



Bluecoat Beechdale
Academy

Belong, Believe, Achieve

BBA Curriculum Booklet 2021





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Academy

Belong, Believe, Achieve

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Dear Parents/Carers and Students,

Making the right decisions about courses may seem daunting but we are sure that with the support of the staff at Bluecoat Beechdale Academy we will be able to make this process straightforward and successful. A wide range of staff are available to give advice and guidance where necessary so please do not hesitate to contact any member of staff at the Academy over the next few weeks if they can be of assistance. This booklet is also designed to help by giving you detailed information about the range of courses available.

Your son/daughter will be given the opportunity to study for a number of GCSE and Vocational qualifications from September 2021. We believe that allowing a more personalised programme of qualifications from the start of Year 9 will improve the outcomes for the students in our care. As part of the decisions around the most appropriate curriculum for us to offer Year 9 students next year, we will be inviting your children to indicate which subjects they would prefer to be studying.

The Key Stage 4 courses offered will provide a firm foundation for future careers and further education. We have strong links with Bluecoat Academy Sixth Form, which has over 500 students taking a wide range of vocational and A-level courses. We also have strong links with apprenticeship providers and Further Education colleges in the City and beyond. We are fully aware that the courses students follow in Key Stage 4 serve as a stepping stone to the next stage of their education or employment journey.

We are delighted to offer an extensive range of GCSEs and Vocational courses. However, as with any other school or academy, we are accountable for operating within a set budget. Some courses may ultimately not run if there are not enough students wishing to study it as a preferred option. If this is the case we will have individual meetings to ensure all students are happy with their final choices. Finally there is no such thing as a silly question so please ask us if you have any queries so that we can provide you with the information you need to make an informed choice.



Mrs S Bailey
Principal



The BBA Curriculum

Core Subjects

In Years 9 - 11 all students will study and take examinations in the following subjects:

- Mathematics
- English Language
- English Literature
- Science
- Sport

You will then be able to choose 3 other subjects that you would like to study.

You need to choose at **least** one of the following subjects but can choose more:

- Geography
- History
- Spanish

You can then choose two of the following subjects:

- Art
- Business Studies
- Computer Science
- Construction
- Design and Technology
- Digital Information Technology
- Drama
- Geography
- Hair and Beauty
- Health and Social Care
- History
- Hospitality and Catering
- Music
- Spanish

This booklet will provide you with information about each of the courses that we offer to enable you to make an informed decision and select your preferred subjects. If you have any questions about any of the courses please email the subject teachers listed in the following pages or if there is a general query please email Mr Freestone at afreestone@bluecoatbeechdale.uk.com.



FREQUENTLY ASKED QUESTIONS

Which subjects are compulsory?

In Years 9, 10 and 11 all students will follow a core curriculum, which is made up of GCSEs in English Language, English Literature, Mathematics and Science as well as studying for a vocational Sport qualification.

How many choices does my child make?

All students have 3 curriculum choices. They should also choose a reserve in case it is not possible to study one of their choices.

Why do I have to choose a reserve subject?

We aim to give all pupils a free choice and so we do not use blocks from which they have to choose. However when all of the choices are collated there may be a clash which means pupils have to choose between two of their choices. Also if a course does not attract the necessary number of students it will not be possible to run it.

Which subjects should my child take?

The only requirement we have is that all pupils choose one subject of Geography, History or Spanish to study at GCSE. They may of course choose more than one of these and those thinking of going to university should seriously consider doing so. Beyond this, we believe in giving students a free choice but with the following in mind; this is the first step on the road and it is important that all children choose subjects that will provide them with the best opportunities for their future. For some pupils it will be more suitable to study our vocational (BTEC) qualifications, which can lead more directly to a career in that area.

What are vocational qualifications?

Vocational qualifications, like BTECs, are an alternative to GCSEs. These qualifications are often closely related to the world of work and so provide an insight into careers in that area. They are also often examined slightly differently. Whereas the grade for most GCSEs is determined by exams at the end of year 11, vocational qualifications have coursework that is completed in lessons throughout the 3 years as well as one external test.

What if I change my mind?

We spend a great deal of time during the curriculum choices process talking to students to make sure that they are taking courses that they will enjoy studying. We don't usually allow students to change the subjects that they are doing after they have started studying them.

SOUND ADVICE

Good Reasons for Choosing a Subject

- You enjoy it and are interested in finding out more.
- You have a particular talent for the subject.
- Parents and teachers have advised that it would be a good choice for you.
- The qualification is needed for entry to college, sixth form or university.
- It will help you in your chosen future career.
- It gives you a wide range of options, which will allow you greater choice at 16.
- You will be successful in achieving that qualification.

Bad Reasons for Choosing a Subject

- Your friends are choosing it – you may not be in the same group.
- You think it is going to be easy.
- You like the teacher – you may not get the same teacher in Year 9.
- The course is not appropriate for your ability range.



