by which computational thinking is expressed. The course topics covered are:

- Computer hardware / software
- Inputs / outputs / storage
- Computer networking
- Security and encryption
- Moral, social and ethical Issues
- System lifecycle
- Communications and internet technologies
- Computer architecture, languages and operating systems
- Python Programming
- Logic gates / Binary and Boolean algebra
- Pseudocode and flowcharts
- Algorithm design
- Programmatic problem solving
- Testing and evaluation
- Databases

Component 1: Written Paper – Computer Systems – 1 hour 30 minutes – 50% weighting

Component 2: Written Paper – Computational thinking, algorithms and programming – 1 hour 30 minutes – 50% weighting

## **Home learning**

It is expected that students will continue to reinforce their learning outside of lessons by completing tasks that have been set to be done at home, continuing to work on projects that are currently in progress, as well as reading relevant course material in preparation for the following lesson.

## **Supporting trips and activities**

National Museum of Computing / Bletchley Park  
Hackathon for the most able programmers

## **What will my child gain from studying computer science?**

Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They will also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

## Why is computer science important to study?

Computer Science is an ideal foundation for further study in computer science. Understanding the principles of computer science provides learners with the underpinning knowledge required for many other subjects in science and engineering. In addition, the skills learnt can also be used in everyday life.

In order to study Computer Science, it is recommended that your child is a competent mathematician at a grade of 4 or higher.

## For further information please contact

Dr A Martinez (Head of Computer Science)  
[martinezguimeraa@goldington.beds.sch.uk](mailto:martinezguimeraa@goldington.beds.sch.uk)

## **Course content and structure**

GCSE Dance is split into 2 components: performance and choreography, and dance appreciation.

### Component 1: Performance and choreography

#### *Performance work (30% / 40 marks of GCSE)*

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

#### *Choreography (30% / 40 marks of GCSE)*

Solo **or** group choreography

- A solo (two to two-and-a-half minutes) *or*
- A group dance for two to five dancers (three to three-and-a-half minutes)

Practical work is internally marked and externally moderated

### Component 2: Dance appreciation (40% / 80 marks of GCSE)

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

Work is assessed in a **written exam** based on the students' own practice in performance and the performance and choreography and the GCSE Dance anthology.

Written exam: 1 hour 30 minutes.

Practical: 60%

Written: 40%

## **Supporting trips and activities**

Dance and theatre trips will be organised throughout the duration of the course, as well as opportunities to participate in a range of extra-curricular dance clubs, performances and in workshops with professional dancers.

## What will my child gain from studying dance?

This course hopes to inform and develop creative and artistic individuals and broaden their aesthetic, social and cultural experience through a holistic engagement with dance. As well as practical experience, it will enable critical appreciation in its physical, artistic, aesthetic and cultural contexts.

Dance offers students a unique, creative opportunity to arm themselves with valuable transferable skills including creative problem solving, team work, research, communication skills, extended writing, analysis of space and shape and reading abstract ideas through analysis.

Dance offers an opportunity to be expressive and creative using the body as a tool to communicate.

## Why is dance important to study?

Dance GCSE offers an insight into the performing arts whilst building confidence, endurance and creativity. Students will be ready to access further education across the performing arts and have the practical, theoretical and analytical skills to progress to AS and A-Level dance, performing arts or BTEC qualifications. With a whole host of transferable skills, and a workforce looking for creative minds, dance offers an opportunity to develop within the discipline of dance.

Future opportunities include:

- Professional dancer
- Teacher
- Choreographer
- Arts administrator
- Education liaison
- Theatre technician

In addition, the transferable skills learnt studying dance can be used within many other industries where workers need to offer creative solutions.

## For further information please contact

Miss D Reynolds (Head of Dance)  
[reynoldsd@goldington.beds.sch.uk](mailto:reynoldsd@goldington.beds.sch.uk)

## Subject Name: DRAMA (AQA)

### Course content and structure

GCSE Drama is split into 3 components: Understanding Drama, Devising Drama and Texts in Performance

#### Component 1: Understanding Drama (40%)

Written examination - 1 hour 45 minutes

#### Component 2: Devising Drama (40%)

Devised performance plus 2500-word written coursework

#### Component 3: Texts in Practice (20%)

Performance of two extracts from the same play to a visiting examiner

### Home learning

AQA print a text book that outlines and covers all 3 components of study.

Revision materials and further reading will be set as homework tasks during the course.

### Supporting trips and activities

Section C of component 1 requires learners to review a piece of live theatre.

Over the course of study, students can expect to take part in visiting workshops and theatre visits which will enable them to complete all components of the course effectively.

### What will my child gain from studying drama?

#### Skills -

Drama students develop excellent communication skills: verbal, non-verbal and written. Communication skills are the most important and sought-after skill that employers look for in candidates.

#### Understanding -

Drama students gain an understanding of human behaviour and psychology. They gain a better understanding of the environmental, cultural and societal perspectives in both design and performance.

#### Creative thinking & problem solving -

Creative thinking and advanced problem-solving techniques are used as a foundation in any drama training.

#### Timekeeping -

All production tasks must be completed in a professional and timely manner. There is no option to delay completion as opening night never goes away.

### Motivation & Commitment -

Theatre productions and classes demand commitment and motivation. Theatre teaches students that success comes to those who are highly committed to the task at hand and who are willing to work together. These are highly sought after and transferable qualities that are useful in all careers.

### Adaptability & Flexibility –

To be successful, students must be willing to try new ideas and accept new challenges. They must have the ability to adapt to constantly changing situations and conditions. Due to the nature of live performance, drama students must be ready for anything that might require an immediate reaction and solution.

### Dedication -

Quite possibly the single most important aspect of working in the theatre is dedication. Drama students discover that committing oneself to a given task is deeply rewarding. Employers respect workers who have learned the value of dedication.

### Self-confidence –

Drama allows you, and teaches you, to develop confidence in yourself. Your accomplishments in theatre show you that you can handle a variety of jobs, pressures, difficulties and responsibilities. You will develop a "Yes, I can!" attitude. Any employer in any field will treasure that personality trait.

