



**THE BOURNE ACADEMY**

# Year 8 Options Booklet 2020

A guide to the courses and  
qualifications available to year 9, 10  
and 11 students

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# Welcome to Options Evening

Dear Year 8 student,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next three years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make the right choices to support your future learning.

This booklet and the options process are designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs.

Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. All these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You will also be working on this in tutor time and may already have some firm ideas.

There will be further opportunities to discuss options choices at the Parents' Evening on Wednesday 27th January 2021.

The deadline for submitting your Options Form will be Friday 5th February. The completed form should be returned to the Academy in the pre-paid envelope.

We hope that the information allows you to make the right choices that will see you succeeding over the next three years and beyond.



Mr Avoth

Principal

## What is Key Stage 4?

The curriculum at Key Stage 4 consists of a mixture of Core Learning and Options Learning.

Students will be able to choose subjects for their Options Learning according to their strengths and interests. They will be guided through their choices by subject teachers, tutors and other staff to ensure that their choices are appropriate.

The Key Stage 4 (KS4) curriculum reflects the National Curriculum requirements and the curriculum policy of the school. We want to offer as much individual choice as we can, so that the students can follow courses they need for interest and their future career paths.

However, there are also certain constraints and requirements that govern students' choices: the following pages explain what these are.

We urge that all students opt for a broad and balanced curriculum. Whilst all GCSEs have equal status, they do stress different skills and ways of learning. When making choices students must balance their skills and learning styles in order to keep options open for later life, such as choosing college or A level courses.

### Core Learning: What does everyone do?

All students are taught a core programme. These are the subjects and skills that are statutory for all children aged 11-16, with the addition of English Literature, a Humanities and/or Modern Foreign Language which we feel are important too and are studied by everyone.

#### Essential Learning comprises:

- English
- English Literature
- Mathematics
- Science (Combined or Triple award)
- Humanities and/or Modern Foreign Language (see below)
- PE

### Option Learning: Pathways

We want our students to be committed to their subjects and so we allow them to choose the four subjects that make up their Foundation Learning.

Whilst we do give as much choice as possible by offering four options over three years, all students will be advised to follow a pathway.

**BLUE PATHWAY** students on this pathway will be expected to take a Humanities subject (History, Geography) and a Modern Foreign Language (French, Spanish).

**YELLOW PATHWAY** students on this pathway will be expected to take a Humanities subject (History, Geography) and/or a Modern Foreign Language (French, Spanish).

**PURPLE PATHWAY** students on this pathway are encouraged to take Travel & Tourism as an alternative to a Humanities subject (Geography, History) and/or a Modern Foreign Language (French, Spanish). Students are encouraged to opt for vocational and BTEC courses, which involve a greater percentage of coursework.

We make every effort to ensure that students study the course they opt for. We are constrained by constructing a timetable, staffing and group sizes. This is why it is important to note that, despite our best efforts, we are not always able to give everyone their first choices.

Any student who does not get their top choices will be seen by the exams team and/or the Head of House to discuss alternatives.

## What are GCSEs?

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so will be useful whatever students are planning to do afterwards. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade you get (see page 6 for an explanation of levels).

## What are BTECs, Cambridge Nationals, VCerts and NCFEs?

These are particular types of work-related qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

## What is the English Baccalaureate?

This was introduced by the Government in 2011 as a *standard* that students can aim for in their KS4 studies. To achieve the English Baccalaureate (EBacc), students must complete and obtain a Grade 4 or higher in the following subjects:

- Maths
- English Language
- Two Sciences
- a Language (e.g. Spanish or French) and
- either Geography or History

## Russell Group and GCSE Pathways

The Russell Group of Universities (a collaboration of 20 leading UK universities) are not only interested in the results that pupils achieve at GCSE and A Level, they are increasingly expecting pupils to have breadth of study as well as rigour in what they study. This generally means they consider the traditional academic subjects such as those included in the EBacc as more appropriate for entry to their universities. Pupils of high ability (those predicted to achieve mainly high Level 6 and above) should aim to stretch themselves by considering choosing options that have academic rigour, such as Geography, History or a Modern Foreign Language.