KEY DATES

These are the dates you need to remember:

22nd - 26th March

During this week all students will receive information about the courses that we offer both in lesson time and during our tutor time program.

29th March - 1st April

Students make their curriculum choices on ParentMail.

From Monday 19th April

All students have an Information, Advice and Guidance (IAG) meeting where we will discuss the curriculum choices that they have made.

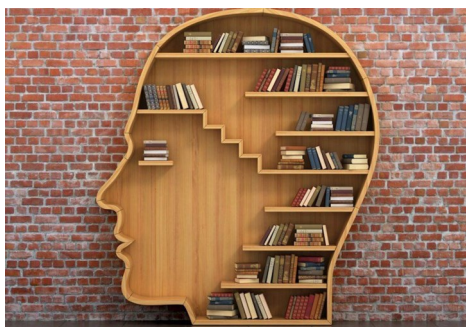
Early June

We will confirm the courses that students will take by letter.

No changes will be made after this date unless there are exceptional circumstances.

The Core Subjects

ENGLISH: Language and Literature



English Language AQA

Students will be entered for a one-tier qualification with a terminal exam.

Paper 1 50% of GCSE:
Explorations in Creative Reading and Writing
Section A: Literature fiction
Section B: Descriptive writing
One exam: 1 hour and 45 minutes

Paper 2 50% GCSE:
Writers' viewpoints and perspectives
Section A: Non-fiction text
Section B: Viewpoint writing
One exam: 1 hour and 45 minutes

English Literature AQA

Students will be entered for a one-tier qualification with a terminal exam.

Paper 1: Shakespeare and Nineteenth Century Literature (1 hour and 45 minutes- 50%)
Paper 2: Modern Texts and Poetry (2 hours and 15 minutes- 50%)

For more details on this course please ask:

Miss Balchin

gbalchin@bluecoatbeechdale.uk.com

All students will study English Language and English Literature (2 GCSEs).

What are the main aims of the course?

The English Language course builds on a students' experience at Key Stage 3.

The course enables students to develop:

- An understanding of the spoken word;
- An ability to read, understand, enjoy and respond to all types of text;
- An ability to construct and convey meaning in written form

What are the knowledge and skills that are taught?

Students will be provided with opportunities to develop confidence in speaking and listening through a range of situations and activities. They will have the opportunity to read literary, non-literary and media texts. This range will draw upon both contemporary and pre-twentieth century literature. Students will be provided with opportunities to write in a wide range of styles and forms and for different purposes and audiences.

How is the course taught?

Students will have the opportunity to work on an individual basis, in small groups as well as participating in teacher-led lessons. Students are encouraged to visit theatre and cinema productions and television and videos are used where appropriate. Students will have the opportunity to negotiate their task, giving them a sense of responsibility for their own work.

English Language

Students are entered for a one-tier qualification with a terminal 100% exam. Although there are no set-texts for the exam, students will be exposed to a wide variety of non-fiction and literary non-fiction texts over the course of the GCSE (both 19th and 20th Century) to prepare them for this skills-based examination. All students are encouraged to read widely and work independently to improve their written communication skills.

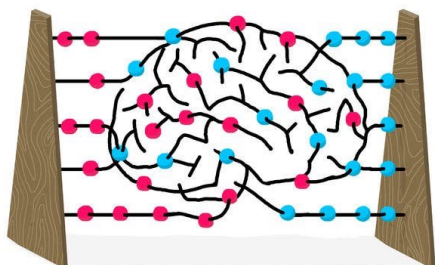
English Literature

Students will be entered for a one-tier qualification with a terminal 100% exam. Students will study Macbeth, A Christmas Carol, An Inspector Calls and a selection of Power and Conflict poetry for two closed-book examinations.

Where this subject could lead:

English is a core subject in the National Curriculum and is compulsory at GCSE. The course will equip the student with the skills to be an effective communicator, as well as developing skills in handling information and thinking. The majority of careers demand an English qualification.

MATHEMATICS



The course consists of two tiers of assessment:

Foundation Level
[Grades 1 to 5]

Higher Level
[Grades 4 to 9]

There is no coursework; all assessment is by formal, written examination.

Examinations consist of two calculator papers and one non-calculator paper. Any of the topics can be assessed on each paper.

For more details on this course please ask:

Mr Lewis

glewis@bluecoatbeechdale.uk.com

The course aims to give students the opportunity to:

- become **fluent** in the fundamentals of mathematics so that they develop the ability to recall and apply knowledge rapidly and accurately
- **reason mathematically** by making and testing conjectures and developing an argument using mathematical language
- **solve problems** by applying mathematics to routine and non-routine problems, including by breaking down problems into a series of simpler steps and by persevering to solutions

What are the knowledge and skills that are taught?

There are five key areas to the mathematics curriculum.