## Why is drama important to study?

Drama is reflective of the world we live in. The skills development in a creative subject like drama will serve a pupil in any career choice explored.

## For further information please contact

Mrs C Millington (Head of Drama)  
[millingtonc@goldington.beds.sch.uk](mailto:millingtonc@goldington.beds.sch.uk)

## **Subject Name: FRENCH (EDEXCEL)**

### **Course content and structure**

Students will begin the GCSE French course in Year 10, with two hours of French each week. The course is made up of two tiers based on ability: the Foundation Tier (grades 1-5) and the Higher Tier (grades 4-9). Students will be advised which tier is most appropriate for them, and they will be taught in sets accordingly.

The course is made up of topics which fall under the following six broad thematic areas:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The thematic areas reflect the world our students live in and in which language is fundamental and evolving. Within those themes students will develop the four key skills of learning a language: listening, speaking, reading and writing. As well as this, students will gain a broad understanding of the culture of France and other French-speaking countries.

Students will sit exams at the end of Year 11 in each of the four skills. Each paper counts for 25% of the overall marks.

We use the very popular Studio GCSE French coursebook, which comes with excellent interactive software that students can also access at home.

### **Home learning**

Students will need to be organised and independent in their approach to home learning; they must be prepared to learn a lot of vocabulary on a regular basis, as we often have in-class vocabulary tests. All homework tasks are in the form of translation exercises, grammar exercises, practice exam papers or independent writing to be handed in on time each week.

Students are encouraged to buy the 'GCSE French: Studio Revision Guide and Workbook' which complements the Edexcel course we use in lessons very well. These guides offer listening and reading activities which students can undertake at home, to consolidate their learning in lessons and strengthen those more "reactive" language skills (listening and reading).

## Supporting trips and activities

In addition to in-lesson exposure to French-language television and films on a termly basis, we run a monthly French cinema club for KS3 and KS4 pupils, showing films in French with English subtitles to support students' understanding of the language, the culture and the GCSE themes.

We run a biennial residential trip to Paris (in October) offering an authentic opportunity to use language skills whilst experiencing the culture and atmosphere that the city has to offer: from seeing the Tour Eiffel and Sacre Coeur to visiting famous French art galleries to shopping at French markets and Parisian malls.

We also have links with staff and students at a lycée just outside of Paris, whom we try to meet up with once a year, either in France or in the UK, for opportunities to use the language with native speakers the same age as our students.

## What will my child gain from studying French?

With around 300 million speakers across five continents, French is one of the fastest growing languages in the world and an official language in 29 countries. About half of all French speakers live in Africa and we are proud to highlight the history, life and culture of francophone Africa in lessons, as well as that of European countries.

An ability to connect with so many native speakers is just one advantage to studying French - there is also evidence that acquiring a second language can improve your memory, attention span, decision-making and problem-solving skills. Your child will develop communication, presentation and soft skills that will help them connect with their audience and boost confidence.

## Why is French important to study?

The ability to speak a foreign language is a highly useful skill in today's global-facing, multicultural world. Languages are sought after in traditional fields, such as journalism, law, civil service, engineering, travel and tourism, and now are increasingly valued by employers in more modern domains, such as digital marketing, social media, sales and marketing, sport and leisure, and of course, there is also teaching (in the UK and abroad).

Choosing to study a language at GCSE will enable students to achieve the English Baccalaureate. For those hoping to go to university, it is worth considering that many require a GCSE in a modern foreign language as part of their entry requirements (even if not immediately relevant to the course being applied for).

In short, a language qualification will always be useful, no matter what you do. From going on holiday to working abroad, a language is not just a skill for school - it is a skill for life!

## For further information please contact

Mrs K Storey (Teacher of Modern Foreign Languages/Head of French)  
[storeyk@goldington.beds.sch.uk](mailto:storeyk@goldington.beds.sch.uk)

## **Course content and structure**

Students will follow the AQA GCSE Geography course leading to the award of a GCSE 9-1 qualification at the end of Year 11. The GCSE requires students to complete three units of work that are examined at the end of Year 11 in three written exams.

### Unit 1: Living with the physical environment

Written examination - 1 hour 30 min - 35%

- The challenge of natural hazards
- The living world
- Physical landscapes

### Unit 2: Challenges in the human environment

Written examination - 1 hour 30 min - 35%

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

### Unit 3: Geographical applications

Written examination - 1 hour 30 min - Pre-release resource booklet - 30%

- Issue evaluation
- Fieldwork

Geographical skills are taught throughout the course.

## **Home learning**

Students will be expected to complete all classwork and homework as appropriate. Homework tasks will be weekly, varied, exam-focused and designed to extend geographical knowledge and skills. Students will also have access to web sources to support with the retention and retrieval of knowledge.

## **Supporting trips and activities**

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork must take place on both occasions outside the classroom and school grounds.

Fieldwork - Day visits to collect data:

1. Physical Environment - Investigating coastal processes
2. Human Environment - Investigating geographical processes in a human environment

## What will my child gain from studying geography?

Geography is a desirable subject to study because it gives students a greater awareness and understanding about places and spaces, both locally and globally. It equips them with the necessary skills and knowledge to live and thrive in a globalised world. It encourages students to think critically about contemporary and historical issues. It creates opportunities for our geographers to think about future global issues and their role within this.

Skills of geographers include:

- to read and use maps, aerial photos and diagrams in a range of formats to strengthen navigation skills
- to challenge misconceptions through questioning and knowledge
- to collect, present, analyse and evaluate a range of data
- to develop critical thinking and decision-making skills
- to gain a knowledge and understanding of the world and global issues such as sustainability and climate change
- to appreciate different cultures both at home and abroad

## Why is geography important to study?

Geography is a multidisciplinary subject and is relevant and important to study as it allows for the study of physical and human environments in the context of history, science and maths. It equips students with transferrable skills which can lead to a range of career options, such as:

- Diplomat
- Town Planner
- Oceanographer
- Architect
- Volcanologist
- GIS (Geographical Information Systems)
- Marine Biologist
- Meteorologist
- Explorer
- Economic Development Advisor
- Spatial Data Analyst
- Environmental Law
- Geo-engineer
- Palaeontologist
- Forestry Commissioner
- Climate Change Advisor

## For further information please contact

Mrs D Morgan (Head of Geography)  
[morgand@goldington.beds.sch.uk](mailto:morgand@goldington.beds.sch.uk)

## **Course content and structure**

Students will follow a course leading to the award of a GCSE 9-1 qualification at the end of Year 11. The GCSE requires students to complete four separate units of study, which will be examined through two written examinations.