## What do the Qualifications mean?

A qualification is intended to show employers, teachers and learners what someone has learnt and can do as a result of that achievement. There are a large number of qualifications and the way they are described and marketed can be confusing.

**Qualifications and Credit Framework (QCF)** sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. This framework helps learners to make informed decisions about the qualifications they need, and help employers and providers assess what qualifications a candidate has. The QCF has nine levels, and sets out the basis on which qualifications are approved, so that it is easier to compare one type of qualification with another.

Qualifications are best understood by their level of difficulty, size and, of course, their content. Each accredited qualification has a level according to the qualifications framework it is on. Levels are a standard way of comparing how challenging a qualification is and what learners should be able to do once they have successfully completed it. For example, an NCFE or Btec level 2 qualification is equivalent to a GCSE at grade 9 - 1.

NQF level	Examples of qualifications	What they give you
<b>Entry</b>	<ul style="list-style-type: none"> <li>• Entry Level Certificates</li> <li>• English for Speakers of Other Languages (ESOL)</li> <li>• Skills for Life</li> <li>• Functional Skills at entry level (English, Maths and ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• basic knowledge and skills</li> <li>• ability to apply learning in everyday situations</li> <li>• not geared towards specific occupations</li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• GCSEs grades 1-3 ( D-G)</li> <li>• BTEC Introductory Diplomas and Certificates</li> <li>• OCR Nationals</li> <li>• Skills for Life</li> </ul>	<ul style="list-style-type: none"> <li>• basic knowledge and skills</li> <li>• ability to apply learning with guidance or supervision</li> <li>• may be linked to job competence</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• GCSEs grades 4-9 (A*-C)</li> <li>• BTEC First Diplomas and Certificates</li> <li>• OCR Nationals</li> <li>• Skills for Life</li> </ul>	<ul style="list-style-type: none"> <li>• good knowledge and understanding of a subject</li> <li>• ability to perform variety of tasks with some guidance or supervision</li> <li>• appropriate for many job roles</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• AS and A Levels</li> <li>• International Baccalaureate</li> <li>• BTEC Nationals</li> <li>• OCR Nationals</li> </ul>	<ul style="list-style-type: none"> <li>• ability to gain or apply a range of knowledge, skills and understanding, at a detailed level</li> <li>• appropriate if you plan to go to university, work independently, or (in some cases) supervise.</li> </ul>

## Some Advice for Students

### Who decides what I study?

Basically, **YOU** do.

We want you to choose the subjects that you want to do. Everyone is happier that way. But you need to think things out very carefully and remember all these points.

First, you must consult:

- Your Parents
- Your Teachers
- Your Tutor
- Your Head of House

Secondly, you should think whether the option subjects you are choosing NOW fit in with what you will need for a FURTHER EDUCATION or CAREER choice in two, three or four years' time.

Thirdly, you must check any particular requirement of the *course*. *You will not be allowed to begin any option course if your lower school work indicates that you will not benefit from it.*

### To help you to choose:

You can speak to Mrs Woodings, Head of Careers, Employability and enterprise, either in school or at the Parents' Evening on 27<sup>th</sup> January. At ANY time, you can sign up for an appointment with Mrs Woodings by requesting an appointment through your tutor.

All of these people will have a very good idea of your abilities and the subjects that will give you a broad set of skills that you will need for future success.