- **Number** – performing a variety of calculations with numbers; work with numbers given in different forms (e.g. fractions, decimals, standard form, surds); round numbers and understand how this affects the accuracy of a calculation.
- **Algebra** – work with algebraic expressions; know and understand key words; draw and interpret graphs and work with the equations of the line; solve a variety of types of equation; recognise sequences and patterns, and express this using algebra.
- **Ratio, Proportion and Rates of Change** – compare amounts using ratios; calculate and understand compound units (e.g. speed and density); calculate and interpret the gradient of lines; calculate and interpret answers in problems involving interest rates.
- **Geometry and Measures** – perform transformations of shapes (e.g. reflections and rotations); use Pythagoras' Theorem and trigonometric ratios; know the properties of a circle; construct plans and elevations of 3D shapes.
- **Probability and Statistics** – calculate probabilities, including of combined events; use probabilities to make predictions; calculate and interpret averages and the range of data; represent data in various charts or diagrams and analyse these.

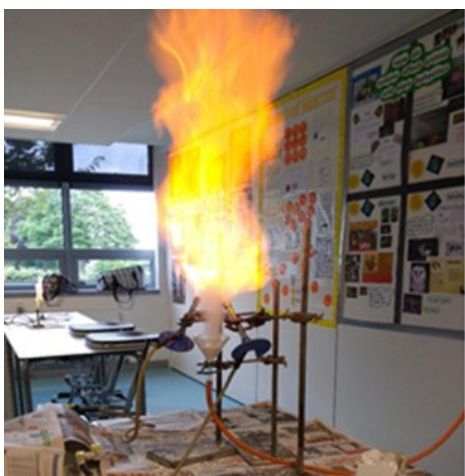
How is the course taught?

A variety of teaching methods will be used so that students obtain a blend of direct class teaching, investigations and problem solving. Students will work individually, in pairs and in groups. Calculators will be used when appropriate but students will also be expected to use mental arithmetic where possible. ICT will be used to support some topics.

What are the career implications?

Mathematics is not only an important discipline in its own right but the skills acquired from studying it are also useful as a basis for many other subjects. It is a qualification expected by most employers. Whether studied at GCSE or at Advanced Level it is certainly a stepping stone to a wide range of careers: engineering, science, statistics, finance, accountancy, surveying and teaching to name but a few.

SCIENCE



The course consists of two tiers of assessment:

Foundation Level
[Grades 1-1 to 5-5]

Higher Level
[Grades 4-4 to 9-9]

There is no coursework; all assessment is by formal, written examination at the end of year 11.

Examinations consist of six written papers, two for each of biology, chemistry and physics. There are a number of assessed practical opportunities throughout the course, which may be questioned in the exam.

For more details on this course please ask:

Miss Afford

safford@bluecoatbeechdale.uk.com

The course aims to give students the opportunity to:

- Develop an interest and enthusiasm for Science;
- Develop a critical approach to solving problems;
- Acquire and apply skills, knowledge and understanding of how Science works and its essential role in society;
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

It is important that you become a confident and successful citizen in an ever changing technological world. It is also important that you have a sense of care for the environment and other people, on which we all depend.

We hope that by continuing to study Science you will develop an interest and enjoyment in scientific ways of thinking. Qualifications in Science subjects are essential for many careers, especially those in the following areas:

- Technological
- Engineering
- Medical

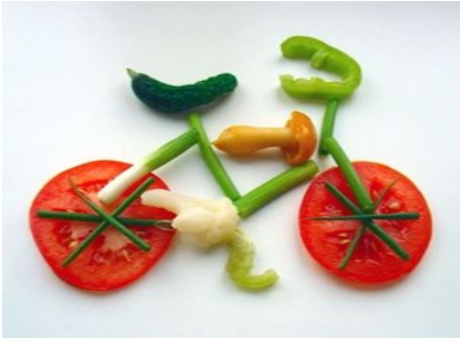
How is the Science Course Taught?

- Students study AQA Combined Science Trilogy (9-1). This is a GCSE course in Combined Science covering Biology, Chemistry and Physics. Students achieve two science grades.
- Students who show a particular ability in Science will be offered the Triple Science GCSE course. The course is especially suited to those who are considering taking a science based subject at university or a scientific career. Students achieve three separate grades, one in each of the subject areas Biology, Chemistry and Physics.

How is the course assessed?

- Combined Science has six written papers taken at the end of the two years of study, together with a number of assessed practical opportunities throughout the course.
- Triple Science has six written papers (two for each subject) taken at the end of the two years of study, together with a number of assessed practical opportunities throughout the course.

SPORT SCIENCE



Assessment

Level 1 / 2 Cambridge National
Certificate in Sport Science

4 Units totalling 120 Guided
Learning Hours

**For more details on this course
please ask:**

Mr Cutts

gcutts@bluecoatbeechdale.uk.com

What are the main aims of the course?

- OCR Sport Science is a vocational course which delves into all aspects of the sport & health industry.
- Learners study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and the application of training principles.
- Gives a wide and varied experience of what is required to work in the sports industry and how best to access it.
- Opportunity to perform and improve physical sporting performance.
- Support personal and social development through adopting different roles in selected activities when working with others.

Knowledge and Skills Taught

The course is divided into 4 separate units:

Unit 1 – RO41 – Reducing the risk of sports injuries

Students will look at extrinsic and intrinsic factors that can lead to injury in sport. They will learn about posture / motivation / aggression / arousal and the importance of warming up and cooling down. Students will also examine how to deal with and treat injuries that occur in sports participation. **ASSESSMENT – EXTERNAL Written Paper**

Unit 2 – RO42 – Applying principles of training

This unit will examine the principles of training and a variety of training methods that can be used to improve performance. Physical tests will be carried out which will then be compared to normative data in order to assess success. A 6 week training programme will also have to be designed taking into consideration specific training requirements.

Coursework Assessment

Unit 3 – RO43 – The body's response to physical activity

Students will examine how the body reacts to exercise in both the short term and the long term. They will be able to link this with Unit 2 and show how specific types of training can be used in order to improve certain components of fitness. **Coursework Assessment**

Unit 4 – RO45 – Sports nutrition

This unit looks into how food and hydration are a key element of sporting success. Alongside making healthy diet choices for everyday life it will also examine how athletes prepare for training and competitions by eating specific foods to perform to their best. **Coursework Assessment**

How is the course taught?

The majority of the course is taught in the classroom although as much as possible is delivered practically. Students must research, collaborate and justify their learning through producing quality coursework and completing the external written exam.

What are the career opportunities?

PE and Sport has been seen as a good foundation for careers in the Leisure and Recreation Industry, Teaching of Physical Education, the Armed Forces and Tourism. The course offers a solid foundation into coaching and leadership roles which could act as a stepping stone for a

The Option

ART AND DESIGN



Assessment

The assessment for this award takes place over 3 units of work. 2 of these units are set in school and have a particular focus or theme.

The final unit is delivered as an external exam where the brief is set by the examining board and pupils are given a set time period to complete the relevant research and produce a final piece which is then assessed by an external moderator.

How will I be assessed? You will carry out tasks and mini-projects throughout the course. Your teacher will mark these, and so you will receive regular feedback as to how you are getting on. Towards the end of the course, your knowledge of art and design practice will be assessed through a task that is set and marked by Pearson. All of the work that you do throughout the course will prepare you for this final task

For more details on this course please ask:

Mrs K Dee

kdee@bluecoatbeechdale.uk.com

What are the main features of the course?

This is a vocational qualification designed for students who want to study the practical and technical aspects of the art and design industry.

The BTEC Tech Award in Art and Design Practice provides an introduction to some of the key themes within the industry, enabling students to develop and apply their knowledge of the sector while also developing a range of relevant practical skills and techniques. The content enables students to develop personal skills and attributes essential for working in the creative sector and to explore a range of specialist disciplines.

The course is designed to develop students through an engaging and stimulating introduction to a range of art and design disciplines, including design crafts, fashion and textiles, photography, product design, visual arts and visual communications.

Who should take this course?

Pupils who have already excelled in Art and who either possess or wish to develop the following skills:

- critical awareness of self and external factors and the ability to be reflective
- clear communication to others, verbally and through visual means
- resourcefulness and the ability to work independently
- imagination and creativity
- self-motivation and self-management
- creative problem-solving: taking a broad perspective and confidently engaging with concepts.

So where could this lead?

There are plenty of careers to choose from including:

Graphic design, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, Photographer, Architecture, Product design, Textiles design, Ceramics, Advertising, Publishing, Interior design, Fashion and media journalism, Hair and make-up design, Retail design, Exhibition design, Jewellery design, Artist, Visual media, Teaching.

BUSINESS STUDIES



Assessment

This course is a single award GCSE course with 3 Components.

Components 1 and 2 are assessed through internal assessment.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts.

For more details of this course please ask:

Miss Peabody

rpeabody@bluecoatbeechdale.uk.com

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise, is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge; understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

What can the qualification lead to?

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 a learner makes 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 into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship.
- Study at Level 2, post-16 in a range of technical routes designed to lead to work.

COMPUTER SCIENCE



girls who
CODE



Exam Board Guidance

To look at the specification in further detail, visit the exam board's website at:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

For more details on this course please ask:

Miss Peabody

rpeabody@bluecoatbeechdale.uk.com

What is GCSE Computing?

This qualification is split into three components:

- **Component 01 – Computer Systems**

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory and is 50% of the final grade.

- **Component 02 – Computational Thinking, Algorithms and Programming**

This component is focused on the core theory of computer science and the application of computer science principles and is 50% of the final grade.

What will I Study?

On this course you will learn about:

- **Computer Systems** – What a computer system is, their importance and impact of reliability and computing industry standards.
- **Hardware** – How data is represented in Binary, the purpose of the CPU, different types of memory and storage.
- **Software** – The different systems and applications software.
- **Communications and Networking** – Different types of networks, security and compression.
- **Programming** – Programming constructs, develop skills in a programming language and develop programmes to solve problems.
- **Computational Thinking & Algorithms** – Computational logic, data representation, translators and facilities of languages.