### **Paper 1: Understanding the modern world**

- One period study – Russia, 1894–1945: Tsardom and communism
- One wider world depth study – Conflict and tension in Asia, 1950-1975 (Korean and Vietnam Wars)

Duration: 2 hours

84 marks (including 4 marks for spelling, punctuation and grammar)  
50% of GCSE marks

### **Paper 2: Shaping the nation**

- One thematic study – Britain: Health and the people c1000 to present day
- One British depth study – Norman England, c1066-c1100

Duration: 2 hours

84 marks (including 4 marks for spelling, punctuation and grammar)  
50% of GCSE marks

The development of historical skills (including source evaluation skills) and the ability to write successfully in an extended way will feature throughout the GCSE course.

## **Home learning**

Homework will be set on a weekly basis and will take the form of completing work started in lessons (where necessary) and tasks directed at strengthening the learning from the lessons. Further enrichment tasks are readily available to extend individual learning.

## **Supporting trips and activities**

There will be enrichment activities linked to the focus of particular units of the GCSE history course, such as historical site visits or visits from educational tour companies, where appropriate.

Extra-curricular revision classes are offered from the beginning of Year 11 to assist the learning of history pupils.

## What will my child gain from studying history?

History is well-respected because of the in-depth knowledge that students gain, and the transferable skills that students develop. Skills of analysis are invaluable in many jobs, and the ability to analyse and prioritise information is vital to decision making. This not only provides a skillset, but it also keeps career options wide open. Above all, history teaches us to ask two very important questions: *why* and *how*? This develops critical thinking abilities, which combine analysis, research and extended writing, and communication skills to help solve problems and formulate arguments.

## Why is history important to study?

People who study history are essentially explorers of the past. They investigate past societies, cultures, health, education, conflicts and much more; consider how issues have developed over time, and connect the dots to understand how we reached where we are today. Studying history is also inspiring. When we discover what people have achieved against the odds and how change over time can occur, it can give us the motivation we need to succeed.

With analytical, investigative skills, students will be suited to a very wide range of careers, such as those in:

- law
- politics
- the public sector
- journalism
- business
- marketing
- economics
- teaching
- academia
- social research
- archaeology
- curation (museums, galleries, archives and libraries)
- insurance

## For further information please contact

Mr S Brown (Head of History)  
[browns@goldington.beds.sch.uk](mailto:browns@goldington.beds.sch.uk)

## Subject Name: MUSIC (OCR)

### Course content and structure

Candidates will pursue a course leading to the award of a GCSE 9-1 qualification at the end of Year 11.

#### Integrated portfolio (non-examined assessment) – 30% of total GCSE

Performance on the learner's chosen instrument (including voice). Composition to a brief set by the learner.

#### Practical component (non-examined assessment) – 30% of total GCSE

Ensemble performance. Composition to an OCR set brief.

#### Listening and appraising (exam assessment) – 40% of total GCSE

A 1 hour and 30 minutes written paper with a CD. Listening, appraisal and notation skills are assessed.

### Home learning

Developing skills on a chosen musical instrument (including voice) will be an important part of the GCSE course. For all students who select music GCSE as an option, there will be funding available for a weekly 20 minute lesson on one instrument. Strong partnership work and regular communication between the school and the peripatetic music teacher will support progress towards the performing aspects of the GCSE course. The expectation will be that students regularly spend time during evenings and weekends practising their instrument. Students will also be expected to complete other tasks at home, such as online listening and research, using apps to develop theory and aural skills, individual composition tasks and revision before key assessment points.

### Supporting trips and activities

- Regular performance opportunities - both solo and ensemble - in a range of settings (including local and national professional venues)
- Trips to see quality, live music
- Opportunities to work with a range of music professionals

### What will my child gain from studying music?

For students who choose music GCSE at Goldington Academy, a range of opportunities will be provided to develop instrumental skills and performance confidence, through a variety of events in a range of venues. They will learn to use current technology to support their musical learning in all areas. Composing skills will be developed through collaborative group work alongside individual coaching and mentoring. Students' understanding and appreciation of diverse musical genres will be developed through access to, and investigation of, a range of live and recorded music. Their love of music will be encouraged and nurtured.

GCSE music develops valuable, transferable skills, such as self-confidence, concentration, creativity, evaluation and team work. It offers choices, catering for a wide range of interests, instruments, personalities and directions. Consequently, a number of career paths and further education options in music will be open to students.

Opportunities to work with a range of music professionals throughout the course will provide an insight into various aspects of the music industry and will serve to inform students of a number of career options.

### Why is music important to study?

GCSE music is a course which inspires creativity and encourages students to broaden their musical horizons. It combines the traditional and the modern, offering exciting opportunities for students to study diverse and traditional fields, as well as develop an interest in all aspects of their musical heritage.

*Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle)*

*Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)*

### For further information please contact

Mr G King (Head of Music)  
[kingg@goldington.beds.sch.uk](mailto:kingg@goldington.beds.sch.uk)

## **Course content and structure**

GCSE PE is split into 4 components: physical factors affecting performance; socio-cultural issues, sports psychology and performance in physical education.

