



**GOLDINGTON ACADEMY
OPTIONS BOOKLET
MAY 2019**

Goldington Academy Year 9 Options Booklet 2019

Key Dates

Thursday 2 May	GCSE Option Evening for students and parents. 6.30 pm – 8.30 pm
Thursday 16 May	Students return their option choices
End of Academic Year	Letters confirming the allocation of subjects will be sent home before the end of the academic year

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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 hr 45 minutes – 50%.

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

Non-examination assessment: Spoken Language.

GCSE English literature

Paper 1: Shakespeare and the 19th Century novel. Written paper - 1 hr 45 minutes – 40%

Paper 2: Modern texts and poetry. Written paper - 2 hrs 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 course is 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 19th century as well as the 20th century to ensure that they experience challenging texts for the exams. A suggested reading list is available from the English department.

Supporting trips and activities

There will be a variety of trips organised to see theatre productions of the texts we will be studying. There will also be an opportunity to see some of the poets, whose poems will be studied, read and perform their own poetry at the Poetry Live! Exhibition.

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 even human behaviour. 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 skills of analysis.

For further information please contact

Mrs H Bennett-Fowlds (Head of English)
bennetth@goldington.beds.sch.uk

Subject Name: MATHEMATICS

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 9, 10 and 11 students will work through units of work on:

- 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) also known as a Level 1 GCSE, and Higher (Grades 4 - 9) also known as a Level 2 GCSE. 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 2023).
- 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.

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

Supporting trips and activities

N/A

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

Course content and structure

Who is Separate Science aimed at?

The separate science course is aimed at students who wish to pursue A level science or science as a career, and at those students who are able to quickly grasp the trickier scientific concepts.

When will students start their GCSE Science course?

All students will begin the GCSE content at the start of Year 9. Due to the linear nature of the course, all examinations will take place at the end of Year 11.

How many hours will be allocated to study GCSE Science?

For both GCSE awards (separate and combined), students will initially be taught ten lessons a fortnight by subject specialists. Students studying separate science will need to cover approximately 33% more content within the same time compared with those studying combined science.

What topics will be studied in Separate 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; energy - forces doing work; forces and their effects; electricity and circuits; static electricity; 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 no longer be a 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 (8 biology, 8 chemistry and 8 physics), and 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 and Higher tier papers, and students must sit all nine exams at the same tier. Students will receive three separate qualifications on completion of the separate science course.

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 answers 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.

Home learning

Students will be required to undertake a variety of additional home learning activities included extended projects, practicals, investigations and research to support the learning within school. Weekly homework tasks will be provided online via the 'Show-my-homework' website and will require approximately 2-3 hours time to complete. Assignments will follow the structure outlined within the Edexcel 'Separate Sciences' course books, which may be purchased either as hard or electronic copies.

Due to the extra content in the separate science qualification, students may also be required to stay for additional tutorials after school to ensure that all practical content is revisited before key exams.

Supporting trips and activities

Year 9: Biology Field Trip, Wales.

Year 9: Robotics Competition Finals, Venue TBC.

Year 9: Summer Holiday STEM Camp Residential (optional)

Year 10: Physics Trip to the CERN Laboratories, Geneva.

Year 11: Various 'Science in Industries' trips and work-experience placements

What will my child gain from studying Separate Science?

Students will receive three GCSE qualifications from studying the separate science course. 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 Separate Science important to study?

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

- Engineering (Electronic, Chemical, Civil or Mechanical Engineer)
- Medicine and Healthcare (Doctor, Nurse, Pharmacologist)
- Animal Science (Veterinary nurse, Zoologist, Botanist)
- Sports and Fitness (Athlete, Nutritionist, Physiotherapist)
- Science and Research (Chemist, Forensic Scientist, Research Scientist)
- Materials Sciences (Metallurgist, Nanotechnology researcher, Lab technician)

For further information please contact

Mrs A Spencer (Head of Science)
spencera@goldington.beds.sch.uk

Course content and structure

When will students start their GCSE Science course?

All students will begin the GCSE content at the start of Year 9 and, due to the linear nature of the course; all examinations will take place at the end of Year 11.

How many hours will be allocated to study GCSE Science?

For both the combined and separate awards, students will initially be taught ten lessons a fortnight by subject specialists.