Why take the GCSE Computing qualification?

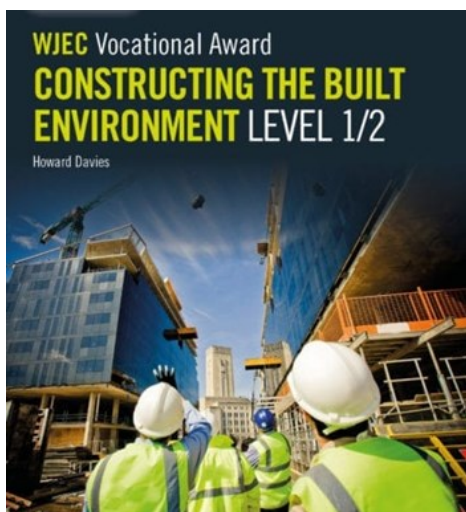
- Progress into the Software Development Industry.
- Continuing in further education in which a good knowledge of computing and problem solving skills would be an advantage
- Gain an ICT qualification for general use in future studies or work.

Who this course is for?

This course may be suitable for you if you:

- Enjoy facing constant challenges and would like to create complex programs using a range of programming techniques.
- Want to know how our increasingly digital world works.
- Are curious, patient, persistent and have a strong logical and mathematical mind.
- It is also recommended that you have tried some form of programming previously.

CONSTRUCTION AND THE BUILT ENVIRONMENT



Key Information:

Construction and the Built Environment

The course is made up of three units, each complimenting the other.

- Safety and security in construction
- Practical construction skills
- Planning construction projects

The Construction and Built Environment course has been designed around the concept of a 'plan, do, review' approach to learning. This mirrors many work-related activities in the construction industry and allows learning to take place in a range of contexts. This approach enables learners to apply and extend their learning.

For more details of this course please ask:

Mr Jackson

mjackson@bluecoatbeechdale.uk.com

What are the main aims of the course?

Constructing the Built Environment is designed to support learners in developing an awareness of certain key considerations. It mainly supports learners who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available.

The award is made up of three units, each having an applied purpose which acts as a focus encouraging learners to consider how the use and application of their knowledge, understanding and skills impacts on individuals, employer's society and environment.

Who should take this course?

Students who possess or are interested in developing the following skills and attributes would be suitable for this course:

- Have the skills required for independent learning and development
- Wish to develop a range of generic and transferable skills
- Have the ability to solve problems
- Wish to develop the fundamental ability to work alongside other professionals, in a professional environment
- Showcase the ability to apply learning in vocational contexts
- The course involves a substantial amount of coursework and practical assessment; you would therefore need to be organised and able to plan your work.

What could this lead on to?

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications. These include:

- GCEs in Sociology and Environmental Studies
- Diplomas in Town Planning, Building Control and Conservation
- Apprenticeships in surveying and construction technical supervision and control

The construction industry employs over 3 million people in the UK alone and offers a diverse range of employment opportunities. Careers are available in all phases of the construction process including initial ideas and designs, building and the ongoing planning and maintenance of structures.

DESIGN AND TECHNOLOGY

AQA GCSE (9-1)



Key Information:

Design & Technology

Non-exam Assessment

This is an opportunity for students to showcase their understanding of the design process over an extended period of time in response to a given list of project briefs suggested by the exam board.

Examination

One written exam paper, which will take place at the end of year 11, testing the theoretical knowledge of the students.

For more details of this course please ask:

Mr Jackson

mjackson@bluecoatbeechdale.uk.com

What are the main aims of the course?

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

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

Who should take this course?

Students who are interested in using creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs, wants and values.

Students who have enjoyed and made good progress in Key Stage 3 design technology are suited to this course.

What will students learn?

Students will acquire subject knowledge in design and technology that builds on Key Stage 3. They will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will also develop an awareness of practices from the creative, engineering and manufacturing industries.

Students will develop an understanding of how the design, engineering and manufacturing industry impacts on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community.

Related Jobs in the Creative, Design, Engineering and Manufacturing industries:

Aeronautical Engineering	Automotive Design
Architecture	Product Design
Furniture Design	Marketing
Mechanical Engineering	Robotic Engineering
Construction	Theatre/Film/TV Set Design
Industrial Design	Graphic Design
Designing for Digital Gaming	Interactive Web Design
Interior Design	

DIGITAL INFORMATION TECHNOLOGY



Exam Board Guidance

Pearson BTEC in DIT

All work will be assessed internally and then externally verified.

Specification:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/Spec-BTEC-L1-2TECHAWD-DIT.pdf>

The course consists of 3 components:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Component 2: Collecting, Presenting and Interpreting Data

Component 3: Effective Digital Working Practices (*Exam*)

For more details on this course please ask:

Miss Peabody

rpeabody@bluecoatbeechdale.uk.com

What is Digital Information Technology?