### Component 01: Physical factors affecting performance – 30% of total GCSE

1.1 Applied anatomy and physiology

1.2 Physical training

### Component 02: Socio-cultural issues and sports psychology – 30% of total GCSE

2.1 Socio-cultural influences

2.2 Sports psychology

2.3 Health, fitness and well-being

- Two hours of written assessment split over two examination papers (2 x 1 hour) taken at the end of the course
- A wide range of question types including multiple choice, single mark, short answer and extended response questions

### Component 04: Performance in physical education (NEA) – 40% of total GCSE

Performance of **three** activities taken from the two approved lists published by the DfE, which can be found via [OCR Entry Level Physical Education NEA Guide R463 - Version 2.4 \(January 2024\)](#)

- **one** from the 'individual' list
- **one** from the 'team' list
- **one** other from either list.
- Non-Examined Assessment (NEA) taken at the end of the course in three practical performances.

### Component 05: Analysing and Evaluating Performance (AEP), task-based NEA.

- NEA - One performance analysis task completed as coursework and submitted at the end of the course

Students will experience a mixture of theoretical and practical lessons throughout the course, however the majority of the course will be **theoretical**. There will be some time given to the development of practical performance, but this will be mostly undertaken during core PE lessons.

Students wishing to be assessed in activities outside of those offered within the Goldington Academy PE programme can be completed via extra-curricular involvement outside of school, however the activity must be on the approved list.

## **Home learning**

There is an expectation of approximately 2 hours per week of additional sporting activities undertaken by the students, either in Goldington Academy's extra-curricular programme or outside school to support the development of the non-examined assessment (practical activities).

## Supporting trips and activities

Wide ranging extra-curricular programme of activities  
Practice moderation of practical performances with other local schools

## What will my child gain from studying physical education?

### Do you...

- Want to become a personal trainer or sports coach?
- Think that physiotherapy or PE teaching might be a career choice for you?
- Want the knowledge to keep yourself fit, healthy and active for life?
- Find the human body fascinating?
- Want to learn how to train SMART, not just train harder?
- Or do you just want to develop the knowledge to get better in the sport or activity you take part in?

If so, GCSE Physical Education will be an interesting and challenging learning experience for you.

GCSE Physical Education introduces key sporting ideas and shows how these interact with practical performance.

The course will develop many transferable skills including decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

## Why is physical education important to study?

GCSE Physical Education is an excellent base for the A-Level in physical education. It can also prepare you for A-Levels in psychology and sociology. This is an excellent additional qualification for those planning to undertake the sciences with the intention to move through into medicine or physiotherapy.

Beyond A-Level, the study of physical education can lead on to university degrees in sports science, sports management, physiotherapy, teaching, healthcare or exercise and health. Physical education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more.

The transferable skills you learn through your study of physical education, such as decision making and independent thinking, are useful in any career path you choose to take.

## For further information please contact

Mr K Lodder (Head of Boys' PE)  
[lodderk@goldington.beds.sch.uk](mailto:lodderk@goldington.beds.sch.uk)

Miss C Boston (Head of Girls' PE)  
[bostonc@goldington.beds.sch.uk](mailto:bostonc@goldington.beds.sch.uk)

## Subject Name: PSYCHOLOGY (AQA)

### Course content and structure

Students will follow the AQA GCSE Psychology course leading to the award of a GCSE 9-1 qualification at the end of Year 11.

The GCSE requires students to complete two units of work that are examined at the end of Year 11 in two written exams.

#### Unit 1: Cognition and behaviour

Written examination - 1 hour 45 mins - 50%

- Memory
- Perception
- Development
- Research Methods

#### Unit 2: Social context and behaviour

Written examination - 1 hour 45 mins - 50%

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Both exams consist of multiple choice, short answer and extended writing questions.

Students will be expected to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the paper content.

Knowledge and understanding of research methods, practical research skills, mathematical skills and biology also form a key part of pupils' learning in Psychology.

### Home learning

Homework tasks will be weekly, varied and designed to extend and deepen pupils' knowledge and skills, as well as support with the retention and retrieval of knowledge and exam question application.

### Supporting trips and activities

Students will get the opportunity to visit the University of Bedfordshire to spend time in the Psychology department to take part in some interactive activities.

## What will my child gain from studying psychology?

Pupils studying psychology will hone their analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build communication skills and improve teamwork and leadership skills.

Studying psychology enables pupils to develop greater confidence in how to resolve conflict and makes sense of the world around them. Links with mathematics and biology will further deepen pupils' understanding in those areas and articulating considered responses and building structured arguments, develops important literacy skills.

## Why is psychology important to study?

GCSE Psychology provides a sound foundation for A-Level psychology.

People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine, healthcare and law.

## For further information please contact

Miss C Johnstone (Head of Psychology)  
[johnstonec@goldington.beds.sch.uk](mailto:johnstonec@goldington.beds.sch.uk)

## Subject Name: RELIGIOUS STUDIES (AQA)

### Course content and structure

Candidates will pursue a course leading to the award of a GCSE 9-1 qualification at the end of Year 11.

#### AQA Religious Studies - Full Course

UNIT 1: The study of religions: beliefs, teachings and practices  
Students will study the beliefs, teachings and practices of Christianity and Islam.

Written Paper – 1 hour 45 min – 50% of GCSE

UNIT 2: Students will study four out of the six religious, philosophical and ethical studies themes on offer. The themes that were studied with our most recent cohort are indicated with an asterisk, but these are subject to change for each cohort:

- Theme A: Relationships and families \*
- Theme B: Religion and life \*
- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict \*
- Theme E: Religion, crime and punishment \*
- Theme F: Religion, human rights and social justice

Written Paper – 1 hour 45 min – 50% of GCSE

### Home learning

Students will be expected to complete all classwork and homework as appropriate. Generally, homework will be set on a weekly basis and may take the form of completing work started in lessons, extension tasks to reinforce concepts taught; independent research, learning of key vocabulary, revision for tests and assessments, or practice of exam questions. A positive impact of home learning is that there is a wealth of online learning opportunities for students, from webinars and podcasts, to live tours around places of worship, which students will be encouraged to utilise. Homework would usually take no longer than 60 minutes.