What topics will be studied in Combined 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; extracting metals and equilibria; groups in the periodic table; rates of reaction and energy changes; and fuels and Earth science.

Physics: Key concepts of physics (units 1 and 2); motion and forces; conservation of energy; waves, light and the electromagnetic spectrum; radioactivity; energy - forces doing work; forces and their effects; electricity and circuits; 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 no longer be a 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 18 core practicals completed throughout the course and 15% of the marks in the exam papers will be awarded for knowledge, understanding and application of these practical activities.

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

There will be Foundation tier and Higher tier papers, and students must sit all six exams at the same tier. Foundation tier is for students who are aiming for grades 1–5, and Higher tier is for students who are aiming for grades 4–9. As it is a double award qualification, students will receive two grades.

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 a mix of multiple choice questions, short answers, and longer extended answers (worth up to 6 marks). Questions assessing students' use of mathematical skills will make up 20% for combined science.

Home learning

Students will be required to undertake a variety of additional home learning activities included extended projects, practicals and investigations and research to support the learning within school.

Weekly homework tasks will be provided online via the 'show-my-homework' website and will require approximately 1-2 hours time to complete. Assignments will follow the structure outlined within the Edexcel 'Combined Science' course book and this may be purchased either as a hard or an electronic copy. Additional tutorials may run after school as 'catch up' and 'revision' sessions for students who have been absent for particular core practicals will be offered.

Supporting trips and activities

Year 9: Biology Field Trip, Wales.

Year 9: Summer Holiday STEM Camp Residential (optional)

Year 10: Physics Trip to the CERN Laboratories, Geneva.

Year 11: Various 'Science in Industries' trips and work-experience placements

What will my child gain from studying Combined Science?

You will receive two GCSE qualifications from studying the combined science course. 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 Combined Science important to study?

The combined science GCSE 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 A. Spencer (Head of Science)
spencera@goldington.beds.sch.uk

Subject Name: FRENCH

Course content and structure

Students will begin the GCSE French course in Year 9, 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 the following three themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Each topic area within each theme enables students to develop the four key skills in 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 'AQA GCSE French: Studio' 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 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 are encouraged to buy the 'AQA GCSE French: Studio Revision Guide and Workbook' which complements very well the course we use in lessons.

Supporting trips and activities

Students will have the opportunity to watch films in French (with English subtitles) throughout their GCSE course to support their understanding of the language, culture and themes covered. We are currently in the process of organising a residential visit to France for Year 10 students. Please ask a member of the MFL Department for further information about this.

What will my child gain from studying French?

With over 120 million speakers worldwide, French is among the most widely spoken modern languages in the world. The ability to speak French not only facilitates opportunities for travel and leisure; it also increases employability and opens doors to a world of exciting career opportunities.

Why is French important to study?

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

Choosing to study a language at GCSE will enable students to achieve the Ebacc. 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 are only but a few and will make you really stand out! 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 R Dickens (Head of Modern Foreign Languages)
dickensr@goldington.beds.sch.uk

Subject Name: RELIGIOUS STUDIES

Course content and structure

For both a short GCSE and a full GCSE, candidates will pursue a course leading to the award of a GCSE 9-1 qualification at the end of Year 11. Goldington Academy will offer *either* the short course or the full GCSE course.

Religious Studies Short Course

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

UNIT 2: Religious, philosophical and ethical Studies

- Relationships and families
- Religion, peace and conflict

Written Paper – 1hr 45 min – 100% of GCSE Short Course

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 – 1hr 45 min – 50% of GCSE

UNIT 2: Religious, philosophical and ethical studies themes

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Written Paper – 1hr 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. Generally homework should not take 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.

What will my child gain from studying Religious Studies?

Religious studies is an academic subject in which all students are given the opportunity to develop as thinkers with the ability to explain and critically analyse different religious beliefs. Students will be able to reflect on and promote their own values, beliefs and attitudes in light of what they have learnt. It is not about making a person 'religious'; it is about enabling students to think for themselves. 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.

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 to medicine.

For further information please contact

Mrs A Jones (Religious Studies teacher)
ionesa@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. Students are required to:

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

Component 1- Personal portfolio 60%

Students will be following 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 allow 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

Home learning will consist of students continuing work from lessons in order to have completed portfolios. Students will also be expected to research artworks and artists.

Supporting trips and activities

The course will include visiting artist workshops, whereby students will work closely with a ceramicist to plan and develop a piece of work with professional support.