# Top Tips for Choosing Subjects

**You should remember these:**

## Dos

- DO choose subjects which you like
- DO choose subjects at which you are successful
- DO choose subjects which you may need for a career or further education
- DO find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for three years
- DO talk to the people who know you
- DO listen to the advice your subject teachers give you

## Don'ts

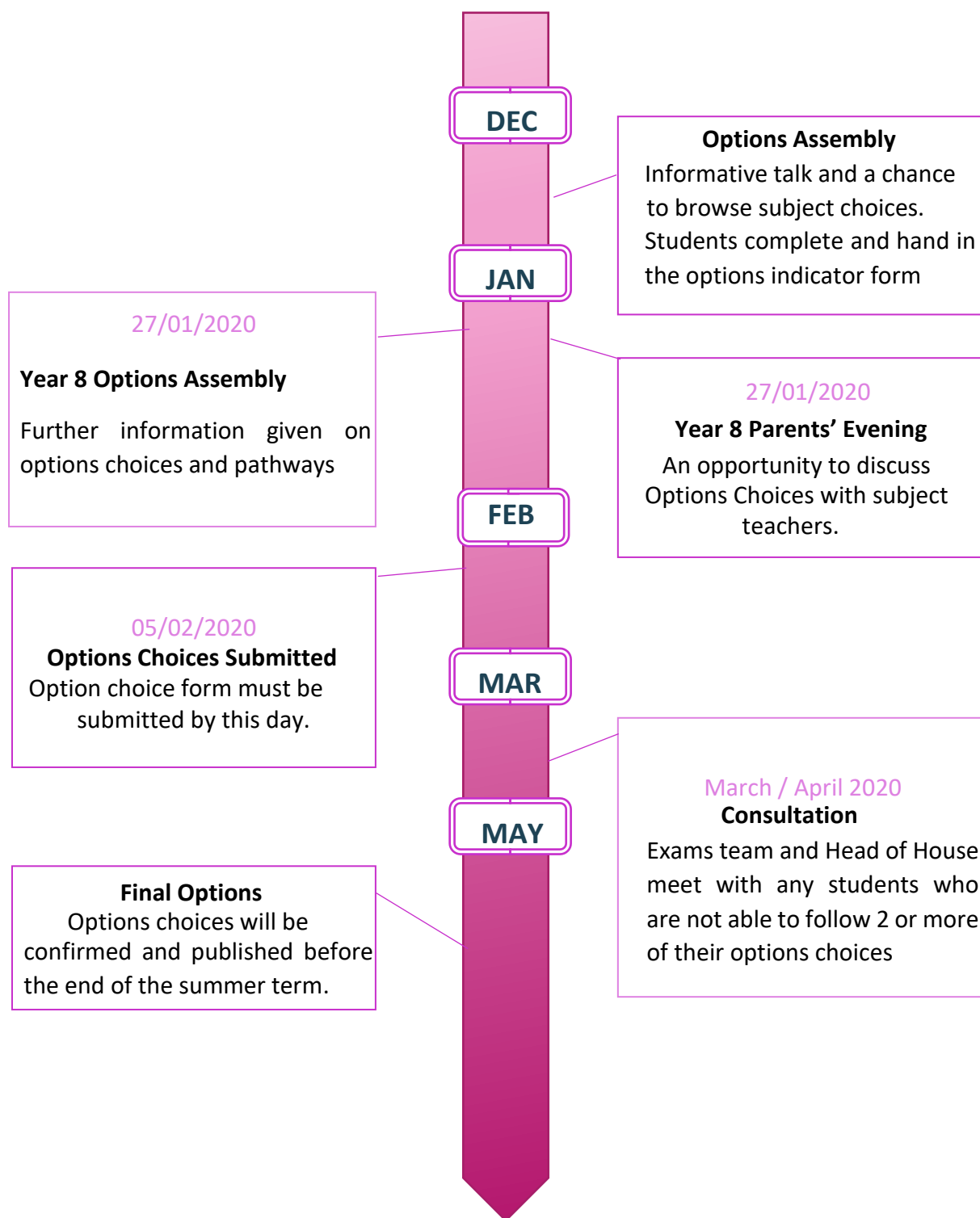
- DON'T choose a subject just because your friend has chosen it
- DON'T choose a subject just because you like - or dislike - a particular teacher, they may not end up teaching you

## What happens once options have been chosen?

- All options forms have to be handed to the exams office before the 5<sup>th</sup> February.
- You will meet with Mrs Deane or the exams team if there is a significant problem with your choices.
- In the Summer term you will receive a letter with your Options.