### Supporting trips and activities

There will be optional enrichment activities (uptake permitting) linked to the focus of particular units of the RS course, such as visits to places of worship. Potential for a trip to Ely Cathedral and Cambridge Central Mosque. Trips and speakers will largely be dictated by which themes each cohort studies, for example, if Crime and Punishment is studied, we may have a speaker relating to that topic. Philosophy Club runs once a week for years 9-11. Students are also encouraged to take part in a variety of competitions linking to religion, philosophy and ethics. This year, students have entered into a variety of competitions such as RE:Online's blogging competition, the University of Exeter's theology and philosophy essay-writing competition and NATRE's 'Spirited Arts' competition. We have had several winners in these national competitions so far.

## What will my child gain from studying religious studies?

Religious studies is a rigorous academic subject in which all students are given the opportunity to develop as theological and philosophical thinkers with the ability to explain and critically analyse different religious beliefs and world views from an objective viewpoint. Students will also be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. Religious studies seeks to teach about and understand the world better. It is about people, their lives, and the issues they will face when they leave school and go into the multi-ethnic, multi-faith society which is the UK. It is not 'religious instruction' and is therefore not about making a person 'religious'. Many students go on to study religious studies and related topics at A-Level, such as philosophy, psychology and sociology. The philosophical and ethical nature of religious studies also complements topics like science for students following a medical route.

## Why is religious studies important to study?

Universities all accept religious studies, welcoming the evidence that an applicant is able to approach issues in a clear and open-minded manner. Prospective employers appreciate the emphasis on critical thinking, especially in careers that require an understanding of others and the ability to relate to people of different backgrounds. Religious studies can be beneficial to many different careers, ranging from the arts, medicine, law, civil services, the military, journalism, project management, etc. We keep in contact with some colleges, universities and employers to make links between what we teach and real-world needs. Here are a few specific examples of why religious studies might be important to your chosen career path:

**Science, health and medicine:** Religious studies has very close links with several branches of scientific study. The Religion and Life unit considers difficult subjects around life's most controversial ethical issues – from abortion and euthanasia, to the creation of the universe and climate change. Any piece of scientific research must meet moral and ethical standards. In religious studies, we explore these ethical issues and what different groups of people feel about them.

**Computer programming and software design:** It is really important for software designers and computer programmers to have a sound understanding of religion, philosophy and ethics. Programmers of Artificial Intelligence need to install moral codes of conduct into the machines that they design - whether in robots or in driverless cars - but whose morals do they install? A Christian's? A Sikh's? An Atheist's? And what happens if something goes wrong - who should be held accountable?

**Policing, law and the criminal justice system:** Religious studies is crucial in understanding human rights, where our laws stem from and why we should abide by them. Religious studies also explores instances where laws might be considered unjust, and therefore should be challenged. It is also essential to understand how crime and punishment is carried out in this country, in comparison to other countries around the world, and why that is.

## For further information please contact

Mrs Y Geoghegan (Head of Religion, Philosophy and Ethics)  
[geoghegan@goldington.beds.sch.uk](mailto:geoghegan@goldington.beds.sch.uk)

## **Subject Name: SPANISH (EDEXCEL)**

### **Course content and structure:**

Students will start to study the GCSE Spanish course in Year 10, with two hours of Spanish each week. There are two tiers for Spanish: a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students will be advised as to which tier would be most suitable for them.

As part of the GCSE Spanish course, students will develop the four key skills of speaking, listening, reading and writing. The course will focus on the following thematic areas which will apply to all four GCSE question papers:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Students will have final examinations at the end of year 11 in each of the 4 key skill areas (listening, reading, speaking and writing). These skills are all weighted equally:

25% - Listening examination

25% - Reading examination

25% - Speaking examination with class teacher

25% - Writing examination and translation

### **Home learning**

Students will need to be organised and independent in their approach to home learning; they must be prepared to learn a lot of vocabulary on a regular basis, as well as handing in weekly homework tasks on time. All homework tasks are in the form of translation exercises, grammar exercises, practice exam papers or independent writing.

Students will be encouraged to buy the revision guide and workbook which complement the course we will be using in lessons.

### **Supporting trips and activities**

Students will have the opportunity to watch films in Spanish (with English subtitles) in order to support their understanding of the language, culture and themes to be covered. There may also be the opportunity to take part in language conferences and cinema visits for relevant films.

Pupils will also have the chance to take part in a biennial residential trip to Madrid to ensure that they get an authentic opportunity to use their language skills. The trip includes a guided walking tour of Madrid, a visit to the historic heart of Madrid, a visit to the Royal Palace of Madrid, a visit to the Bernabéu stadium, churros with hot chocolate at Chocolatería San Ginés and a visit to the celebrated Prado Museum.

## What will my child gain from studying Spanish?

Spanish is the second most widely spoken language in the world, with over 400 million native speakers worldwide. Spanish is an official language on four continents and has official status in a staggering 21 countries spanning South, Central and North America, as well as Africa and Europe. The ability to speak Spanish has practical uses for travel and leisure, offers access to a wide range of different countries, and allows students to develop a deeper understanding of their own and other cultures.

## Why is Spanish important to study?

Languages are valued by employers and are particularly sought after in fields such as journalism and the media, law, engineering, business and marketing, sport and leisure, travel and tourism, civil service, banking and teaching (UK and abroad).

For students hoping to go to university, it is worth considering that many universities now require a GCSE in a modern foreign language as part of their entry requirements (even if not immediately relevant to the course of study being applied for).

Employers recognise that other skills and personal qualities are gained if you speak a second language: excellent communication skills, brilliant listening skills, determination and an exceptional ability to perform well under pressure. There is even evidence to show that acquiring a second language can improve your memory, attention span, decision-making and problem-solving skills!

In short, a language qualification will always be useful, no matter what you do. From going on holiday to working abroad, a language is not just a skill for school; it is a skill for life!

## For further information please contact:

Miss L Castagnaro (Head of Spanish)  
[castagnarol@goldington.beds.sch.uk](mailto:castagnarol@goldington.beds.sch.uk)

## Subject Name: CREATIVE iMEDIA (OCR)

### Course content and structure

Students will understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations.

Students will develop and learn practical skills that can be applied to real-life contexts and work situations and be able to think creatively, innovatively, analytically, logically and critically. They will also develop independence and confidence in using skills that would be relevant to the media industry and more widely design, plan, create and review digital media products which fit both client and target audience requirements.