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

What will I Study?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the following:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- Attitudes that are considered most important in digital information technology, including personal management and communication.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Why take this qualification?

- Have the knowledge, understanding and skills to be able to move onto a specific area within digital technology sector.
- Gain a qualification that will allow you to feel what it is like to work in the real world.

Who this course is for?

This course may be suitable for you if you:

- Enjoy facing constant challenges and would like to learn new skills and have a greater understand of the world of Digital Technology.
- Ever wondered what it is like to work for a company needing to have products within a given time frame.
- Are patient, persistent and have a strong logical mind.

DRAMA



Pearson BTEC Level 1 / Level 2 Tech Award in Performing Arts

Assessments

Component 1:

Exploring the Performing Arts
(Internally Assessed)

Component 2:

Developing Skills and
Techniques in the Performing
Arts
(Internally Assessed)

Component 3:

Performing to a Brief
(Externally Assessed)

**For more details on this course
please ask:**

Miss L Dee

Head of Performing Arts

ldee@bluecoatbeechdale.uk.com

What are the main aims of the course?

- To develop students' performing skills.
- To develop knowledge and understanding of the theory of Drama including key drama practitioners and their work.
- To develop students understanding of the entire theatre making process.
- To develop students' confidence and personal skills.

What are the knowledge and skills that are taught?

Throughout the course, core acting skills and techniques will be taught. These will range from the use of voice and physical movement, to building characters for performance. Students will work on extracts of published texts and on an extended production where they will learn about the performance industry and other roles within the industry. Students will learn how to keep a reflective log and will track their progress over time and set achievable and measurable targets for improvement. Throughout the course, students will also explore different theatre styles and will see 3 productions in differing styles. Students will then take part in developing their appreciation, knowledge and skills in these styles through workshop sessions.

How is the course taught?

The majority of lessons will include practical work on an individual, small group or class basis. Projects will fully meet the assessment criteria and students will be given regular feedback on their progress and advice on how they can improve. Students will then track and evidence their learning and progress through written log books and evaluations of their work. Several milestone assessments will form part of student's writing where they reflect on their current successes as a performer and set targets for improvement. Students will have the opportunity to work several times with external actors and acting companies (including the Royal Shakespeare Company to which we are a partner school) to develop their acting skills.

What are the career opportunities?

A Drama qualification will indicate to an employer that you can work as part of a team, that you have initiative and good communication skills. For a wide range of career opportunities, you may be asked to make a 'presentation' during your interview and a qualification in Drama can help you in performing with confidence, clarity and engagement.

Drama is recognised and encouraged by universities when making applications. This course is useful for anyone intending to pursue a career working with people and is essential if you are considering a career in theatre, TV, film or media.

GEOGRAPHY



Assessment

100% exam based

Paper 1: Global Geographical Issues (37.5%). This includes:

- Hazardous Earth
- Development dynamics
- Challenges of an urbanising world

Paper 2: UK Geographical Issues (37.5%). This includes:

- UK physical landscape (Coasts/rivers)
- UK human landscape
- Geographical investigation (human and physical fieldwork)

Paper 3: People and Environmental Issues (25%). This includes:

People and the biosphere
Forests under threat
Consuming energy resources

For more details on this course please ask:

Miss Ludlam

tludam@bluecoatbeechdale.uk.com

What are the main aims of the course?

- Knowledge and understanding of natural processes and how they contribute to the landscape of our planet and future changes.
- Knowledge and understanding of human impacts on an ever-changing world.
- To appreciate the differences and similarities between people's views of the world, its environments, societies and cultures.
- To develop responsibilities as global citizens and recognise how you can contribute to a future that is sustainable.

What are the knowledge and skills that are taught?

- Knowledge of the major challenges and opportunities facing our planet now and in the future.
- Applying classroom knowledge to real-life examples around the world.
- Carry out two days of fieldwork.
- Collecting, analysing and presenting data from a variety of sources, including videos, photographs, secondary written material, maps and primary fieldwork.
- Making informed geographical decisions by analysing evidence in a range of formats and justifying conclusions.

How is the course taught?

A wide variety of teaching and learning methods are used with an emphasis on enquiry skills. Students will investigate current geographical issues using written, graphical and visual sources. Fieldwork is an important part of the course and students will have an opportunity to attend field trips.

What are the career opportunities?

British industries and universities have identified Geography as one of the most desirable subjects in terms of transferable skills such as: numeracy and literacy, problem solving, spatial awareness, analytical skills, environmental awareness, teamwork and computer literacy. As such, geographers progress into a wide range of careers. Specific careers could include: urban planning, transport management, cartography, surveying, logistics, environmental management and conservation to name but a few.

HAIR AND BEAUTY



VTCT Level 2

Certificate in Hairdressing and Beauty Therapy (VRQ) is a Technical Award specifically for 14-16 year olds.

This course is a GCSE equivalent.

For more details of this course please ask:

Miss R Peabody

rpeabody@bluecoatbeechdale.uk.com

VTCT Level 2 Certificate in Hairdressing, Barbering and Beauty Therapy

What are the main aims of the course?

This qualification is designed to support young people in developing a broad and comprehensive understanding of the hair and beauty sector.

What will learners study as part of this qualification?

This qualification includes two mandatory units that can be applied to any sector or vocational area. In this qualification, learners will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, and media, business) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions. The units that make up this qualification include:

- **Understanding the hair and beauty sector** (mandatory) - in this unit learners will develop an understanding of the structure and importance of the hair, beauty and barbering sector. They will also learn about the products used, and services and treatments provided throughout the sector as well as career opportunities.
- **Hair and beauty research project** (mandatory) - in this unit learners learn how to plan a hair, beauty and barbering research project. Learners will then produce a research proposal and conduct their research into a particular topic area of the hair, beauty and barbering sector.
- **Marketing and promotions in hair, beauty and barbering** (optional) - in this unit learners will look at a hair, beauty or barbering business and then develop their own marketing materials and activities to support a product or service.
- **Hair, beauty and barbering science** (optional) - in this unit learners will develop an understanding of the chemistry of hair and beauty products.

Through undertaking this qualification learners will also develop a range of transferable skills including:

- Critical thinking and being reflective on self-performance and work produced
- Use of initiative, planning and researching skills, self-management, self-motivation and the ability to work independently
- Innovation and creativity
- Application of knowledge and understanding to real life examples and businesses
- Problem solving
- Communication skills - verbal, written and visual.

Which subjects will complement this qualification?

This qualification covers a wide range of subject areas and will be well complemented by both GCSEs and other Technical Awards in related subject areas. Specific subject areas related to this qualification include Maths, English, Science, Fashion, Travel and Tourism and Business Studies. Alternatively, learners could progress onto an Apprenticeship or

HEALTH AND SOCIAL CARE



Accreditation

**This qualification is equivalent to:-
ONE GCSE**

It is assessed through:-

60% Coursework
and
40% Exam

For more details on this course please ask:

Miss Peabody

rpeabody@bluecoatbeechdale.uk.com

BTEC Level 2 Tech Award in Health and Social Care

Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire technical knowledge and technical skills. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

This qualification is a good choice for you if you have little or no previous experience and you wish to gain an understanding of health and social care. It is also ideal for you if you wish to progress to further learning in this area, as it supports progression to a broad range of vocational training courses at Level 2 and above, including our health and social care qualifications at Level 3.

What will the learner study as part of this qualification?

There are 3 mandatory units:

Component 1: Human Lifespan Development - Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. - Understand human growth and development across life stages and the factors that affect it, and investigate how individuals deal with life events.

Component 2: Health and Social Care Services and Values - Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values - Understand the different types of health and social care services and barriers to accessing them and demonstrate care values and review own practice.

Component 3: Health and Wellbeing - Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

This qualification will enable you to develop transferable knowledge within the health and social care sector and study skills that will support progression to further learning. This subject prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Progression

Learners will be able to progress to the next level of learning in health and social care, for example, the Technical Level 2 or 3 Certificate in Health and Social Care. Progression into nursing or social work.

A Levels as preparation for entry to higher education in a range of subjects

For more information visit

HISTORY



Assessment

100% exam based

Paper 1: Understanding the modern world (50% of final grade). This includes:

- America, 1920-73: Opportunity and Equality
- Conflict & Tension, 1894-1918 (World War One)

Paper 2: Shaping the nation (50% of final grade)

- Britain: Migration, Empires and People c.790-Present Day
- Norman England, 1066 - c 1100.

How is the course taught?

- Group and class discussion and debate.
- Individual research.
- Exam critique and technique.
- Short and long essay technique instruction.
- Written and picture source evaluation.
- Use of various resources such as laptops, videos, reading, revision/exam questions as homework

For more details on this course please ask:

Mr Peach

What are the main aims of the course?

- Actively engage in the process of historical enquiry to critical and reflective thinking
- Develop their knowledge and understanding of selected historical periods, societies and aspects of history
- Develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes.
- Organise and communicate their historical knowledge and understanding in creative and different ways, reaching evidenced judgements.
- Recognise that their historical knowledge, understanding and skills help them understand the present

The main areas of study will include:

SKILLS UNIT – 20th Century World, 1945-present day.

This allows pupils to build on their knowledge from Key Stage 3 whilst introducing GCSE style assessments

Paper 2: Britain: Health and the People

This fascinating topic takes you through over a thousand years of History from the Vikings, through the Trans-Atlantic Slave Trade all the way up to Brexit! We evaluate the impact that Britain has had on the world and how and why what it means to be British has changed over time.

Paper 1: Conflict & Tension, 1894-1918

Still of vital importance 100 years later we study how the world descended into such a terrible conflict. We study the major battles, the awful conditions in the trenches such as poisonous gas attacks and the reasons for Germany's defeat.

