



The Skipton Academy

Key Stage 4 Options Booklet 2021-23

Table of Contents

Information for students	2
Information for parents/ carers.	2
Curriculum information	3
English Baccalaureate Pathway	4
Non-English Baccalaureate Pathway.....	4
The Options Timeline.	5
Completing the Online Options Form.	5
Additional Guidance	5

Subject Information

Core Subjects

English language	7
English literature	9
Mathematics	11
Combined Science: Trilogy	13

English Baccalaureate Subjects

Geography (humanity).....	16
History (humanity).....	19
French (modern foreign language).....	21

Non-English Baccalaureate Subjects

GCSE Art	24
BTEC Tech Award in (Business) Enterprise	26
BTEC Tech Award in Digital Information Technology	28
BTEC Tech Award in Health and Social Care	30
BTEC Tech Award in Performing Arts	32
BTEC Tech Award in Sport, Activity and Fitness.....	35
Cambridge National (Level1/2) in Engineering Design.....	37

Key Stage 4 Options Process 2021

Information for students

You are about to make some very important decisions about the subjects you will study in Years 10 and 11. This booklet is designed to help you with your choices; please read it carefully and discuss the subjects that interest you with your parent/carers.

From Year 10 you are given the opportunity to personalise your curriculum towards your interests, abilities and aspirations. There will be new subjects available to you that you have not studied before at The Skipton Academy,

If you choose your courses carefully, you are far more likely to enjoy the next two years and succeed at the end of Year 11. It is very difficult, and often impossible, to change your courses once they have begun, so now is the time to make the right decisions.

To help you, this booklet contains information about all the courses on offer to you. Remember that it is vital to choose subjects for the right reasons. Do not be tempted to choose a subject because your friend plans to choose it, as this may lead you to choose a subject you don't really like. Instead choose:

- Subjects you are **good at** (look at how you are performing in your current assessments).
- Subjects you **enjoy studying**.
- Subjects you feel would be **useful to you in your future pathway** or career.

Once you have made your choices, we will do our best to give you the courses you want, however, this is not possible in every case and sometimes subjects do not run if too few students choose the option.

Before you make your final choices, you and your parents will have an opportunity to learn more about the subjects on offer. As 2021 is not a normal year we will be unable to hold a Year 9 Options Information evening in the normal way. Instead an information video will be posted online by the lead teacher in each of the option subjects. There will be the opportunity to ask questions during the Year 9 remote Parents' Evening (**Tuesday 23rd February**). Your subject teacher will also be able to answer your questions in Teams Lessons. Miss Brown & Mr Rignall will also be holding a remote assembly (**period 4 Tuesday 23rd February**) to provide you with more information about the process.

Once you are sure about your choices, you need to complete the options form online and submit it by the deadline of **Friday 19 March 2021**.

There is no advantage in rushing to complete the form early, but you should also be aware that you could be at a disadvantage if you miss the deadline.

We are here to support you to make the right choices for **you**, so please ask for advice if you are unsure about any part of the process.

Information for parents / carers

Your child is about to make some very important decisions about the subjects they will study in Years 10 and 11. This booklet is designed to help them with their choices; please read it carefully and support your child in their decision making process.

Every student at TSA has the opportunity to study up to 9 GCSE, or equivalent, qualifications during their time in Key Stage 4. The 'core' curriculum will allow students to achieve up to 5 GCSEs in English language, English literature, mathematics and combined science: trilogy (worth 2 GCSEs). Students will then select a further 4 'option' subjects which will allow them to gain a further 4 GCSE or equivalent qualifications.

The Government encourages students to study a broad and balanced curriculum up to the age of 16, this also allows students not to limit their options at the next stage of their education whether that be within Moorlands Learning Trust at Ilkley Grammar School, another Post 16 provider or on an apprenticeship.

It is important that students make an informed decision in their choice of 'option' subjects speaking with yourselves, staff in school and always considering what is required for their likely future pathway. Whatever they choose it will require hard work from them over the next 2 years in order to achieve the best they can and put them in a strong position to achieve in the next stage of their education,

Curriculum information

Our inclusive and ambitious curriculum at The Skipton Academy is designed to be broad and balanced, providing our students with the opportunity to foster a life-long love of learning and to achieve academic success in order to progress onto their chosen next steps. Our challenging curriculum has been carefully designed so that it is underpinned by powerful knowledge: promoting hard thinking, asking big questions and inspiring each young person to appreciate the relevance of each subject in the wider world.

Our aim at TSA is to enable our students to be well-rounded individuals, equipped with the knowledge, skills and confidence to achieve their goals. The combination of our drive for academic excellence and an unwavering focus on personal development ensures that our students feel a sense of belonging to the school, and the local and wider community. Our careful balance of challenge and support creates a learning environment that inspires all to grow, academically and personally.

At the end of Year 9, our students select personalised pathways to support them on their learning journey. Students have the option to select an EBacc pathway or a blend of academic and vocational subjects. The curriculum offer for 2021 is:

Core	Foundation	Options
English Language English Literature Mathematics Combined Science: Trilogy	PE Religious Studies, Citizenship and PSHCE	GCSE History GCSE Geography GCSE French GCSE Art BTEC Tech Award in Enterprise BTEC Tech Award in Digital Information Technology BTEC Tech Award in Sport, Activity and Fitness BTEC Tech Award in Performing Arts LEVEL 1/2 CAMBRIDGE NATIONAL in Engineering Design BTEC Tech Award in Health and Social Care

To further enhance our curriculum offer, we organise enrichment days throughout the year, to provide students with the opportunity to immerse themselves further in and around disciplines that they study.

The timetable at TSA has a 2-week cycle consisting of 50 periods of 1 hour. The number of lessons for each subject is shown in the table below:

	Number of 1 hour periods
	Year 10/11
English	10
Maths	8
Science (Biology/Chemistry/Physics)	9 (3/3/3)
Core PE	2
Citizenship	1
Option subjects (4 options selected)	5 x 4 =20

English Baccalaureate Pathway

It is strongly recommended that students who are currently in top sets and wish to follow an academic route in their next stage of their studies i.e. A Levels opt for the English Baccalaureate pathway.

Core subjects (followed by all students)	<ul style="list-style-type: none"> English Language English Literature Mathematics Combined Science: Trilogy (2 GCSEs) PE (non-examined) Religious Studies, Citizenship and PSHCE (non-examined)
EBacc subjects French and one of history or geography selected from this group.	<ul style="list-style-type: none"> GCSE French GCSE History GCSE Geography
Open option subjects Two subjects selected from this group in addition to the two EBacc subjects already selected.	<ul style="list-style-type: none"> GCSE Art GCSE French GCSE Geography GCSE History BTEC Tech Award in (Business) Enterprise BTEC Tech Award in Digital Information Technology BTEC Tech Award in Health and Social Care BTEC Tech Award in Performing Arts BTEC Tech Award in Sport, Activity and Fitness Cambridge National (Level1/2) in Engineering Design

Non-English Baccalaureate Pathway

Even if you are not following the EBacc pathway **almost all** of you must follow a mixed academic and vocational pathway which includes at least one of the 3 EBacc subjects.