### Units that are on offer are:

| Unit no. | Unit title                            | Unit ref. no. (URN) | Guided learning hours (GLH) | How are they assessed? | Mandatory or optional |
|----------|---------------------------------------|---------------------|-----------------------------|------------------------|-----------------------|
| R093     | Creative iMedia in the media industry | K/618/5870          | 48                          | E                      | M                     |
| R094     | Visual identity and digital graphics  | M/618/5871          | 30                          | NEA                    | M                     |
| R095     | Characters and comics                 | T/618/5872          | 42                          | NEA                    | O                     |
| R096     | Animation with audio                  | A/618/5873          | 42                          | NEA                    | O                     |
| R097     | Interactive digital media             | F/618/5874          | 42                          | NEA                    | O                     |
| R098     | Visual imaging                        | J/618/5875          | 42                          | NEA                    | O                     |
| R099     | Digital games                         | L/618/5876          | 42                          | NEA                    | O                     |

### 120 Guided Learning Hours

2 Mandatory units = Written Paper (60 marks) + 1 Centre Assessed Task / OCR Moderated (10 hours)

Optional = 1 unit, 10 hours (60 marks) Centre Assessed Task / OCR Moderated

### Home learning

It is expected that students will continue to work on their assessments outside of school hours. There will also be additional tasks to complete that will help to support and further the students' understanding. Students will also be required to complete subject specific reading tasks where appropriate.

### Supporting trips and activities

Sky Academy

### What will my child gain from studying creative imedia?

Students will gain a variety of skills including desktop publishing, video, audio and image editing, animation, web design and pre/post production. The fundamental ICT principles of computer systems, hardware/software and networking will also

form part of their knowledge base. On completion of the course, the students will have a rounded understanding of all of the major components that make up the modern ICT world. Alongside this, students will also fine tune their skills in literacy, numeracy and written communication, as well as verbal presentations skills.

### Course assessment

This is a Cambridge National Level 1/2 Vocational course which is equivalent to a GCSE, but it is marked on a different grading system.

| Cambridge National Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction at Level 1    | 3                     |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

### Why is creative imedia important to study?

The OCR National Certificate is the perfect springboard for further education in ICT and media.

Gaining an understanding in all of the ICT fundamentals is critical when deciding which area a student would next like to study. Covering such a variety of different topics means students will very quickly hone their skills and develop a specialisation that they can take on to further studies. This is in addition to the day-to-day life skills that they will gain from the course.

### For further information please contact

Mr L Hall (Head of Creative iMedia)

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## Subject Name: ENGINEERING DESIGN (OCR)

### Course content and structure

Engineering Design is split into 3 components which pupils will need to complete over the two-year course.

#### **Unit R038: Principles of engineering design (40%)**

An externally assessed written exam (1 hour 15 minutes) 70 marks

##### **Topics included:**

1. Design Processes
2. Design Requirements
3. Communicating design outcomes
4. Evaluating design ideas

#### **Unit R039: Communicating designs (30%)**

This is a set assignment project (10-12 hours) 60 marks which is an internally assessed and moderated externally assignment.

##### **Topic areas are:**

1. Manual production of freehand sketches.
2. Production of engineering drawings
3. Use of computer aided design (CAD)

#### **Unit R040: Design, evaluation and modelling (30%)**

This is a set assignment project (10-12 hours) 60 marks which is an internally assessed and moderated externally assignment.

##### **Topic areas covered:**

1. Product Evaluation
2. Modelling design ideas

#### **Course assessment**

This is a Cambridge National Level 1/2 Vocational course which is equivalent to a GCSE, but it is marked on a different grading system.

| Cambridge National Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction at Level 1    | 3                     |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

## Home learning

It will be of paramount importance that students extend and develop the knowledge started in school by reading around the subject, completing portfolio work, undertaking research tasks (such as analysis of existing products) and answering primary questions. In some cases, it may include visits to manufacturers or designers.

## Supporting trips and activities

Weekly drop-in sessions at school  
Colpac visit- manufacturing and design site  
Product Design STEM, UoB

## What will my child gain from studying Engineering Design?

Engineering Design is a subject that encourages students to develop and apply a range of transferable skills in addition to gaining an awareness of the world around them. Students will be encouraged to be creative within their design work and thinking, considering how to solve real life problems which can be applied to many subjects and applied to real life situations.

## Why is Engineering Design important to study?

Engineering Design will give students the opportunity to participate confidently and successfully in an increasingly technological world. Students will be able to access further education with their qualification into courses such as AS and A-Levels in design and technology and engineering. Furthermore, they will gain experiences and skills that will include CAD and CAM which will support a wide range of career and higher education avenues such as:

- Product designer
- Engineer (mechanical engineer, civil engineer, design engineer)
- Architect
- Interior manufacturer
- Theatre/stage designer
- Industrial designer
- CAD/CAM operator
- And many that have yet to be invented!

## For further information please contact

Mrs E Hulatt (Head of Design & Technology)  
[hulatte@goldington.beds.sch.uk](mailto:hulatte@goldington.beds.sch.uk)

## **Course content and structure**

This qualification has three mandatory units.

### **Unit R067: Enterprise and marketing concepts**

This is assessed by examination. In this unit, students will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

Topics include:

- Skills of an entrepreneur, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable?
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

### **Unit R068: Design a business proposal**

This is assessed by a set assignment.

In this unit, students will identify a customer profile for a specific product, complete market research to generate product design ideas and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

### **Unit R069: Market and pitch a business proposal**

This is assessed by a set assignment.

In this unit, students will develop pitching skills to be able to pitch their business proposal to an external audience. Finally, students will review their pitching skills and business proposal using the learning, self-assessment and feedback gathered.

Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch

## **Assessment information**

The exam is 1 hour and 15 minutes long and is out of 70 marks. It is worth 40% of the qualification.

Units 2 and 3 have equal weighting of 30% each. Students will need to produce a variety of evidence including written reports, collages, questionnaire/interview sheets, scripts, video recordings and keynote slides, amongst other pieces.

## **Why should I choose enterprise and marketing?**

Combines practical and written skills

A variety of ways to be assessed rather than just exams

It links to a variety of career choices.

Sets students up for A-levels or vocational choices at college.

The examined unit has some of the same topics as the coursework unit allowing students to consolidate their skills

Students will present information clearly and accurately

Make judgements and decisions replicating business scenarios

Gain practical experience pitching your product

## **Home learning**

Students must be prepared and motivated to work consistently and independently to complete the coursework tasks which are necessary to achieve the requirements of the qualification.

## **What will my child gain from studying enterprise and marketing?**

Students will develop their confidence and communication skills through their pitches. This will be a key skill for life as they can use these skills in interviews for jobs or university.

Students will also understand the importance of timescales and deadlines through completing the course. They will develop their problem solving and analytical skills which they will be able to use across the curriculum. The students will learn how to be self-reflective of their own work.

## **Course assessment**

This is a Cambridge National Level 1/2 Vocational course which is equivalent to a GCSE, but it is marked on a different grading system.

| Cambridge National Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction at Level 1    | 3                     |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

### Why is enterprise and marketing important to study?

- Combines practical and written skills
- A variety of ways to be assessed rather than just exams
- It links to a variety of career choices.
- Sets students up for A-levels or vocational choices at college.
- The examined unit has some of the same topics as the coursework unit allowing students to consolidate your skills
- Students will present information clearly and accurately
- Make judgements and decisions replicating business scenarios
- Gain practical experience pitching a product

### For further information please contact

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[lincolnm@goldington.beds.sch.uk](mailto:lincolnm@goldington.beds.sch.uk)

## **Subject Name: HEALTH AND SOCIAL CARE (OCR)**

### **Course content and structure**

Health and Social Care is split into 3 units. Two are compulsory and one is optional (chosen by the school).

#### **Mandatory unit R032: Principles of care in health and social care settings**

In this unit students will learn about the key topics that are important when caring for and protecting people in health and social care.

Topic Area 1 - The rights of service users in health and social care settings

Topic Area 2 - Person-centred values

Topic Area 3 - Effective communication in health and social care settings

Topic Area 4 - Protecting service users and service providers in health and social care settings

This unit is assessed by a 1 hour 15 minutes, externally marked examination at the end of Year 11.

#### **Mandatory unit R033: Supporting individuals through life events**

In this unit, students will learn about growth and development through the life stages. Students will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topic Area 1 - Life stages

Topic Area 2 - Impacts of life events

Topic Area 3 - Sources of support

#### **Optional Unit R034: Creative and therapeutic activities**

In this unit, students will research therapeutic activities and learn about their benefits to the service users who utilise them. They will also plan and deliver their own therapeutic activity.

Topic Area 1 - Therapies and their benefits

Topic Area 2 – Creative activities and their benefits

Topic Area 3 – Plan a creative activity for individuals or groups in a health or social care setting

Topic Area 4 – Deliver a creative activity and evaluate your own performance

### **Home learning**

Guided assessment tasks

Revision

## Supporting trips and activities

Local visits to care homes/nurseries/hospital

## What will my child gain from studying health and social care?

The Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely

## Course assessment

This is a Cambridge National Level 1/2 Vocational course which is equivalent to a GCSE, but it is marked on a different grading system.

| Cambridge National Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction at Level 1    | 3                     |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

## Why is health and social care important to study?

Learners who generally achieve at Level 2 across their key stage 4 learning might consider progression to:

- A-levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares them to enter employment.

## For further information please contact

Mrs D Ferguson (Head of Health & Social Care)  
[fergusond@goldington.beds.sch.uk](mailto:fergusond@goldington.beds.sch.uk)

## **Course content and structure**

The WJEC Level 1/2 Vocational Awards (Technical Awards) offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

### **Unit 1: The hospitality and catering industry**

In this unit, students will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety.

Topics include:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

### **Unit 2: Hospitality and catering in action**

In this unit, students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Topics include:

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

## **Home learning**

Guided coursework tasks

Revision

Practical skill checks

## **Supporting trips and activities**

Proposed trip to:

- Visits to local chef school, restaurants and local hotels
- In-house workshops by professionals such as chefs, butchers and hotel staff

## **What will my child gain from studying hospitality and catering?**

Through the two units, students will gain an overview of the hospitality and

catering industry and the type of job roles that may be available to assist them in making choices about progression.

The WJEC Level 1/2 Vocational Awards will develop:

- The skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

The WJEC Level 1/2 Vocational course is equivalent to a GCSE, but it is marked on a different grading system.

| Cambridge National Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction* at Level 1   | 3                     |
| Distinction at Level 1    |                       |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

### Why is hospitality and catering important to study?

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level 2 and Level 3 NVQ Diploma in Professional Cookery

### For further information please contact

Mrs L McCarthy-Gardner (Head of Hospitality and Catering)  
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## **Subject Name: SPORTS STUDIES (OCR)**

### **Course content and structure**

Sports Studies is split into 3 units. Two are compulsory and one is optional (chosen by the school).

The two mandatory units are:

1. Contemporary issues in sport
2. Performance and leadership in sports activities

The optional unit is:

3. Increasing Awareness of Outdoor and Adventurous Activities

Unit 1 is assessed by a 1 hour 15 minutes, externally-marked examination at the end of Year 11.

Units 2 and 3 are assessed through non-examined assessment (NEA). The units are centre-assessed and OCR-moderated.

Students will experience a mixture of theoretical and practical sessions during Year 10, however, the majority of the course will be theoretical in Year 11.

### **Home learning**

Approximately 2 hours per week of additional sporting activities should be undertaken by students either via the Goldington Academy extra-curricular programme, or outside of school. This should ideally be both performance and leadership-based.

### **What will my child gain from studying sports studies?**

The Cambridge National in Sport Studies will encourage students to:

- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that are relevant to the exercise, physical activity, sport and health sector and more widely.
- Understand topical and contemporary issues in sport.
- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions.
- Create a plan, write and evaluate an activity session, to further develop leadership skills.
- Analyse their own performance to help improve themselves and their skills in sport.