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 re-imagine 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 is a breadth of career opportunities that can be followed such as:

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

For further information please contact

Miss M Morgan (Head of Art)
morganm@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
- Object orientated programming - Python
- Logic gates / Binary and Boolean algebra
- Pseudocode and flowcharts
- Algorithm design
- Programmatic problem solving
- Testing and evaluation
- Databases

Component 1: Written Paper – Computer Systems - 1hr 30 Minutes

Component 2: Written Paper – Computational thinking, algorithms and programming – 1hr 30 minutes

Component 3: Programming Project – 20hrs

Home learning

It is expected that students will continue to re-enforce 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

Bletchley Park – Enigma code breakers

Theatre/Cinema Visit – The Imitation Game

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.

For further information please contact

Mr M Latchman

Head of Computer Science and Creative iMedia

latchmanm@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 (60% of GCSE)

Performance work (40 marks)

- 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 (40 marks)

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% of GCSE/80 marks)

- 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 students' own practice in performance

Home learning

Home learning will be used to consolidate the practical and theoretical knowledge of all dance principles throughout the course (details of which can be found at www.aqa.org.uk).

Supporting trips and activities

Theatre trips will be organised throughout the duration of the course, as well as opportunities to participate in external 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 an opportunity to be expressive and creative using the body as a tool to communicate.

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.

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
- Animator
- 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

Mrs S Mahoney (Head of Dance)
mahoneys@goldington.beds.sch.uk

Course content and structure

For a full GCSE, candidates will pursue a course leading to the award of a GCSE 9-1 qualification at the end of Year 11.

Non-examined assessment:

Practical application of: core technical, specialist technical principles, and designing and making principles within a substantial design and make task.

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and evaluation

Students will produce a working prototype and a portfolio of evidence (maximum 20 pages). The work will be marked internally by teachers and externally moderated by AQA.

30–35 hours (approx.) 100 marks—50% of GCSE

Written exam:

The written examination will be a mixture of short answers and extended response questions, including a 12 mark design question.

- Core technical principles (20 marks)
- Specialist technical principles (30 marks)
- Designing and making principles (50 marks)

Written exam- 2 hours (100 marks)- 50% of GCSE

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

Land rover Jaguar visit. Estimated cost: £30
Design Museum, London. Estimated cost: £20

In addition, pupils may be required to make a financial contribution for their material choices for their final NEA product.

What will my child gain from studying Design Technology?

Students will gain awareness of, and learn from wider influences on, design and technology - including historical, social, cultural, environmental and economic factors. In addition, students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise. Within the course, students will learn a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Why is Design Technology important to study?

Design and technology 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 product design and resistant materials. 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
- Graphic Designer
- Architect
- Carpenter
- Interior Manufacturer
- Set/stage designer

For further information please contact

Mrs E Hulatt (Head of Design Technology)
hulatte@goldington.beds.sch.uk

Subject Name: DRAMA

Course content and structure

GCSE Drama is split into 3 components: devising theatre; performing from a text; and interpreting theatre.

Component 1: Devising theatre (40%)

Non-exam assessment: internally assessed, externally moderated.

Component 2: Performing from a text (20%)

Non-exam assessment: externally assessed by a visiting examiner.

Component 3: Interpreting theatre (40%)

Written examination: 1 hour 30 minutes

Home learning

WJEC Eduqas 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 B of component 3 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, 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?

When planning for further and higher education, this course provides a perfect springboard to study A level drama and BTEC performing arts. These qualifications will enable your child to progress to drama school or university to continue their study.

For further information please contact

Mr C Stratton (Head of Drama)
strattonc@goldington.beds.sch.uk

Subject Name: GEOGRAPHY

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 hr 30 min- 35%

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

Unit 2: Challenges in the human environment

Written examination- 1 hr 30 min- 35%

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

Unit 3: Geographical applications

Written examination- 1 hr 15 min- Pre-released resource booklet- 30%

- Issue evaluation
- Fieldwork

Geographical skills are taught throughout this unit.