Core subjects (followed by all students)	<ul style="list-style-type: none"> English Language English Literature Mathematics Combined Science: Trilogy (2 GCSEs) PE (non-examined) Religious Studies, Citizenship and PSHCE (non-examined)
EBacc subjects Select one subject from this group.	<ul style="list-style-type: none"> GCSE History GCSE Geography GCSE French
Open option subjects Three subjects selected from this group in addition to the 1 EBacc subjects already selected.	<ul style="list-style-type: none"> GCSE Art GCSE French GCSE Geography GCSE History BTEC Tech Award in (Business) Enterprise BTEC Tech Award in Digital Information Technology BTEC Tech Award in Health and Social Care BTEC Tech Award in Performing Arts

	<ul style="list-style-type: none"> • BTEC Tech Award in Sport, Activity and Fitness • Cambridge National (Level1/2) in Engineering Design
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If you do not wish to study any of the EBacc subjects of History, Geography or French and wish instead to study 4 'open' options of a more vocational nature you must contact one of the leadership team to discuss your choices before completing your option form.

All students will be asked to select a reserve choice in case their original choices can not be timetabled due to the numbers of students who have selected each subject. We will try and avoid using the reserve choice and if we are having to look at using it we will communicate that as soon as possible to allow students to consider the best option for them.

The Options Timeline

The timeline for the options process is:

Option Booklet email to parents/carers and students	Tuesday 23 rd February
Y9 Options Assembly	Tuesday 23 rd February (period 4)
Y9 Parents' Evening	Tuesday 23 rd February
Subject Videos available on website	From 23 rd February
Any subject specific questions emailed to subject leads	From 23 rd February
Final Parents' Information Evening	Monday 15 th March
Option Form Deadline	Friday 19th March

Completing the Online Options Form

Once you are certain of your options choices you can complete the [online options form](#). You can only complete this once so make sure you have had all your questions answer and are happy with your choices. The online form can be accessed through this link. You will be asked for the following information:

- First name
- Last name
- Pathway either EBacc or Non-EBacc
- Choice of EBacc subject (French, Geography or History)
- Choice of 2 or 3 'open' options
- Reverse Choice in case we cannot timetable your original choices

We will aim to provide you with confirmation of your option subjects towards the end of the Summer Term once the timetabling process is completed.

Make sure you meet the deadline of Friday 19th March. Any student who does not submit their option choices by 19th March will allocated subjects based on spaces available and may not be subjects they would have opted for.

Additional Guidance

Additional advice on options is available from Mr. Khalil, Head of Key Stage 4. Independent careers guidance can also be obtained from The National Careers Service at:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Useful examination website links:

AQA www.aqa.org.uk

Edexcel <https://qualifications.pearson.com/en/home.html>

BTECs <http://qualifications.pearson.com/en/about-us/qualificationbrands/btec.html>

Subject Information

Core Subjects

English Language

English Literature

Mathematics

Combined Science: Trilogy (2 GCSEs)

English Language

Course Overview:

In English Language, you will learn about:

- non-fiction texts from the 19th, 20th and 21st century including articles, reports, letters, diaries and quality journalism
- works of literature, considering how writers use narrative and descriptive techniques to capture readers' interests
- comparing linked sources from different time periods, considering perspectives or views over time and how authors influence the reader
- how to respond to unseen literature extracts
- writing creatively and accurately for a number of different audiences and purposes
- developing presentation skills and discussion skills in front of an audience



You will learn by:

- taking part in activities designed to develop confidence in reading and writing
- being involved in group discussions, arguments and debates
- encountering a range of non-fiction texts across three centuries to build your confidence in reading skills
- having the opportunity to read and enjoy literature from a range of times and genres
- being encouraged and supported to develop personal responses to literature through analysing unseen texts
- practising technical aspects of written and spoken expression to develop a precise and accurate writing style

You will be assessed by:

- English Language is 100% terminally assessed with 2 examination papers at the end of Year 11.
- Paper 1 – worth 50% of the GCSE focuses on exploring creative literary texts and creative writing skills
- Paper 2 – worth 50% of the GCSE focuses on establishing the writer's viewpoint and perspective.
- Speaking and listening is assessed separately and will be awarded separately on the final GCSE certificate although it does not contribute to the overall English Language GCSE

Paper 1 (50% of grade)	Paper 2 (50% of grade)	Non-Examination Assessment (0%)
Explorations of Creative Reading and Writing	Writers' Viewpoints and Perspectives	Spoken Language
Section A: Reading Answer 4 questions on unseen C20th or C21st extracts	Section A: Reading Answer 4 questions on 2 linked non-fiction texts from different time periods.	This is given a separately reported grade: Focus: <ul style="list-style-type: none"> • A formal presentation • Responding to questions and to feedback, asking questions • Using spoken Standard English
Section B: Writing Answer one extended writing question in response to a stimulus	Section B: Writing Answer one extended writing question, for example responding to an opinion	

Tiers of entry:

- There are no longer any tiers in English Language
- All students, regardless of ability, sit the same examination leading to grades 9-1

<p>Course specification and exam board information:</p> <p>AQA English GCSE English Language QN – 60142923</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • read a wide range of texts, fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve students' own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical • terminology, and linguistic conventions for reading, writing and spoken language
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<p>Progression route:</p> <ul style="list-style-type: none"> • The key English skills of reading, writing, speaking and listening are required in all academic courses and all careers. • You will learn the art of effective communication, developing analytical and creative skills and the ability to argue a point of view convincingly. • The study of English develops confidence. • Indeed, it is difficult to think of a job where English would not be a benefit. However, it is particularly useful for a career in: journalism; advertising; marketing; management; education and training; publishing; law; television; film; radio; arts; administration and the civil service.
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<p>Additional information:</p> <p>Teacher in charge: Mrs L Capstick – l.capstick@theskiptonacademy.co.uk</p>
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English Literature

Course Overview:
In English Literature, you will learn about:

- works of literature, considering how writers use narrative and descriptive techniques to capture readers' interests
- comparing linked sources from different time periods, considering perspectives or views over time and how authors influence the reader
- how to respond to unseen literature extracts
- developing presentation skills and discussion skills in front of an audience
- the context of various plays, novels and poems
- how writers create and shape meaning in their texts
- the various works of writers in the English Literary Heritage, developing appreciation and interest



You will learn by:

- taking part in activities designed to develop confidence in reading and writing

- taking part in activities designed to develop confidence in reading and writing
- being involved in group discussions, arguments and debates
- encountering a range of fiction texts to build your confidence in reading skills
- having the opportunity to read and enjoy literature from a range of times and genres
- being encouraged and supported to develop personal responses to literature through analysing unseen texts
- practising technical aspects of written and spoken expression to develop a precise and accurate writing style

You will be assessed by:

- two terminal written exams, one lasting 2 hours 15 minutes (60%) and one lasting 1 hour 45 minutes

- two terminal written exams, one lasting 2 hours 15 minutes (60%) and one lasting 1 hour 45 minutes (40%)

<p>Paper 1: Shakespeare and the 19th Century Novel Exam= 1 hour 45 minutes 40% of GCSE</p> <p>Section A: Shakespeare Answer one question on Romeo and Juliet, writing in detail about an extract and then the play as a whole</p> <p>Section B: The 19C novel Answer one question on A Christmas Carol writing in detail about an extract and then the play as a whole</p>	<p>Paper 2: Modern texts and poetry Exam= 2 hours 15 minutes 60% of GCSE</p> <p>Section A: Modern Text Answer one essay question on An Inspector Calls</p> <p>Section B: Answer one comparative question on one named poem printed on the exam paper and one other poem from the 'Power and Conflict' cluster</p> <p>Section C: Unseen poetry Answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
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Tiers of entry:
GCSE English Literature does not have any tiers of entry and all students have the opportunity to achieved

GCSE English Literature does not have any tiers of entry and all students have the opportunity to achieved GCSE grade 9-1.

<p>Course specification and exam board information: AQA English GCSE English Literature QN – 60144476</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English Literary Heritage • write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read
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<p>What skills will you develop from this course? The GCSE specification in English Literature requires students to study the following content: AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

<p>Progression route: A Level Literature. Any career based on the skills of analysis and response. This course will provide you with a grounding in a wide variety of literature that will stay with you for life. You will be taught valuable skills based on improving your communication skills which are necessary in almost all careers. You can go on to study English Literature post-16 and ultimately to university degree level, following this course.</p>

<p>Additional information: Teacher in charge: Mrs L Capstick – l.capstick@theskiptonacademy.co.uk</p>
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Mathematics

Course Overview:

You will develop understanding, knowledge and skills in five main areas of Mathematics:

number, algebra, geometry and measures, ratio and proportional reasoning and statistics.

Number: You will have covered most of this section already, however, you will extend the number system to include irrational numbers, surds, reverse percentages and upper and lower bounds.

Algebra: Further factorisation, solving equations, algebraic fractions, variation and graphical representation.

Geometry and measures: Sine, cosine and tangents, Pythagoras' theorem, areas, volume, circle theorems, vectors.

Statistics: Further probability, frequency distributions, averages, sampling and questionnaires, statistical representations and analysis of data.

Ratio and proportional reasoning: problem solving using ratio, direct and inverse proportion.



You will learn by:

Using and applying mathematics which is tested throughout the five areas, through proof, reasoning and questions of a functional nature. A scientific calculator (CASIO) will be required.

You will be assessed by:

Final Exams 100%

- Assessment time (4½ hours)
- Three papers, taken at the end of Year 11, 80 marks each, 240 marks in total
- One paper non-calculator

Tiers of entry:

GCSE Mathematics has 2 tiers of entry. The Higher Tier allows students to have the opportunity to achieved GCSE grade 4-9 and the Foundation Tier grades 1-5.

Course specification and exam board information:

[Maths GCSE | Edexcel GCSE Mathematics \(2015\) | Pearson qualifications](#)

QN – 60147003

Aims of the course:

We aim to provide learners with the skills of mathematics which are vital for the life opportunities. Mathematics develops the mind and those highly valued cognitive and functional skills.

We encourage learners at The Skipton Academy to become functioning adults who can think positively and creatively, empowering them with the skills, confidence and ability to be resilient problem solvers

What skills will you develop from this course?

- become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and preserving in seeking solutions.
- can communicate, justify, argue and prove using mathematical vocabulary.
- develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the academy, their local community and the wider environment

Progression route:

A vital qualification, this is a pre-requisite for all University and College courses, apprenticeships and general employment.

This course is essential to the study of A Level Mathematics, Physics and Engineering.

Additional information:

Teacher in charge: Mr A Lavery – a.lavery@theskiptonacademy.co.uk

Science (Combined)

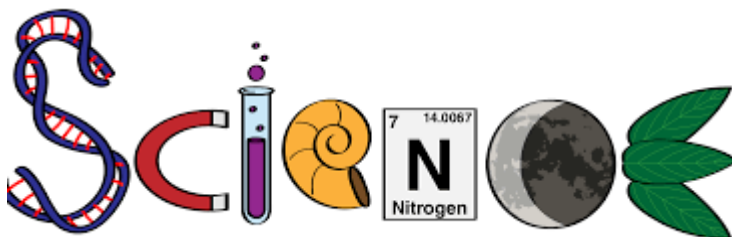
Course Overview

The study of Science has something to offer for everybody.

The course content is divided into sections and you will be taught in separate lessons of Biology, Chemistry and Physics.

In separate lessons you will be given the chance to explore the world of Biology, a brilliant opportunity to find out more about the living world including looking at our own species. In Chemistry you can research the properties of materials with practical experiences and with Physics you can immerse yourself into examining the physical world.

In all three disciplines you will be given opportunities to explore Science through practical work which is a vital ingredient in the study of Science.



You will learn by:

- Hands on practical experience
- Acquiring knowledge in lesson through a variety of teaching techniques and activities
- Applying both knowledge and skills to a variety of situations
- Questioning facts and being able to share your ideas with others
- Investigating problems and finding solutions
- Logically, using mathematics to explain ideas

You will be assessed by:

- The assessment for Science is 100% terminal assessment.
- There are 6 external examinations, 2 in Biology, Chemistry and Physics.
- Each examination is 1hr and 15 mins long, each paper has a total of 70 marks so the final grade is a score out of 420 marks.
- Although there is no coursework element, the changes to the specification mean students will be assessed on practical skills and mathematics as well as Scientific knowledge.
- You can use a calculator in any Science exam.
- There are Core Practical's in Biology, Chemistry and Physics and it is a requirement to have completed them.

Tiers of entry:

Students will study equal amounts of Biology, Chemistry and Physics and will be awarded two GCSE Grades. GCSE Combined Science has 2 tiers of entry.

The Higher Tier students can obtain GCSE grades 4-4 up to 9-9.

The Foundation Tier students can obtain GCSE grades 1-1 up to 5-5.

Course specification and exam board information

[GCSE Combined Science: Trilogy Specification](#)
[Specification for first teaching in 2016 \(aqa.org.uk\)](#)

Aims of the course:

To create confident, practical learners who have acquired knowledge and skills in all three disciplines.

For our learners to have enjoyed their journey through Science and be able to draw on this experience in life.

What skills will you develop from this course?

- You will develop questioning skills.
- You will be able to use mathematics.
- You will be practically confident.
- You will be able to apply your knowledge.
- You will make links with other subjects.

Progression route:

Students with good grades in Combined Science can go on to study applied sciences such as Biology, Chemistry, Physics, Forensic Science, Applied Science, Environmental Science at A -Level or BTEC.

If students do not wish to pursue further study in Science, their GCSEs will prove that they can be successful in an academic subject which will support entry onto many other college courses.

Additional information:

Teacher in charge: Miss J Timson – j.timson@theskiptonacademy.co.uk

Subject Information

EBacc Subjects

Humanities:

GCSE Geography

GCSE History

Modern Foreign Languages:

GCSE French

Geography

Course Overview:

The GCSE Geography course aims to stimulate students' curiosity in the world around them, develop a sense of place and an appreciation for the environment helping them to act in an informed and responsible way. Students acquire knowledge and understanding of the physical and human processes, including decision-making, which aids their development. Along with studying in the classroom, students have opportunities to develop field skills during two periods of fieldwork. Geography enables you to become globally and environmentally informed and thoughtful, enquiring citizens.



You will learn by:

Over the two years students will focus on three areas of geography, each split into topics as shown below:

Living with the physical environment

- **The challenge of natural hazards** – whilst Earth is over 4.5 billion years old, it is constantly changing. These changes create a range of hazards which pose risks to both humans and the environment. Some of these hazards affect the UK, including weather hazards, however many other areas of the world are affected by a wide range of hazards, including tectonic hazards and tropical storms. This topic investigates a range of hazards which affect the UK and further afield whilst showing what can be done to prevent these hazards from having significant impacts on society.
- **Physical landscapes in the UK** – The UK has a range of diverse landscapes which have gradually formed over millions of years by coastal and fluvial (river based) processes, which continue to act on the landscape today. As they continue to evolve, these processes have a significant impact on the lives of people living in these environments. This topic allows students to study a range of processes which form distinct landforms in coastal and fluvial environments whilst investigating how these processes can have significant impacts on the lives on people living in these environments.
- **The living world** - The world around us is of great variety, ranging from extremely arid desert environments to highly diverse tropical rainforests, all of which have unique features. As such, plants and animals living in these environments have distinctive adaptations to allow them to survive. These fragile environments all provide economic opportunities such as using rainforests for logging, farming or energy but require sustainable management. This topic draws on a range of case studies including local examples, such as Skipton Woods, and global examples, including the Thar Desert and Amazon Rainforest.

Challenges in the human environment

- **Urban issues and challenges** - For the first time, a majority of the global population now lives in towns and cities with the UN predicting this will increase to 75% by 2050 highlighting the importance of studying these settlements. This topic looks at reasons why urban areas emerge and develop unevenly and the challenges and opportunities that this creates. The topic will allow students to carry out in-depth studies of two contrasting locations, Leeds, UK, and Lagos, Nigeria.
- **The changing economic world** - Globally, there are large differences in development and standards of living between countries. This topic looks at the reasons for, and consequences of having, a 'global development gap' in addition to why such divisions occur nationally such as the UK's north-south divide. Students will study two contrasting countries, the UK and Nigeria.
- **The challenge of resource management** - The demand for food, water and energy is rising across the globe, yet the supply of all of these resources is limited which can create conflicts. Technological advances allow new strategies to be used which can increase the supply of these goods. This topic looks at the uneven spread of resources around the world, the impact of this inequality and how society can overcome these impacts.

Geographical applications

- **Issue evaluation** – This topic allows students to apply the knowledge which they have learnt over the course of their geography studies to real life situations. Every year, students receive a pre-release document which they study in detail in the classroom and apply their knowledge of different processes to the example given.
- **Fieldwork** – At GCSE, students must complete at least two sessions of fieldwork throughout the two years. To support the offer of fieldwork at TSA, the department works with the Yorkshire Dales National Park Authority to offer a range of opportunities in the local area
- **Geographical skills** – Throughout the course, students will study this topic, developing their ability to use geographical information in a constructive way. For example, students will become familiar with a range of types of maps, graphs and computer systems to develop their knowledge.

You will be assessed by:

All three exams cover a range of exam style questions. There are a small number of multiple-choice questions, building up to longer written answers. The maximum mark for one question is 9 marks. Some questions require you to use resources in your answer. 10% of your final grade is skills type questions such as maps, graphs and mathematical working out.

AQA Geography consists of three external examinations at the end of Year 11:

Title	Duration	Examination Style	% of overall grade
Paper 1: Living with the physical environment	90 minutes	Written exam	35
Paper 2: Challenges in the human environment	90 minutes	Written exam	35
Paper 3: Geographical applications	60 minutes	Written exam	30

Tiers of entry:

GCSE Geography does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

Course specification and exam board information:

[AQA | Geography | GCSE | Geography](#)

QAN code: 601/8410/3

Aims of the course:

- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues.
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence.

What skills will you develop from this course?

- **Location knowledge** - Building students' knowledge of the world's continents, countries, regions and their physical, environmental and human location.
- **Teamwork** - Working in teams during fieldwork and in a classroom environment is useful for developing communication skills allowing greater efficiency through collaboration.
- **Fieldwork** - Fieldwork is an enjoyable opportunity to explore new environments, improving the understanding of topics as they come to life. Fieldwork provides you with useful skills in collecting, understanding and later communicating data to different audiences.
- **Looking at issues differently** - Geographers uniquely tackle and investigate big issues across a variety of scales and from different perspectives.

Progression route:

In our ever-changing world the knowledge and skills employers are looking for are found in Geography. It is vital in understanding the challenges our planet faces and how we can manage our future. Statistics show that the skills you develop studying Geography make geographers among the most employable students. You could take this course to prepare for an advanced level course such as an A Level in Geography.

Geographers learn many useful skills such as decision making, teamwork, analysis and applied use of ICT, all of which are much sought after in the workplace. Geography has many links with science subjects, and the work you do may help you deepen your understanding of some topics in Science.

Additional information:

Please feel free to email me with any questions you might have about the course.

Teacher in charge: Mr J Fryer – j.fryer@theskiptonacademy.co.uk

History

Course Overview:

This is an exciting and challenging new course that builds on work completed in Years 7, 8 & 9. If you have enjoyed history at KS3, you will love it at KS4, as we analyse some of the key events that helped to form the modern world.

We will learn about:

- The highs and lows of public health in Britain from the Middle Ages to the Modern Era.
- How the Normans changed England forever.
- How the Vikings were able to spread across Europe.
- What life was like under Nazi rule.
- How Skipton Castle developed and evolved over time.



You will learn by:

- Completing activities which develop your knowledge and understanding of different historic periods.
- Being involved in discussions and debate about how the past has been interpreted differently.
- Completing independent and group enquiries into controversial issues in the past.
- Analysing a range of source material, including images, film, text and artefacts.
- Developing your own interpretations and conclusions about the past, using specific evidence to substantiate your views.
- Communicating your knowledge in an accurate and analytical fashion.

You will be assessed by:

Assessment will be by three external examinations at the end of Year 11.

Component 1	Component 2	Component 3
British History	History around us	World History
Thematic Study (20%) The People's Health, c.1250 to present	Local Study (20%) A study of a historic environment in the local areas	Period Study (20%) The Viking Expansion, c.750 – c.1050
British Depth Study (20%) The Norman Conquest, 1065–1087		World Depth Study (20%) Living under Nazi Rule, 1933–1945

Tiers of entry:

GCSE History does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.

<p>Course specification and exam board information: OCR History B (Schools History Project) – J411 Further details are available from:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/</p>	<p>Aims of the course: Students will develop the ability to:</p> <ul style="list-style-type: none"> • Develop their knowledge and understanding of specified key events, periods and societies in local, British and wider world history. • Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. • Develop the ability to ask relevant questions about the past, to investigate issues critically and to reach valid conclusions by using a range of sources. • Develop an awareness of why people, events and developments have been viewed as significant and how and why different interpretations have been formed. • Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
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<p>What skills will you develop from this course? History can teach you to understand the world that you live in, to ask questions, to debate controversial issues, to explore why events have happened and also predict what might happen in the future. It is a subject highly valued by many employers and universities.</p>
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<p>Progression route: History is an incredibly useful subject that teaches many skills that are respected by employers:</p> <ul style="list-style-type: none"> • It promotes a lifelong love of the subject and study of the past. • The qualification provides an ideal foundation for learners to progress to AS and A Level History. • The analytical skills developed are transferable to a wide range of other subjects and provide an excellent skill set to enter a wide range of careers. • Leading universities refer to history as a 'facilitating' subject as it is a well-respected, academic qualification when applying to university and provides students with more options. • The skills developed are particularly useful for a career in: journalism; law; accountancy; teaching; academia and the civil service.
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<p>Additional information:</p> <p>For more information please speak to Mr Adams – b.adams@theskiptonacademy.co.uk</p>

French

Course Overview:

French is the most widely taught second language after English, and is spoken by over 200 million people worldwide. Studying French enhances your grammar and vocabulary skills in English - approximately 45% of English vocabulary comes from French.



You will learn by:

- Building on and developing the knowledge acquired at KS3.
- Learning useful vocabulary and important structures to improve your communication in French
- Practising the skills of listening, speaking, reading and writing during lessons
- Gaining confidence and improving your level of ability in these four skill areas

In French you will learn about:

- **Identity and culture:** talking about yourself, family and friends, technology in everyday life, including social media and mobile technology. You will discuss broad themes such as music, media, TV and sport. You will also discover customs and festivals in the country of your chosen target language.
- **Home, town, neighbourhood and region**
- **Local, national and international areas of interest:** You will consider social issues such as charity work, healthy and unhealthy lifestyles, as well as global issues such as the environment and poverty/homelessness.
- **Travel and tourism**
- **Current and future study and employment:** life at school or college, post 16 study and career options and ambitions

You will be assessed by:

GCSE French has a Foundation Tier and a Higher Tier. Students take all four question papers at the same tier. Each paper is worth 25% of the final grade awarded by AQA, the examination board.

You will be assessed in all **four** strands which will all count for **25% each** of your final grade:

	Listening	Speaking	Reading	Writing
Foundation	35 mins exam Section A: English Section B: in target language.	7-9 mins with 10 mins prep time 3 parts including a card/ roleplay and then a discussion.	45 mins includes translation to English	1 hr Write a list, a short message. Translate from English to Spanish and then a short writing task.
Higher	45 mins exam Section A: English Section B: in target language.	10-12mins with 10 mins prep time 3 parts including a card/ roleplay and then a discussion.	60 mins including translation from target language to English and vice versa	1hr 15 mins Write a short paragraph, translate from English into target language and then longer writing piece.

Tiers of entry:

GCSE French has 2 tiers of entry. The Higher Tier allows students to have the opportunity to achieved GCSE grade 4-9 and the Foundation Tier grades 1-5.

<p>Course specification and exam board information:</p> <p>AQA Languages GCSE French QN – 60181576</p>	<p>Aims of the course:</p> <p>This course aims to develop:</p> <ul style="list-style-type: none"> • a range of interpersonal communication skills • an insight and appreciation of other cultures, people and lifestyles • an understanding of your own plus another language which will complement your studies of other subjects and will promote an appreciation for your own language and how it works • enjoyment of a variety of experiences, exposure to new places, people and ideas • Having a GCSE in a foreign language will open doors for you in higher education and a range of careers. It is also a fun and rewarding subject which will give you a highly valued skill.
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<p>What skills will you develop from this course?</p> <p>Languages are like a driving licence. They are an ‘add-on’ to all sorts of jobs and careers, where you can earn extra money and promotion if you can speak another language. Languages literally open up a whole new world. You will:</p> <ul style="list-style-type: none"> • develop a range of learning skills • gain an insight into other cultures • acquire a very marketable skill • enjoy a variety of learning activities • make new friends and visit new places

<p>Progression route:</p> <p>A wide range of joint courses at college and university combine languages with business, travel and tourism, law, engineering and science. A second language enhances your job prospects both in the UK and abroad. It might be that you want to study or work in Europe; this qualification will act as a gateway, opening up opportunities to you, improving your language skills. Knowledge of a foreign language adds a new dimension to your perspective on life; being able to communicate in a foreign language improves self-confidence and helps you to make new friends. It facilitates travel, making it more rewarding, whether for business or pleasure. There is also the option of going straight into employment and doing further training or study in languages with the support of your employer.</p> <p>Where could studying a foreign language take you next?</p> <p>Students can move onto study languages at university. Courses include:</p> <ul style="list-style-type: none"> - International business with languages - Economics with languages - Music with languages - International Development Studies - Maths with languages (for international accounting) - Sciences with languages (for translation of medical and scientific terms as well as international commerce) - Teaching - Translation and interpretation (especially from a political point of view) but also for business contracts - Law and languages (international law, human rights and the EU)
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<p>Additional information:</p> <p>A language is no longer ‘foreign’ once you learn how to speak it. It becomes a part of your everyday life. It opens doors to a new world, making friends, meeting people, understanding other cultures and allows you to travel. The personal skills you will gain are incomparable with any other subject as it is a truly ‘heightening of all your senses.’ It is a rewarding experience to learn another language!</p> <p>Teacher in charge: Mr A Watson – a.watson@theskiptonacademy.co.uk</p>
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Subject Information

Non-EBacc Subjects

GCSE Art

BTEC Tech Award in (Business) Enterprise

BTEC Tech Award in Digital Information
Technology

BTEC Tech Award in Health and Social
Care

BTEC Tech Award in Performing Arts

BTEC Tech Award in Sport, Activity and
Fitness

Cambridge National (Level1/2) in
Engineering Design

Art & Design

Course Overview:

Art and Design, where traditional skills are combined with computer packages and creative individual minds, is the future! The creative industries are booming and are presently earning the biggest income within the British Isles and beyond. These industries include computer gaming, animation, web design, fashion design, architecture, product design, graphic design, vehicle design and many other creative vocations. Art caters for an individual who is interested in a wide range of creative employment such as landscape or interior designers, costume and set design, art gallery and museum curator, artist, teacher, photographer and art therapist to name a few.

Art opens doors to creative freedom and a great career!



You will learn by:

- developing powerful knowledge, unlocking understanding and developing control of a wide range of techniques, media and materials. You will be encouraged to be resilient, confident and have pride in your artistic achievements. You will develop the skills to be able to communicate with the world visually without fear of misunderstanding. You will decipher, interpret, create and articulate personal responses to artworks.

You will be assessed by:

- Unit 1: Research and investigate sources of ideas in art and design. Students will be able to select the strongest pieces of their work produced during the course for marking and moderation. The coursework allows for individual creative response. This unit is worth 60% of the final grade
- Unit 2: Externally set task. You will be given the exam paper approximately twelve weeks before the exam. The 10-hour controlled test tends to occur just before the Easter holiday. This involves two days off timetable. This unit is worth 40% of the final grade.
- In June 2021 unit 2 has been removed so that the exam grade for this year is arrived at by the coursework Element of Unit 1 only

Tiers of entry:

GCSE Art does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

Course specification and exam board information:

[AQA GCSE \(9-1\) in Art & Design \(Art, Craft & Design\)](#)
QN - 60180882 (8201)

Aims of the course:

- 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 meaningful response that realises intentions and demonstrates understanding of visual language

What skills will you develop from this course?

This course is mainly concerned with the visual presentation of ideas, though students are also expected to increase their understanding of art history. Candidates will be taught the skills and techniques necessary to enable them to explore problems and ideas involved in visual concept and development. Whilst some drawing ability is desirable, a creative mind and the eagerness and stamina to learn and improve techniques is more important. The emphasis is on intelligent, independent thought and an imaginative, forward-thinking response.

Progression route:

With this course students can progress to further and higher education and rewarding careers the creative industries.

Many students go on to study art and design and other creative subjects at sixth form and colleges. Otherwise, they use their Art and Design GCSE to demonstrate a balanced personality or to allow an outlet for their imagination. Regular artistic activity is also beneficial for wellbeing.

Additional information:

Some art equipment can be bought from the art department at no profit to us.

Homework club is on one night per week and students are encouraged to come in at lunch time.

Art staff are always willing to support and help willing students.

[Click here](#) for a full student guide provided by the examination board AQA.

Teacher in charge: Mr R Thorpe - r.thorpe@theskiptonacademy.co.uk

BTEC Digital Information Technology

Course Overview:

This course is made up of three components. Two that are internally assessed and one that is externally assessed. The assessment structure is designed so that students can build on what they learn, and develop their skills, as they move through the course.

Internal assessments focus on the themes of user interface development and data manipulation and visualisation techniques. The assignments are demanding pieces of coursework that expect you to write comprehensive documents discussing and evaluating the development of your projects. There is a strong literacy flavour to this course. The external component covers a broad range of information technology theory from viruses to accessibility to standards.



You will learn by:

- Using internet and written resources to find out independently how technology has changed our lives and how we now rely on IT to shop, work and play.
- Discussing and analysing information to enhance your understanding of the topics studied.
- Being a critical friend for someone else's work because checking for accuracy, suitability and giving feedback on how to improve their work develops your understanding and critical thinking.
- Working in groups to research emerging technologies and presenting your findings.
- Independently carrying out tasks set by the exam board to improve your concentration, determination and organisational skills.

You will be assessed by:

Unit 1: Exploring User Interface Design Principles

Internal assessment (30%)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- You will explore user interfaces, discover how to develop and review them, and investigate how to use project planning techniques.
- The total number of points available for this assessment is 36.

Unit 2: Collecting, Presenting and Interpreting Data

Internal assessment (30%)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- You will explore how data impacts on individuals and organizations followed by the production of a data visualisation solution – a data dashboard.
- The total number of points available for this assessment is 36.

Unit 3: Effective Digital Working Practices

External assessment (40%)

- This is assessed via a 1 hour 30-minute written examination.
- The aim of this component is to explore how organisations use digital systems and the wider implications associated with their use.
- The total number of points available for this assessment is 48.

Tiers of entry:

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieved results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Course specification and exam board information:

The course online portal can be found here: [Link](#)

Full details on the Level 2 Technical Award Digital Information Technology are available from: [Link](#)

The course handbook can be purchased here: [Link](#)

Aims of the course:

- To acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- To develop IT-based solutions to resolve practical problems.
- To develop your understanding of current and emerging technologies and their social and commercial impact.
- To develop your understanding of the legal, social, economic, ethical and environmental issues raised by information technology.
- To recognise potential risks when using IT, and develop safe, secure and responsible practices.
- To develop skills allowing you to work collaboratively successfully.
- To evaluate IT based solutions problems of a practical and vocational nature.

What skills will you develop from this course?

Learners will gain a range of practical skills in IT. They will explore the practical and creative nature of IT with a focus on the system life cycle to design, create, test and evaluate a solution to a multimedia-based IT problem. Students will develop the ability to discuss and evaluate the impact of data on an organisation and, more broadly, people. Furthermore, students will utilise data manipulation methods to produce a data dashboard presenting an organisation's key data. They will acquire the ability to draw conclusions from the data once it has been processed. Learners will underpin this with fundamental knowledge and understanding of IT including: IT systems; hardware; software; networks; securing IT systems; data and information; and emerging technologies.

Progression route:

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 IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital 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.
- Study of IT Support or Digital Technology through the study of a Technical Certificate.

Additional information:

Teacher in charge: Mr LTurner – l.turner@theskiptonacademy.co.uk

BTEC Tech Award in Enterprise (Business)

Course Overview:

This qualification is for learners who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business. 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.



You will learn by:

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, setup, run, review and monitor an enterprise which includes:

- Development of key skills that prove learners' aptitude in planning and carrying out 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 communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills.

You will be assessed by:

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the enterprise sector and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2.

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 and focusses on promotion and finance. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. The external assessment is taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners are permitted to re-sit the external assessment once during their programme by taking a new assessment.

Tiers of entry:

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieved results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Course specification and exam board information:

[Pearson BTEC L1/L2 Tech Award in Enterprise](#)

QN - 60319161

Aims of the course:

- Provide learners with the knowledge and skills that allow them to understand how businesses function in the modern world.

What skills will you develop from this course?

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success.
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving.
- reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback.

Progression route:

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 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 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, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Business sector.

Additional information:

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

Teacher in charge: Mr M Cook – m.cook@theskiptonacademy.co.uk

BTEC Health & Social Care

Course Overview:

You will learn the skills needed to work in jobs in the field of Health & Social Care including how to develop care values like respect and maintaining dignity in care settings. Communication skills and life span development are also studied.

You will also study modules on understanding barriers to service users and look at the different issues faced by various people over their lifetime.



You will learn by:

Completing and achieving all 3 Components within the qualification.

Component 1 – Human Lifespan Development

Component 2 – Health and Social Care Services and Values

Component 3 – Health and Well Being

You will complete and achieve these components by teacher led activities, independent research tasks, class discussions, work booklets, guest speakers and scenarios.

You will be assessed by:

Students produce assignments.

Assignments are graded at Pass, Merit or Distinction.

Assignments are worth 60% of the course.

The final 40% comes from an external examination which is sat in either February or May.

Tiers of entry:

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieve results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Course specification and exam board information:

[Health and Social Care | BTEC Tech Awards | Pearson qualifications](#)

QN - 60303955

Aims of the course:

- Component 1
 - (A) Understand human growth and development across life stages and the factors that affect it.
 - (B) Investigate how individuals deal with life events.
- Component 2
 - (A) Understand the different types of health and social care services and barriers to accessing them.
 - (B) Demonstrate care values and review own practice
- Component 3
 - Builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.

What skills will you develop from this course?

The skills that you will develop from this course are the 7 Care Values that underpin the Health and Social Care Sector. These values are vital for students who take this course and for later in life when they are adults.

1. Empowering and Promoting Independence
2. Respect
3. Preserving Dignity
4. Maintaining Confidentiality
5. Effective Communication
6. Safeguarding and Duty of Care
7. Promoting Anti-Discriminatory Practice

Progression route:

Level 3 studies in Health & Social Care, Children's Care Learning & Development or A Level, Psychology or Sociology are all possible after taking this qualification. Employment or further training in the caring professions is also an option. This provides a starting point for students who want to work in the caring professions, including nursing or childcare.

Additional information:

If you have any further questions about the course, please do not hesitate to contact me on the email address below.

Teacher in charge: Miss S Brown – s.brown@theskiptonacademy.co.uk

BTEC Tech Award in Performing Arts

Course Overview:

The performing arts in education provides students with the opportunity to engage the mind, the body and the emotions into a collaborative and communal expression of all that it means to be human. BTEC Tech Award is an exciting and stimulating course that provides the opportunity to apply knowledge, skills and understanding, linking education and the world of work in an engaging, practical way. **It is not just for those who wish to pursue a Performing Arts career.**

The course is designed for learners who wish to acquire **confidence**, **creativity**, and **communication** skills through vocational links, through the study of acting, dance or musical theatre as part of their Key Stage 4 learning. It is for learners who enjoy working in a more practical and collaborative way, sharing ideas with others, and preparing performances for a variety of different audiences!



You will learn by:

Over the 2 years of study, the course encourages learners to gain knowledge and experience of the various roles, responsibilities, and skills in the Performing Arts industry:

- Building on and developing knowledge and skills acquired in KS3
- Gaining confidence to communicate with others in a range of situations
- Learning skills to perform in a variety of different styles for a range of audiences
- Researching and analysing various theatre practitioners and styles of performance
- Watching live performances and working with professionals, including the RSC

In Performing Arts you will learn:

- The various roles in the Performing Arts industry, what their responsibilities are, and which skills are required to fulfil these roles effectively
- the various stages involved in a rehearsal process through research and through practical experience of preparing for your own dance, acting, physical theatre or musical theatre performance
- the impact a piece of theatre can have on an audience and the creative intentions behind certain styles of theatre
- your personal preferences for styles of performance, how to analyse discuss and write critically about various types of theatre
- improved knowledge and technique of your own performance skills to create meaning for an audience, including multi role play, comedy, physical theatre, and musical theatre
- wider knowledge of the world past and present, theatre practitioners and their impact on society
- how to respond to various stimuli, to use your creative skills and to be yourself!

You will be assessed by:

Completing **three** components that focus on the assessment of knowledge, skills, and practices. These are all essential for progression over the 2-year course and therefore learners need to attain all 3 components to achieve the final qualification.

Components 1 and 2 assessed **internally**. These components are designed to demonstrate achievement by showing understanding of the Performing Arts Industry through **realistic** tasks and activities. This style of assessment promotes deep learning through the connection between knowledge and practice.

Component 1 Exploring the Performing Arts Learning Aim A:

- Learners watch 3 different styles of performance and write a **Research Log** on each one

Component 1 Exploring the Performing Arts Learning Aim B:

- Learners participate in lessons and workshops, then present their findings in a **video presentation**.

Component 2 Developing Skills and Techniques in the Performing Arts:

- **LA A** development of skills and techniques in their chosen style of performance
- **LA B** application of these skills in rehearsal and final performance
- **LA C** log- book evidence/evaluation of the progression made during the rehearsal process.

Component 3, set and externally assessed by Pearson

Component 3 is the main assessment of the course and builds directly on Components 1 and 2. It enables learning to be brought together and related to a **real-life situation**, set out as a **brief** for a theatre company.

1. **Ideas log**- [600-800 words] pre prepared notes are written up in 1 hour, under controlled conditions.
2. **Skills log**- [600-800 words] pre-prepared notes are written up in 1 hour, under controlled conditions.
3. **Workshop Performance**-8-10 hours of supervised rehearsal time to prepare a short group performance. There is also a design option [set, costume, lighting]. All members graded individually.
4. **Evaluation log**-[600-800 words] following the workshop performance, pre-prepared notes are written up in 1 hour, under controlled conditions.

Component Number and title	Guided Learning Hours	Assessment type	% of overall grade
Component 1: Exploring the Performing Arts	36	Internal [Teacher/IV assessed]	30%
Component 2: Developing Skills and Techniques in the Performing Arts	36	Internal [Teacher/IV assessed]	30%
Component 3: Responding to a Brief	48	External [exam board assessed]	40%

Tiers of entry:

The BTEC qualification is a Level 1/2 course where students can achieved results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Course specification and exam board information:

[Performing Arts | Pearson qualifications](#)

QN – 60304066 (22764)

BTEC Tech Award in Performing Arts specification:

[Link](#)

Aims of the course:

- To gain a deeper understanding of themselves, of others and the world in which we live, past and present
- To build knowledge of all areas and careers in the Performing Arts industry
- To create, perform and reflect on practical performances in a variety of theatre styles
- To develop critical minds and experiment with various solutions to real problems in a safe atmosphere where consequences can be discussed, without the dangers and pitfalls of the "real" world.

What skills will you develop from this course?

- **Self- development and empathy:** Performing Arts is a physical, mental, and emotional journey about personal betterment
- **Creative self-expression:** Expressing ourselves creatively adds to our ability to express ourselves in other situations. This includes professional and personal relationships of all kinds.
- **Confidence and resilience:** In performing arts settings, people will have varied opinions about someone else's expressions. Some of it will be positive and some negative. This is a mindset we can apply to many areas of our lives.
- **Collaboration and Communication:** the performing arts are deeply collaborative. They are about making connections, sharing common interests and goals with others. They are also about building trust with those we choose to work with on projects. With such experiences, we learn to face challenges
- **Focus:** Creative endeavours take willpower and determination, as we visualise our end goal, this takes focus and concentration. The fact is, anything worth doing takes focus and the performing arts are no different.
- **Problem-solving:** learning creativity, helps us to become a unique kind of problem-solver that deals in abstract and artistic concepts as well as in the more technical ones.
- **Using feedback constructively:** students are assessed and graded constantly, and part of any mindful assessment is providing constructive and actionable feedback they can develop from. Performing arts work always involves feedback. Students can learn through artistic practices that feedback can be empowering if both given and received the right way.

Progression route:

The course provides a good foundation for study into post 16:

- A Levels as preparation for entry into higher education in a range of subjects **not just performance**
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education.
- A career in the Performing Arts: actor, dancer, director, screen writer, stage manager, broadcaster

This course also develops key skills which are valuable for careers in:

- Law
- Education/Teaching
- Business
- Public sector

Please do not hesitate to contact me if you require any additional information:

Teacher in charge: Mrs V Adams – v.adams@theskiptonacademy.co.uk

BTEC Sport

Course Overview:

The BTEC Tech Award in Sport, Activity and Fitness course covers many of the staple aspects of physical education combined with evaluating new technologies and innovations.

The course is split into three components:

- Component 1 explores the body systems, injuries in sport and the use of technology for sport and activity.
- Component 2 investigates the principles of training, nutrition and psychology for sport and activity.
- Component 3 allows students to apply the principles of sport and activity in a leadership capacity.



You will learn by:

The course offers opportunities to research different aspects of sport and activity, linking different areas together and combining everything to plan and deliver your own sport or activity session. Along the way you will develop your analysis and evaluation skills, the ability to process and present facts, explore methods to improve your own and others performance and to put many of these ideas into a practical experience.

You will be assessed by:

Assessment will take the form of internally assessed assignments and an externally marked written assessment.

Assignments can include a variety of assessment methods such as producing a written booklet, blogs, leaflets, articles, presentations, video, photographic evidence and an activity session planned and led by yourself.

Your assignments will be marked by your teacher and then moderated internally, with a sample being moderated externally.

The external assessment will be in the form of a 90-minute exam, covering fitness testing and training, nutrition for sport and activity and the psychological influence on performance.

Tiers of entry:

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieved results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Course specification and exam board information:

[Sport, Activity and Fitness | BTEC Tech Award | Pearson qualifications](#)

QN – 6030473X

Aims of the course:

The course aims to develop specific knowledge and understanding of the sport and active leisure industry, focusing on health, fitness, activity and sport.

The specialist knowledge includes the body systems, sports injuries, technological advances, fitness testing and training, nutrition, psychological factors, and the skills and qualities of sports leaders.

What skills will you develop from this course?

- Research and authentication
- Evaluation and analysis
- Personal skills and qualities such as confidence, communication and organisation
- The ability to work with others

Progression route:

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 Sport, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.

Additional information:

There are opportunities within the course to use skills and knowledge from other subjects, such as science when investigating the body systems, maths for interpreting data from fitness tests and calculating training zones, and English for writing and presenting assessments.

Teacher in charge: Mr N Milburn – n.milburn@theskiptonacademy.co.uk

Level 1/Level 2

Cambridge National in Engineering Design

Course Overview:

Engineering is fundamental to our modern economy and key to driving change and innovation. This modern Engineering qualification reflects this and provides students with a solid foundation for understanding and applying this subject in their future academic or working lives.



You will learn by:

The course is an opportunity for students to study the processes involved in designing and making new engineered products. Through research and practical activities, they will learn to understand how market requirements and opportunities inform client briefs. They will then develop their skills in designing, computer modelling, and making, to communicate and demonstrate their designs. The qualification also encourages them to consult with a client and, with its practical focus, engages them in producing, testing and evaluating a prototype.

You will be assessed by:

There are four different components:

R105: Design briefs, design specifications and user requirements

1 hr written paper (externally set and marked exam) - 25%

This unit explores the relationship between the design brief and the design specification and how the specification is used to develop a new product. Wider influences such as market pull/ technological push, cultural and fashion trends, legislative requirements and lifecycle analysis (along with others) are considered when designing and developing ideas.

R106: Product analysis and research

Controlled Assessment (Internally set and marked, and externally moderated, piece of coursework) - 25%

Students learn how commercial production methods impact on the design of products and components. Primary and secondary research will be conducted, to identify the strengths and weaknesses of existing products and a summary of research outcomes will be illustrated through charts/ diagrams, digital evidence or sketches and notes.

R107: Developing and presenting engineering designs

Controlled Assessment (Internally set and marked, and externally moderated, piece of coursework) - 25%

Students build on their existing knowledge of free hand sketching in 2D and 3D to develop and generate ideas using a range of techniques to communicate ideas. Students will also be expected to be proficient in utilising technical drawing techniques in 3D and 2D. Students will also be taught how to model their ideas in using Computer Aided Designing software.

R108: 3D design realisation

Controlled Assessment (Internally set and marked, and externally moderated, piece of coursework) - 25%

In order to realise a 3D prototype, students must consider different planning processes prior to manufacture. They will be expected to develop production plans that assess risks and hazards to demonstrate safe use of the workshop tools and equipment. Students will select and use appropriate tools and processes to produce a prototype. Students will then undertake testing of the prototype and their own performance.

Tiers of entry:

There are no tiers of entry. The Cambridge National qualification is a Level 1/2 course where students have the opportunity to achieve results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Course specification and exam board information:

<http://ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-award-certificate-j832-j842>

QN - 60114113

Aims of the course:

It aims to relate authentic real-world awareness of design practices and strategies used by engineering industries. Students use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

What skills will you develop from this course?

- Research and analysis methods.
- Drawing skills, both traditional paper based and CAD.
- Practical making skills and selection of materials, components, and tools and equipment.

Progression route:

Study of the qualification will help learners to make more informed choices for further learning either generally or in this sector. Learners 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 Cambridge Technical or a BTEC National in Engineering, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in an engineering area.
- Study of engineering 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 that can lead ultimately to employment in engineering sectors.

Additional information:

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