- Explore the relationship between outdoor and adventurous activities and personal well-being, understanding how these activities contribute to physical and mental health. Real-world examples will be used to demonstrate the impact of outdoor experiences on individuals and communities.
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport.

### Course assessment

This is a Cambridge National Level 1/2 Vocational course which is equivalent to a GCSE, but it is marked on a different grading system.

| Cambridge National Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction at Level 1    | 3                     |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

### Why is sports studies important to study?

Sports studies can be used to further study the sports industry at a higher level. Pathways to sports management and healthcare courses would be a good progression from the course.

The transferable skills learnt through the study of sports studies, such as decision making and independent thinking, are useful in any career path you choose to take.

### For further information please contact

**Suggested Reading:** My Revision Notes: Cambridge National Level 1/2 Sports Studies by Symond Burrows, Sue Young

**Suggested Websites:** <https://theeverlearner.com/>

Mr A Lucas (Head of Sport Studies)

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## Subject Name: TRAVEL AND TOURISM (Pearson)

### Course content and structure

The qualification consists of three components that give students the opportunity to develop a broad knowledge and understanding of the travel and tourism sector, and specialist skills and techniques in research and communication at Levels 1 and 2.

Students are required to complete and achieve all the components included in the qualification.

| Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism |   |     |       |                                 |
|---|---|-----|-------|---------------------------------|
| Component number  | Component title                                   | GLH | Level | How assessed                    |
| 1   | Travel and Tourism Organisations and Destinations | 36  | 1/2   | Internal – externally moderated |
| 2   | Customer Needs in Travel and Tourism              | 36  | 1/2   | Internal – externally moderated |
| 3   | Influences on Global Travel and Tourism           | 48  | 1/2   | External Synoptic               |

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression, and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Students will take this qualification over a two-year period. This means that they will be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

There is one external assessment - Component 3: Influences on Global Travel and Tourism. This component requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations and destination management to travel and tourism contexts.

### Home learning

Homework will be set as appropriate and it will be a great advantage to students if they are able to bring their own travel experiences to the course.

## What will my child gain from travel and tourism?

Study of the qualification as part of key stage 4 learning will help students to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Students who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3.

### Course assessment

This is a Pearson Level 1/2 Vocational course which is equivalent to a GCSE, but it is marked on a different grading system.

| Pearson Vocational Grades | GCSE grade equivalent |
|---------------------------|-----------------------|
| Distinction* at Level 2   | 8.5                   |
| Distinction at Level 2    | 7                     |
| Merit at Level 2          | 5.5                   |
| Pass at Level 2           | 4                     |
| Distinction at Level 1    | 3                     |
| Merit at Level 1          | 2                     |
| Pass at Level 1           | 1                     |

## Why is travel and tourism important to study?

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Students will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism
- skills such as researching different travel and tourism organisations, the features

of tourist destinations and the products and services available to meet the needs of different customers

- attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

This award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening students' experience and skills, with the opportunity for them to practically apply their knowledge and skills through project work such as investigating different travel and tourism organisations; how they identify trends and customer needs to provide products and services; the factors influencing tourism and the impact of tourism on destinations.

**For further information please contact**

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[pinkneyj@goldington.beds.sch.uk](mailto:pinkneyj@goldington.beds.sch.uk)

## **Course content and structure**

The Curriculum Duke of Edinburgh's Award gives students the opportunity to complete the Bronze DofE Award as part of their school curriculum. The programme develops independence, resilience, teamwork and leadership while encouraging students to learn new skills and contribute to their community. **The school will offer this course to selected students only.**

Students will complete the four sections required for the Bronze Award: Physical, Volunteering, Skills and Expedition.

### **Physical**

During the Physical section, students will explore different ways to maintain an active and healthy lifestyle. This will include home fitness routines, personal fitness programmes and a range of team sports. The focus is on helping students develop sustainable fitness habits that they can continue beyond school and into adult life.

### **Skills**

The Skills section will involve students participating in the Young Enterprise Company Programme. Students will work in teams to create, develop and run their own small business. They will learn key enterprise skills including product development, marketing, budgeting, teamwork and problem solving while gaining practical experience of how businesses operate.

### **Volunteering**

In the Volunteering section, students will work together to plan, organise and run a school disco. This includes event planning, budgeting, promotion and teamwork. The aim of the event is to raise money for DofE legacy projects, while helping students develop organisational, leadership and community engagement skills.

### **Expedition**

The Expedition section consists of two expeditions: a practice expedition and a qualifying expedition. Students will learn and apply key outdoor skills including map reading, navigation, teamwork, camp craft and safe outdoor cooking. Each expedition will include an overnight camping experience, allowing students to develop independence, resilience and confidence in an outdoor environment.

## **Home learning**

N/a

## **Supporting trips and activities**

Young Enterprise Pitch Day – Students present their business ideas and compete against other schools.

DofE Practice Expedition – Local expedition including an overnight camp at school to practise navigation and camping skills.

DofE Qualifying Expedition – Final assessed expedition in the local area, with camping at Bromham Scout Camp.

## **What will my child gain from studying Duke of Edinburgh**

Students will develop a range of valuable life skills including teamwork, leadership, communication and problem solving. Through enterprise, volunteering and expedition experiences, they will build confidence, resilience and independence. Completing the Bronze Duke of Edinburgh's Award also provides a recognised achievement that supports future education, employment and sixth form applications while encouraging students to stay active and engaged in their community.

### **Course assessment**

Assessment for this course is pass/fail and is based on students regularly attending sessions and actively engaging in the activities and experiences provided. Students must also complete the required sections of the Bronze Duke of Edinburgh's Award programme.

## **Why is Duke of Edinburgh important to study?**

It encourages young people to stay active, contribute to their community and learn valuable life skills such as teamwork, leadership and problem solving. The award is also recognised by colleges, universities and employers, making it a valuable achievement that supports students' future opportunities.

## **For further information please contact**

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