## Options Timeline and Key Dates



# English Language

CORE

**Director of Faculty: Miss L Beardsell**

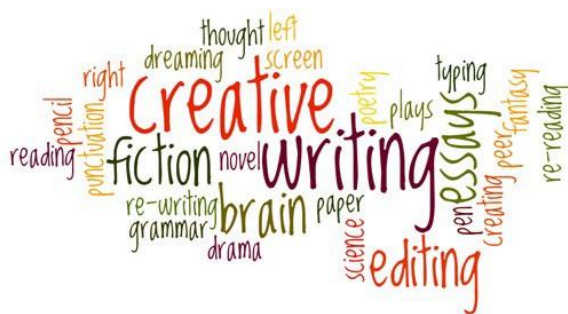
**Specification:** AQA English Language

All students study English Language. We want students to see English Language lessons as useful, relevant and an opportunity to develop their reading and writing skills which will aid their progress in other subjects. English Language lessons are also valuable in that they provide students with opportunities to be creative as well as improving their analytical skills. We want our students to finish the course with strong written and spoken communication skills that will help them in their future careers.

## What will I study?

The English Language course enables students to develop their reading skills as well as providing opportunities to write creative and non-fiction texts. There is also a non-exam assessment in speaking and listening skills which takes the form of a presentation.

- Reading comprehension
- Language analysis
- Structural analysis
- Making comparisons
- Evaluating
- Learning new vocabulary
- Writing stories & descriptions
- Writing articles, letters, essays, speeches and the text for leaflets.
- Presenting on an issue and answering related questions.



## How will I be assessed?

Two (2) written papers. **Each paper lasts:**

- 1 hour 45 minutes

**Each paper contains 80 marks**

- Paper 1: Explorations in Creative Reading and Writing & Paper 2: Writers' Viewpoints and Perspectives

**Non- exam assessment**

- Presenting in a formal context

**English Language is assessed through four reading, two writing and two speaking and listening skills-based strands.**

# English Literature

CORE

**Director of Faculty: Miss L Beardsell**

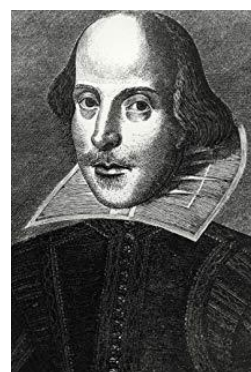
**Specification:** AQA English Language

All students study English Literature. This course provides students with the opportunity to explore a range of texts and gain an understanding of the lives of others. Students can draw on topics studied in their other subjects and apply this information to the texts they are analysing as well as having the chance to express their own opinions.

## What will I study?

The English Literature course gives students the opportunity to read drama, prose and poetry. They are required to explore both pre-studied and unseen texts.

- Macbeth
- The Strange Case of Dr Jekyll & Mr Hyde
- An Inspector Calls
- Power & Conflict Poetry
- Unseen Poetry



## How will I be assessed?

Two (2) written papers. **Each paper lasts:**

- Paper 1: 2 hours
- Paper 2: 2 hours 15 mins

**Paper 1 contains 64 marks**

- Shakespeare and the 19<sup>th</sup> century novel

**Paper 2 contains 96 marks**

- Modern texts and poetry

**English Literature is assessed through three analysis-based strands and one communication-based strand.**

A01 Read, understand and respond to texts (Percentage of final mark: 37%)

A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate (Percentage of final mark: 42.5%)

A03 Show understanding of the relationships between texts and the contexts in which they were written (Percentage of final mark: 15%)

A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Percentage of final mark: 5%)

# Mathematics

CORE

**Director of Faculty: Mrs S Stobart**

**Head of Department/Subject Lead: Mrs H Burt**

**Specification:** Edexcel (9-1) Mathematics

All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience, which will help them to approach situations with confidence. We want them to appreciate that Mathematics will be useful outside the classroom and can also be used to help in other GCSEs such as Psychology, Business Studies and Geography.

## What will I study?

The Mathematics course enables students to develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Ratio, proportion, rates of change
- