



The Skipton Academy

Key Stage 4 Options Booklet 2022-24

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Key Stage 4 Options Process 2022

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. We will be holding a **Year 9 Options Information evening on Wednesday 23rd March 2022**. Subject leads will be available on the evening and your subject teacher will also be able to answer your questions in lessons. Mr Rignall & Mr Khalil will also be holding an assembly in RTL time on **Tuesday 8th March** to provide you with more information about the process. This will be followed up with an options interview in a small group to provide advice and guidance on choices for your Key Stage 4 studies.

Once you are sure about your choices, you need to complete the options form online and submit it by the deadline of **9:00am on Thursday 31st March 2022**.

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 as you could be placed in options with spaces rather than ones you would have selected.

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 2022 is:

Core	Foundation	Options
English Language English Literature Mathematics Combined Science: Trilogy	PE Personal Development Time. (including Religious Studies, Citizenship and RSE)	GCSE History GCSE Geography GCSE French GCSE Art GCSE Business GCSE Music (New for 2022) GCSE Food & Nutrition (New for 2022) 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 approximately 1 hour in length. The number of lessons for each subject is shown in the table below:

	Number of periods
	Year 10/11
English	10
Maths	8
Science (Biology/Chemistry/Physics)	9 (3/3/3)
Core PE	2
Personal Development Time (PDT)	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 Business GCSE Food & Nutrition GCSE French GCSE Geography GCSE History GCSE Music 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 Business GCSE Food & Nutrition GCSE French GCSE Geography GCSE History GCSE Music 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

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 8 th March
Y9 Options Assembly	Tuesday 8 th March
Y9 Parents' Evening	Wednesday 23 rd March
Option Interviews (small groups)	From 14 th March
Option Form Deadline	Thursday 31st March 9:00 am

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 answered 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
- Reserve 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 31st March. Any student who does not submit their option choices by 31st March will be 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 KM Cox – k.cox@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
- 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 (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 Macbeth, 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 achieve 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.</p> <p>You will be taught valuable skills based on improving your communication skills which are necessary in almost all careers.</p> <p>You can go on to study English Literature post-16 and ultimately to university degree level, following this course.</p>

<p>Additional information:</p> <p>Teacher in charge: Mrs KM Cox – k.cox@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)

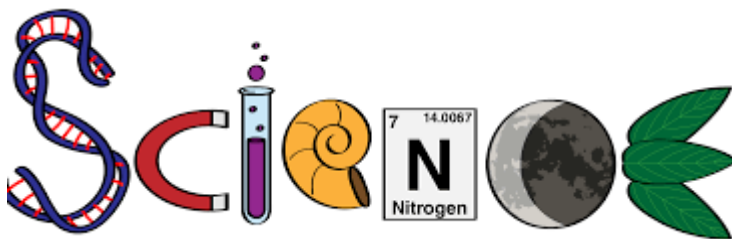
Course Overview

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: Mrs J Webber – j.webber@theskiptonacademy.co.uk

Subject Information

EBacc Subjects

Humanities:

GCSE Geography

GCSE History

Modern Foreign Languages:

GCSE French

Geography

Course Overview:

The course aims to stimulate students' curiosity in the world around them by acquiring knowledge which relates to a range of major challenges which the environment and society face in the 21st century.

Students study the following topics:

- The challenges of natural hazards
- The living world
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenges of resource management
- Geographical skills and fieldwork



You will learn by:

Geography provides the unique opportunity for students to apply their geographical knowledge to real life environments through immersing themselves in a range of diverse landscapes during fieldwork opportunities. In addition to this, students engage in a range of activities in lessons, including:

- Completing activities which focus on developing knowledge of concepts which underpin human and physical geography
- Completing independent and group retrieval activities to gather information relating to different topics
- Engaging in decision making exercises which allow students to apply knowledge and develop geographical enquiry.
- Apply knowledge of key concepts to a geographically diverse range of case studies to exemplify the knowledge they have acquired.
- Developing evaluative skills relating to the effectiveness of management techniques of a range of different situations.
- Interpreting geographical data (represented spatially and graphically) to gather information about the topics which are being learnt.

You will be assessed by:

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	75 minutes	Written exam	30

Each exam contains a range of different questions, ranging from 1-mark questions to 9 mark questions. The questions take a range of formats, including: multiple-choice questions, short response questions and longer response answers. 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 skills.

Students will have the opportunity to apply knowledge relating to a specific topic referred to as the issue evaluation in Paper 3 where they have to apply their decision making skills and wider geographical knowledge to make a decision relating to a real life scenario which is currently being debated, either nationally or globally.

Tiers of entry:

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

<p>Course specification and exam board information: AQA Geography GCSE Geography AQA GCSE Geography Specification QAN code: 601/8410/3</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • 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.
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<p>What skills will you develop from this course?</p> <ul style="list-style-type: none"> • Location knowledge - Building students' knowledge of the world's continents, countries, regions and their physical, environmental and human location. • Decision making – students will be presented with a range of real life scenarios and challenges which need sustainable solutions. The course allows students to apply their knowledge to situations where their decision making skills are tested. • 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.
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<p>Progression route:</p> <p>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.</p> <p>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.</p>

<p>Additional information:</p> <p>Please feel free to email me with any questions you might have about the course.</p> <p>Teacher in charge: Mr J Fryer – j.fryer@theskiptonacademy.co.uk</p>
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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 also take part in a field trip to Skipton Castle.

You will be assessed by:

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

Paper 1	Paper 2	Paper 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.

Course specification and exam board information:

OCR History B (Schools History Project) – J411

Further details are available from:

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

Aims of the course:

Students will develop the ability to:

- 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.

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.

Progression route:

History is an incredibly useful subject that teaches many skills that are respected by employers:

- 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.

Additional information:

For more information please speak to Mr Adams – b.adams@theskiptonacademy.co.uk

French

Course Overview:

GCSE French will enable you to write, listen, read and speak in **the most sought-after language** for UK employers.

French is the second most taught language in the world and is **spoken by over 300 million people**, most of whom live in Africa!

Studying French will make you **a more confident speaker** of English and will enhance your grammar and vocabulary skills - approximately 45% of English vocabulary comes from French.



You will learn by:

In French you will practise the four language skills of reading, writing, listening and speaking. You will learn to understand information and **express your opinion** about:

Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in French-speaking countries/communities

Local, national, international and global areas of interest: Home, town, neighbourhood and region, Social issues; Global issues; Travel and tourism

Current and future study and employment: My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions

You will be assessed by:

AQA GCSE French involves four external examinations at the end of Year 11 in the four key language skills:

Tier / Paper	Speaking	Reading	Listening	Writing
Foundation	7-9 minutes with 12 minutes preparation time: responding to a photocard, roleplay and general conversation (with your French teacher)	45 minutes: understanding written French and responding with multiple choice and written answers; 35-word translation from French into English	35 minutes: taking information from announcements, conversations, instructions, news bulletins and telephone messages	60 minutes: responding to a photo; 40-word essay; 5 short sentences to translate from English into French; 90-word essay
Higher	10-12 minutes with 12 minutes preparation time: as above	60 minutes: understanding written French and responding with multiple choice and written answers; 50-word translation from French into English	45 minutes: as above	75 minutes: 90-word essay; 150-word essay; 50-word translation from English into French
% of overall grade	25	25	25	25

Tiers of entry:

GCSE French has a Foundation Tier and a Higher Tier. Students take all four question papers at the same tier. A good pass (5) is possible at Foundation, while at Higher it is possible to achieve up to the top grade (9).

Course specification and exam board information:

[AQA](#) | [Languages](#) | [GCSE](#) | [French](#)

Aims of the course:

This course should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

What skills will you develop from this course?

Continuing your French learning will make you **stand out from the crowd** to everyone you meet. Employers want candidates with strengths that translate to the workplace. The language GCSE curriculum fosters key transferable skills, such as **communication, creative, interpersonal, and problem-solving skills** and will help you in preparation for the world of work.

Progression route:

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 or do business with the French-speaking world. Many French companies and business people operate in the UK and will value your knowledge of their culture and language. 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.

Where could studying French take you next?

French at University is an exciting degree, with one year spent working abroad in a French speaking country, and the opportunity to work with the engineering, tourism, legal, education or banking industries abroad. Equally, French can be studied with another language, Engineering, or Law to name a few options.

French is an official language of many international organisations such as the United Nations, NATO, World Health Organisation, Red Cross, International Olympics Committee, and World Trade Organisation.

Additional information:

Please feel free to come and talk to me in room D2 or email me if you have any questions about the course.

Teacher in charge: Mr L Greaves – lgreaves@theskiptonacademy.co.uk

Subject Information

Non-EBacc Subjects

GCSE Art

GCSE Business

GCSE Food & Nutrition

GCSE Music

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 (Level 1/2) in Engineering Design

GCSE 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 2022 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.

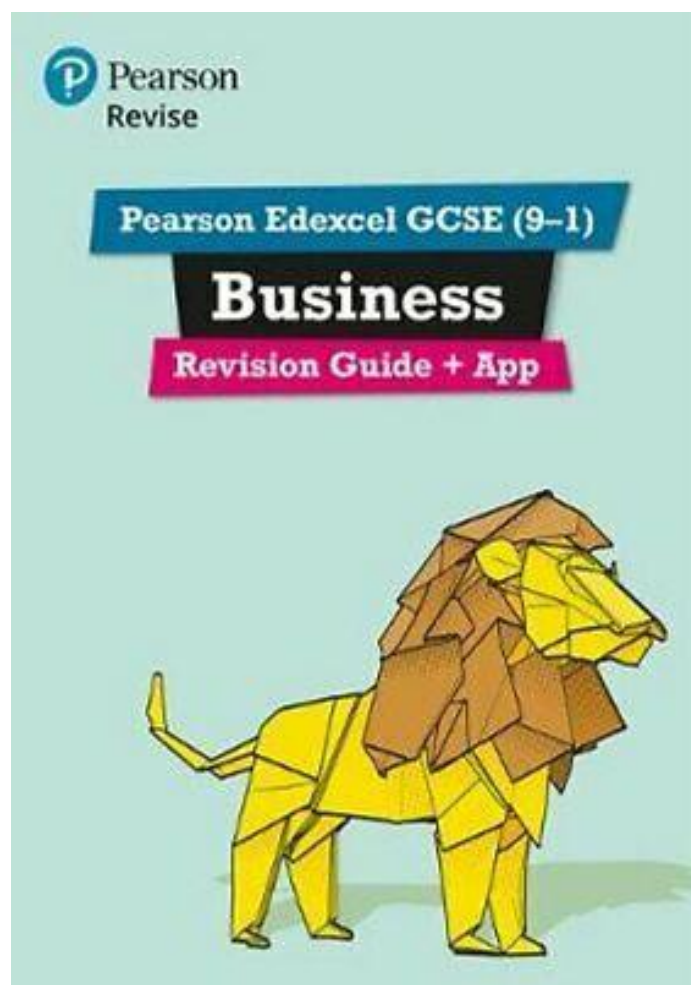
Teacher in charge: Mr R Thorpe - r.thorpe@theskiptonacademy.co.uk

GCSE Business

Course Overview:

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data



Through studying this qualification students will:

- apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts
- develop an understanding of how these contexts impact on business behaviour
- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts.

You will be assessed by:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers. Students must complete all assessment in May/June in any single year.

Theme 1: Investigating small business

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Content overview • Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business

Theme 2: Building a business

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Content overview • Topic 2.1 Growing the business • Topic 2.2 Making marketing decisions • Topic 2.3 Making operational decisions • Topic 2.4 Making financial decisions • Topic 2.5 Making human resource decisions

Tiers of entry:

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

Course specification and exam board information:

[GCSE Business Spec 2017.pdf \(pearson.com\)](#)

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?

Through studying this qualification students will:

- apply knowledge and understanding to business decision making, including:
 - o the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making
 - o how different business contexts affect business decisions
 - o the use and limitation of quantitative and qualitative data in making business decisions
- develop problem-solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

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 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

GCSE Food & Nutrition

We hope to offer this new course from '22

Course Overview:

In food & nutrition you will learn about:

- food preparation skills
- food, nutrition and health
- food science
- food safety
- food choice
- food provenance (where things come from)
- food preparation and cooking techniques



You will learn by:

- developing and acquiring a wide range of food preparation skills
- using a wide variety of cooking tools and equipment
- completing investigation work to develop an understanding of the function of ingredients
- analysing foods to find out their nutritional content
- independent research tasks
- experimental work looking at the functional and chemical properties of food
- completing sensory evaluation tasks

You will be assessed by:

- **Completing a food investigation (15%)**
- You will write a report on your understanding of the scientific principles that underpin the preparation and cooking of food. This will be completed in 10 hours.
- **Food preparation and assessment. (35%)**
- You will plan, prepare, cook and present a three-course menu within 3 hours. You will produce a concise portfolio that will demonstrate your application of technical skills and practical outcomes. It will explain how you planned and carried out the preparation, cooking and presentation of your three final dishes and include an evaluation of cost, sensory properties and nutritional characteristics of each dish.
- One final 1 hour 45 minutes exam **(50%)**

Tiers of entry:

GCSE Food Preparation and Nutrition 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:</p> <p>AQA GCSE Food Preparation and Nutrition</p> <p>Further details are available from: http://www.aqa.org.uk/subjects/food-preparation-and-nutrition</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • To demonstrate effective and safe cooking skills • To develop knowledge and understanding of the functional properties and chemical processes and nutritional content of food and drink • To understand the relationship between diet, nutrition and health • To understand the economic, environmental, ethical and socio-cultural influences on food • To demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and food safety when preparing, processing, storing, cooking and serving food • To inspire new ideas and modify recipes
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<p>What skills will you develop from this course?</p> <p>This new GCSE in Food Preparation and Nutrition is an exciting creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.</p> <p>The essence of the course is to nurture practical cookery skills and to give students a strong understanding of nutrition.</p>

<p>Progression route:</p> <p>On completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or a whole host of careers in the hospitality industry, examples include:</p> <ul style="list-style-type: none"> – Food Product development – Food technology – Butcher – Caterer – Confectioner – Food Marketing – Food Scientist – Chef
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<p>Additional information:</p> <p>Students who study GCSE Food Preparation and Nutrition will be expected to provide food ingredients for all their practical work. However, support is available for students in receipt of the Pupil Premium.</p> <p>Students can combine Food Preparation and Nutrition with the Award in Engineering Design.</p> <p>For more information please speak to Mr Rignall – m.rignall@theskiptonacademy.co.uk</p>

GCSE Music

Course Overview:

In music you will:

- develop your performing skills as both a soloist and as part of an ensemble
- develop an understanding of techniques and devices used in composition and incorporate these into your own work
- analyse pieces of music, considering how composers use elements of music to create a musical effect
- learn about music from different cultures and styles through time



You will learn by:

- participating in practical lessons and accessing peer and teacher feedback to improve your skills
- listening, appraising, and analysing music from a variety of cultures and styles
- composing using computer software and your own instrument/voice
- undertaking research topics on different styles of music
- participating in composition and performance activities to develop skills and a sense of personal style

You will be assessed by:

• **Component 1: Understanding Music (40% of the total grade)**

Section A- listening exam on 'unseen' questions

Section B- written answers on work studied in class

Assessed via examination at the end of Year 11

• **Component 2: Performing Music (30% of the total grade)**

Performance 1- solo

Performance 2- ensemble

Assessed in school and moderated by the exam board.

• **Component 3: Composing Music (30% of the total grade)**

Composition 1- composing to a brief (released in Year 11)

Composition 2- free composition

Assessed in school and moderated by the exam board

Component 1	Component 2	Component 3
Area of Study (AoS) 1 & either AoS 2, 3 or 4	Solo and ensemble performance.	Two compositions (brief and free)
AoS1: Western Classical Tradition 1650-1910	Students must be able to perform live music using an instrument (including DJ)/vocal, or by production via technology.	Combined running time of composition is 3 minutes minimum.
AoS 2: Popular Music	Highest level of demand is Grade 5 standard or above.	
AoS 3: Traditional Music	Combined performance time is 4 minutes minimum with at least 1 minute being as part of an ensemble.	
AoS 4: Western Classical Tradition since 1910	Students will undertake performances in Years 10 and 11. Accessed performances submitted for moderation must be recorded in Year 11.	

Tiers of entry: GCSE Music does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.	
Course specification and exam board information: AQA GCSE Music 8271 Further details are available from: http://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016-V0-1.PDF	Aims of the course: Students will develop the ability to: <ul style="list-style-type: none"> • actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds • develop students' own musical interests and skills including the ability to make music individually and in groups • evaluate students' own and others' music • understand and appreciate a range of different kinds of music from a variety of cultures and genres

What skills will you develop from this course? <ul style="list-style-type: none"> • 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: it takes a great deal of courage to perform in front of others. Your confidence to perform and speak to audiences will develop as your musicianship develops. As you develop as a musician, you're going to have to overcome challenges and set-backs. You'll also receive feedback from your classmates and teachers, some of it will be positive and some developmental. You'll need to be resilient to overcome these challenges and have the commitment to continually improve. • Collaboration and Communication: music is a fantastic way to communicate with others. Not only do you have to learn to communicate <i>about</i> your music, but you also learn to communicate <i>through</i> music. In addition, you'll probably encounter many musicians on your music journey in which you'll want to collaborate with. Communicating with others, collaborating with fellow musicians, and sending a musical message to your listeners all require different strategies. These strategies will be helpful in your relationships at school, throughout your career and in social situations. • Focus and Patience: creative endeavours take willpower and determination, as we visualise our end goal, this takes focus, concentration, and perseverance. The fact is, anything worth doing takes focus and patience and music is no different. • Problem-solving: learning creatively, 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 to develop from. Activities within music will always involve feedback. Students will develop their ability to give and receive feedback to rapidly improve their own work at that of others.
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Progression route:

- The Creative Industries in the UK one of the biggest sectors of our economy and generates approximately £116billion annually and employs around 2 million people.
- GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology).
- You may wish to go into a career in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.
- The study of music develops confidence, resilience, group skills, problem-solving, time-management skills and the ability to present to an audience. It is difficult to think of a career or post -16 pathway where these skills would not be useful.
- It is a very creative subject and will provide a sense of balance to your curriculum.

Additional information:

It is expected that you have a weekly lesson on your chosen instrument or voice. This will help you to fulfil your potential in component 2.

If you choose to have school-based instrumental/vocal lessons with one of our peripatetic teachers, this may be subsidised by school, but you must let Mr Bibby know before the end of the summer term.

For more information, please speak to Mr. Bibby – s.bibby@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 and display a good level of aptitude with different software applications. 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

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- There are four assignments in this component which will take six hours to complete.
- You will explore user interfaces, discover how to develop and review them, and investigate how to use project planning techniques.
- The total number of marks available for this assessment is 60.

Unit 2: Collecting, Presenting and Interpreting Data

Internal assessment

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- There are three assignments in this component that will take six hours in total to complete.
- 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 marks available for this assessment is 60.

Unit 3: Effective Digital Working Practices

External assessment

- 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 60.

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](#)

A handbook that covers the theory element of the course supremely well 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 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

36 Guided Learning Hours – Internal Assessment with 4 tasks externally moderated. 6 hours of supervised sessions.

Component 2 – Health and Social Care Services and Values

36 Guided Learning Hours – Internal Assessment with 5 tasks externally moderated. 6 hours of supervised sessions.

Component 3 – Health and Well Being

48 Guided Learning Hours – 2-hour external exam – externally marked

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.

<p>Course specification and exam board information:</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html</p> <p>QN – 603/7047/6</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • Component 1 <ul style="list-style-type: none"> (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 <ul style="list-style-type: none"> (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 <ul style="list-style-type: none"> Builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.
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<p>What skills will you develop from this course?</p> <p>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.</p> <ol style="list-style-type: none"> 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
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<p>Progression route:</p> <p>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.</p>

<p>Additional information:</p> <p>If you have any further questions about the course, please do not hesitate to contact me on the email address below.</p> <p>Teacher in charge: Miss S Brown – s.brown@theskiptonacademy.co.uk</p>
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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:

- Investigate how professional performance or production work is created by investigating professional performance work on a set theme. [set task 12 hours to complete under supervision]

Component 1 Exploring the Performing Arts Learning Aim B:

- Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work by actively exploring the work from task 1 theme and submitting a written or video portfolio of evidence. [set task with 15 hours to complete under supervision]

Component 2 Developing Skills and Techniques in the Performing Arts: [preparing a performance piece]

- LA A** Use rehearsal or production/design processes [12 hours to complete Task 1]
- LA B** Apply skills and techniques in performance or realisation [1 hour to complete Task 2]
- LA C** Review own development and application of performance or design skills. [2 hours to complete Task 3]

Component 3, set and externally assessed by Pearson [3 hours supervised time to complete May/June]

Component 3 is the 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. For assessment, learners will be given a brief and stimulus to create performance material as either a performer or a designer. In groups of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Assessment objectives

AO1 Understand how to respond to a brief

AO2 Select and develop skills and techniques in response to a brief

AO3 Apply skills and techniques in a workshop performance in response to a brief

Component Number and title	Guided Learning Hours	Assessment type	% of overall grade
Component 1: Exploring the Performing Arts	36	Internal assessment External Moderation	60 marks
Component 2: Developing Skills and Techniques in the Performing Arts	36	Internal assessment External Moderation	60 marks
Component 3: Responding to a Brief	48	External [exam board assessed]	60 marks

AO4 Evaluate the development process and outcome in response to a brief

Tiers of entry:

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

<p>Course specification and exam board information:</p> <p>BTEC Tech Award in Performing Arts specification:</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html</p> <p>QN – 603/7054/3</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • 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.
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<p>What skills will you develop from this course?</p> <ul style="list-style-type: none"> • 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.
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<p>Progression route:</p> <p>The course provides a good foundation for study into post 16:</p> <ul style="list-style-type: none"> • 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 <p>This course also develops key skills which are valuable for careers in:</p> <ul style="list-style-type: none"> • Law • Education/Teaching • Business • Public sector

<p>Please do not hesitate to contact me if you require any additional information:</p> <p>Teacher in charge: Mrs V Adams – v.adams@theskiptonacademy.co.uk</p>

BTEC Sport

Course Overview:

The BTEC Tech Award in Sport 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 sports industry and how participants can access it and then prepare to take part.
- Component 2 allows students to demonstrate their knowledge and ability within a selected sport. This will include knowledge of the rules, practical competence in the sport and demonstrate the ability to make improvements to individual's skills within the sport.
- Component 3 investigates fitness testing and training, how the body adapts to training and how training programmes are designed to improve fitness.



You will learn by:

The course offers opportunities to research different aspects of sport, develop your analysis and evaluation skills, the ability to process and present facts and data, 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:

Components 1 and 2 are assessed through non-exam internal assessments. These assessments are set by the awarding body, marked within school and externally moderated. Assessments will take place at a set time and have strict timescales to complete them in.

Component 3 is assessed through a 90-minute examination, set and marked by the awarding body.

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:

<https://qualifications.pearson.com/content/dam/pdf/btec-awards/sport/2022/specification-and-sample-assessments/60370683-BTEC-Tech-Award-Sport-2022-spec-PPD1-190721.pdf>

QN – 603/7068/3

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
- 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:

R038: Principles of engineering design

1 hr 15min written paper (externally set and marked exam) - 70 marks

In this unit, students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. They will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design.

R039: Communicating designs

Controlled Assessment (Internally set and marked, and externally moderated) - 60 marks

In this unit, students will learn how to develop their techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features.

R040: Design, evaluation and modelling

Controlled Assessment (Internally set and marked, and externally moderated) - 60 marks

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.

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: OCR Level 1/Level 2 Cambridge National in Engineering Design specification QN - 60114113	Aims of the course: To enable students to understand and apply the fundamental principles and concepts of Engineering Design, including the design process, types of drawings, influences on design, and the use of Computer Aided Design (CAD)
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What skills will you develop from this course? This qualification will enable you to learn about the process of engineering design, and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas through the use of sketches and engineering drawings and computer aided design. You will also be able to evaluate the design of a product, through the disassembly of existing products or the use of modelling for new designs.
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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: <ul style="list-style-type: none"> ▪ 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.
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Additional information: Teacher in charge: Mr A Jackson – a.jackson@theskiptonacademy.co.uk