Home learning

Students will be expected to complete all classwork and homework as appropriate. Homework tasks will be varied and 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 unique subject because it allows for the study of physical and human environments. It augments our students understanding of our past and present impacts on our planet and forecast the future impacts that we may have. It can also help our students to develop the following skills:

- Read and use maps, aerial photos and diagrams in a range of formats to strengthen navigation skills
- Collect, present, analyse and evaluate a range of data.
- Develop critical thinking and decision making skills
- Gain a knowledge and understanding of the world and global issues such as sustainability and climate change
- Appreciation of different cultures both at home and abroad

Why is Geography important to study?

- Surveying
- Town Planner
- Oceanographer
- Architect
- Volcanologist
- GIS (Geographical Information Systems)
- Marine Biologist

For further information please contact

Mrs Danielle Morgan, (Head of Geography)
morgand@goldington.beds.sch.uk

Subject Name: HISTORY

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 – America, 1840-1895: Expansion and consolidation
- One wider world depth study – Conflict and tension in Asia, 1950-1975

Duration: 2 hours

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

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

The development of historical skills and the ability to write well in an extended way will feature throughout the GCSE course.

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.

Supporting trips and activities

There will be optional enrichment activities (uptake permitting) linked to the focus of particular units of the GCSE history course, such as historical site visits.

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 skills set, but it also keeps career options 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 form 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; look at how things have developed over time and connect the dots to understand how we got to where we are today. Studying history can also be inspiring. When we discover what people have achieved against the odds and how things can change over time, it can give us the motivation we need to succeed.

With analytical, writing and detective skills, students will be suited to a huge range of careers, such as those in:

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

For further information please contact

Miss V Andrews (Head of History)
andrewsv@goldington.beds.sch.uk

Subject Name: MUSIC

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-exam 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-exam 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 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 min 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 musical horizons. It combines the traditional and modern, offering exciting opportunities for students to study diverse and traditional fields, as well as develop 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

Mrs T Lodder (Head of Music)
loddert@goldington.beds.sch.uk

Course content and structure

GCSE PE is split into 3 components: physical factors affecting performance; socio-cultural issues and 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 03: Performance in physical education (NEA) – 40% of total GCSE

3.1 Performance of **three** activities taken from the two approved lists published by the DfE, which can be found via www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf

- **one** from the 'individual' list
 - **one** from the 'team' list
 - **one** other from either list.
 - Non - Exam Assessment (NEA) taken at the end of the course in three practical performances.
- 3.2 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 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

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 clubs to support the development of non - exam assessment (practical activities).

Supporting trips and activities

Wide ranging extra-curricular programme of activities.
Opportunity to visit local climbing facilities.

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 PE 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

Mrs L Chapman (Head of girls' PE) chapmanl@goldington.beds.sch.uk
Mr K Lodder (Head of boys' PE) lodderk@goldington.beds.sch.uk

Subject Name: SPANISH

Course content and structure:

Students will start to study the GCSE Spanish course in Year 9, 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 themes which will apply to all four GCSE question papers.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

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

We use the very popular 'AQA GCSE Spanish: Viva' course book, 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 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 are encouraged to buy the 'AQA GCSE Spanish: Viva Revision Guide and Workbook' which complements very well the course we use 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, cinema visits for relevant films, and a residential visit to Spain for Year 10 students.

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 media, law, engineering, business and marketing, sport and leisure, travel and tourism, civil service, banking and teaching (UK and abroad).

Choosing to study a language at GCSE will enable students to achieve the Ebacc. 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 are only but a few and will make you really stand out! 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

Miss R Dickens (Head of Modern Foreign Languages)
dickensr@goldington.beds.sch.uk

Course content and structure

Cambridge Nationals in iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field - from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. Units that are on offer are:

Unit R082: Creating digital graphics

Unit R083: Creating 2D and 3D digital characters

Unit R084: Storytelling with a comic strip

Unit R085: Creating a multipage website

Unit R086: Creating a digital animation

Unit R087: Creating interactive multimedia products

Unit R088: Creating a digital sound sequence

Unit R089: Creating a digital video

Unit R090: Digital photography

Unit R091: Designing a game concept

Unit R092: Developing digital games

120 Guided Learning Hours

Mandatory = Written Paper 1hr 15 Minutes (60 Marks) + Centre Assessed Tasks / OCR Moderated (10 Hours)

Optional = 2 units, 10 hours each (60 Marks) + Centre Assessed Tasks / 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 students' understanding. Students will also be required to complete subject specific reading tasks where appropriate.

Supporting trips and activities

Bletchley Park

Engima Code Breakers

Estimated Cost: £15

Theatre/Cinema Trip

The Imitation Game

Estimated Cost £5

What will my child gain from studying 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 student 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 communications, as well as verbal presentations skills.

Why is iMedia important to study?

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

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 would like to 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 M Latchman

Head of Computer Science and Creative iMedia

latchmanm@goldington.beds.sch.uk

Course content and structure

EXAM BOARD: OCR

There are 3 units on the course:

- Enterprising and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

Enterprising and marketing concepts

The first topic is an examined piece and underpins the wider learning in this qualification.

Students will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.

Students will understand the main activities that will need to happen to support a start-up business, and what the key factors to consider are when starting up a business.

Design a business proposal

Students will develop the skills to design a business proposal to meet a specific business challenge. They will have to design a customer profile for a specific product, complete market research to generate design ideas and students will make financial calculations to propose a pricing strategy and determine if their product proposal is viable.

The knowledge and skills developed through completing this unit, will assist the third unit.

Market and pitch a business proposal

Students will develop the skills to create a brand identity and promotional plan for their specific business product developed from the previous topic. They will need to develop pitching skills in order to present their business proposal to an external audience. Students will then need to review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

Assessment information

The exam is 1 hour and 30 minutes long and is out of 80 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.

What will my child gain from the qualification?

All results are on the following scale:
Level 2-Distinction*, Distinction, merit, pass
Level 1- Distinction, merit, pass and unclassified.

Home learning

Students must be prepared for and motivated to work consistently and independently to complete the coursework tasks to achieve the requirements of the qualification. Students will need to ensure they bring their folders to every lesson and will be strongly advised to purchase a memory stick.

Supporting trips and activities

There are proposed trips to Thorpe Park and Harry Potter Studios which will allow students to enhance their knowledge whilst learning how the theory is applied to businesses.

What will my child gain from studying Enterprise and Marketing?

Students will gain knowledge of how to develop their written communication skills, which will enhance their chances of being successful when applying for jobs and university. Students will develop their confidence and communication skills through their pitches.

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. Students will learn how to evaluate themselves.

Why is Enterprise and marketing important to study?

Enterprise and marketing will give an excellent foundation to students. The wide range of skills learnt compliment a variety of subjects including maths, English, art and design, and Ccreative iMedia.

For further information please contact

Mr M Lincoln (Head of Business)
lincolnm@goldington.beds.sch.uk

Course content and structure

Cambridge Nationals in Health and Social Care are targeted at 14-16 year olds in a school environment. They are available as an Award, Certificate and Diploma, with the Certificate being the same size as a GCSE.

Unit R021: Essential values of care for use with individuals in a care setting

This unit introduces students to the core values and the rights of individuals accessing health and social care services. It also introduces some of the legislation that students should be aware of and ways in which individuals who use services are protected. The unit is assessed by a 1 hour, externally marked examination.

Mandatory unit R022: Communicating and working with individuals in health, social care and early years' settings

Students will be introduced to a range of different communication methods and factors that affect communication. They will also explore the impact of personal qualities that contribute to the delivery of effective care, such as patience, empathy and respect. The unit is assessed through an assignment in which students must a) explain communication techniques to others and b) demonstrate these in action.

Optional Unit R025: Understanding life stages

Students will need to understand the stages of development experienced by individuals in the transition from young person to adult and into old age. They will learn about some medical conditions and the effect these have on health and well-being. As part of the assessment they will create support plans for individuals.

Optional unit R029: Understanding the nutrients needed for good health

This unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. As part of the assessment for this unit, students will have to plan, prepare and cook a healthy meal.

Home learning

Guided coursework 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 qualification will broaden the learner's experience and understanding of the varied progression options available to them.

The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing

- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

The uniform mark boundaries for each of the assessments are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade							U
		distinction* at L2	distinction at L2	merit at L2	pass at L2	distinction at L1	merit at L1	pass at L1	
30	60	54	48	42	36	30	24	18	0

The learner's uniform mark for Unit R021 will be combined with the uniform mark for the centre assessed units to give a total uniform mark for the qualification. The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Qualification	Max Uniform Mark	Qualification Grade							U
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	
Award	120	108	96	84	72	60	48	36	0
Certificate	240	216	192	168	144	120	96	72	0
Diploma	480	432	384	336	288	240	192	144	0