Paper 1: America, 1920-73: Opportunity and Equality

An exciting topic that takes you from the 'flappers' of the 'roaring 20s', into the disastrous Great Depression, the impact of World War Two, the baby boomers and the social revolution of the 60s! We look at how the lives of various groups changed through this period including women and African-Americans.

Paper 2: Norman England, 1066-c 1100

Finally, it's '1066 and all that!' The Battle of Hastings, William the Conqueror, Harold Godwinson – all the old classics! But we also look at the longer term impact on England of the Norman Conquest from castles to the food on people's plates. And names – your name might be a Norman one!

Of course all of the way through this we will be developing and assessing the exam skills that will be required to make a success of the History GCSE.

What are the career opportunities?

History is a highly regarded subject in many walks of life. The need to be able to recall factual information and to be able to assess a variety of different types of information is increasingly desirable in a modern world of 'fake news.' A history qualification can lead to a career in law, finance, business, teaching and many other areas.

HOSPITALITY AND CATERING



Assessment

There are two units of work required for all students to complete and pass to obtain a grade in this course, these are:

Unit 1; The Hospitality and Catering Industry (40%) 90marks 90 minute test- externally assessed (year 10). This outlines the Hospitality and Catering industry and what influences the success of it.

Unit 2; Hospitality and Catering in Action (60%) Externally set brief, both written and practical elements (year 11). Both Nutritional knowledge/ practical cooking application are teamed together to achieve food choices to suit a brief.

For more details on this course please ask:

Mr Jackson

mjackson@bluecoatbeechdale.uk.com

What are the main features of the course?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

The WJEC Level 1/2 Vocational 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.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

What will students learn?

Each of the units of the WJEC Level 1/2 Vocational 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. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

Who should be considering this course?

Students who have shown a keen interest in Food Technology at KS3 and have ability and passion for food and the ability to create written work for a portfolio that will accompany the practical element of the course.

What could this lead on to?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Careers opportunities include chef, restaurant owner,

MUSIC



Assessment

The course has two internally assessed and one externally assessed components:

Component 1:

Exploring Music products and styles.

Internally assessed (Coursework)

Component 2: Music skills development.

Internally assessed (Coursework)

Component 3: Responding to a commercial music brief.

Externally assessed.

For more details on this course please ask:

Miss L Dee

ldee@bluecoatbeechdale.uk.com

What are the main aims of the course?

The Pearson BTEC Level 1 / Level 2 Tech Award in Music Practice is a practical introduction to life and work in the industry. Students can explore the sector while:

- Developing skills including: teamwork, leadership and communication
- Developing and presenting music to a brief
- Analysing, evaluating and enhancing learning

What are the knowledge and skills that are taught?

Students have the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

How is the course taught?

The majority of lessons will include practical work on an individual, small group or class basis. The use of school instruments – keyboards, classroom percussion, and music technology etc - is encouraged, together with the use of any instruments to which the students have access through their personal experience. All coursework performing and composing is recorded with these recordings being made at regular intervals throughout the course to show the students' musical progress.

What are the career opportunities?

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps.

After completing the course, students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships.

There are many opportunities to pursue careers in music as performers, technicians, managers and educators. Music also develops the ability to perform with confidence. Music students often develop presentation skills that are vital in any career. The ability to persevere and master a musical instrument shows characteristics that set students apart in college and

SPANISH



GCSE Assessment

Candidates are assessed in each of the four language skills. There are higher and foundation papers, however candidates must enter at the same tier for all of the four skills.

Examination practice is given at regular intervals during the course.

Grades are awarded after exams in:

Listening, Reading and Writing at the end of the course = 75% of the overall grade (25% each)

Speaking assessment = 25% of the overall grade, which is carried out by the classroom teacher under exam conditions.

For more details on these courses please ask:

Miss Holt

lholt1@bluecoatbeechdale.uk.com

What are the main aims of the course?

The GCSE course in Spanish aims to develop the ability to use the language for practical communication. We aim to develop the skills needed for world travel, establishing links abroad through technologies and preparing for a career in a global economy.

What are the knowledge and skills that are taught?

All students work through a range of topics from the following areas:

- Theme 1 – Identity and Culture
- Theme 2 – Local, national, international and global areas of interest
- Theme 3 – Current and future study and employment

The four skills practised and developed are **listening**, **speaking**, **reading** and **writing**.

How is the course taught?

Spanish is used as much as possible in lessons by staff and students. Students are encouraged to feel confident in their use of and response to Spanish through a variety of interactive activities.

What are the career opportunities?

Knowledge of languages is considered very important as we now all live and work in a truly global environment. A GCSE course in Spanish may be used as a key skill for job applications, to stand apart from the competition, or as an entry requirement for an ever growing number of universities. In addition, Spanish is one of the first languages of many countries around the world. Communication skills in languages are also essential in the world of business. The significance of qualifications in languages cannot be overstated.