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 E Brewer (Head of Health & Social Care)
brewere@goldington.beds.sch.uk

Subject Name: HOSPITALITY AND CATERING

Course content and structure

The WJEC Level 1/2 award in hospitality and catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

The WJEC Level 1/2 award in hospitality and catering is made up of two mandatory units:

Unit 1 The hospitality and catering industry

Unit 2 Hospitality and catering in action

Unit 1: The hospitality and catering industry will be externally assessed via an on screen, e-assessment. Short and extended answer questions are based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Unit 2: Hospitality and catering in action is internally assessed

Format: For internal assessment, WJEC has produced model assignments for each unit; however, there are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Home learning

Guided coursework tasks

Revision

Supporting trips and activities

Proposed trip to:

- Future chef competition participation
- Restaurant/hotel visits
- Bedford College visit / catering college visit

What will my child gain from studying Hospitality and Catering

WJEC Level 1/2 Vocational Awards:

- Are designed primarily for 14-16 year old learners in a school environment and include an element of external assessment through either a written exam or controlled assignment
- Are graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Level	Grade	NEW Number Grade	Old Letter Grade (Approximate)
Level 2 Distinction	8	9	A*
		8	A – A*
Level 2 Merit	6	7	A
		6	A - B
Level 2 Pass	4	5	C - B
		4	D - C
Level 1 Pass	2	3	D
		2	E
Unclassified	0	1	F - G

Each of the units of the WJEC Level 1/2 Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector.

This approach also enables learners to learn in such a way that they 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

Through the two units, learners will gain an overview of the hospitality and catering industry and the types of job roles that may be available to assist them in making choices about progression.

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 1 or Level 2 NVQ Diploma in Professional Cookery where the WJEC Level 1/2 Award in Hospitality and Catering is achieved

For further information please contact

Mrs E Brewer (Head of Hospitality & Catering)
brewere@goldington.beds.sch.uk

Subject Name: SPORTS STUDIES

Course content and structure

EXAM BOARD: OCR

OCR Level 1/2 Cambridge National Certificate in Sports Studies is 120 Guided Learning Hours split into four units. Two units are compulsory and two units are chosen by the school.

The two mandatory units are:

- | | |
|--|--|
| <ol style="list-style-type: none">1. Contemporary issues in sport
1 hour written exam
60 marks
OCR set and marked | <p><i>Comprises short answer questions, extended response and some multiple choice questions</i></p> |
| <ol style="list-style-type: none">2. Develop Sports skills
Approx 10 hours internal assessment
Centre assessed and OCR moderated
Centre assessed task (coursework) | |

The four optional units are: (2 chosen by the school)

1. Sports Leadership
2. Sport and Media
3. Working in the Sports Industry
4. Developing knowledge and skills in outdoor activities

All of these units are assessed in the same way. Approximately 10 hours of internal assessment (coursework). The units are centre assessed and OCR moderated.

Students will experience a mixture of theoretical and practical sessions throughout the course, however the majority of the course will be theoretical.

Home learning

Approximately 2 hours per week of additional sporting activities should be undertaken by students either in 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?

Students will have the opportunity to apply theoretical knowledge about different types of sport and physical activity to improve their own practical performance.

Students will develop their leadership skills, improving communication, organisation and team building.

Different issues in sport such as funding, participation, ethics and media will be investigated and the impact they have on the sport industry.

If your child wants to be in the sports industry in some capacity, this course is a good starting point to see what jobs are available in the sector.

Why is Sports Studies important to study?

Sports Studies can be used to assist you getting into a further education facility to 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

Mr K Lodder (Head of Boys PE)
lodderk@goldington.beds.sch.uk

Mrs L Chapman (Head of Girls PE)
chapmanl@goldington.beds.sch.uk

Subject Name: TRAVEL AND TOURISM

Course content and structure

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

Learners 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
2	Influences on Global Travel and Tourism	48	1/2	External
3	Customer Needs in Travel and Tourism	36	1/2	Internal 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. Learners will normally take this qualification over a two-year period or longer. This means that they must 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 3 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 2: Global Influences on Travel and Tourism 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 into the course.

Supporting trips and activities

There will be a variety of trips organised that will be essential 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 learners 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.

Learners 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 learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Learners 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. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of travel and tourism post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the travel and tourism sector.

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. Learners 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 learners' experience and skills participation in different contexts, 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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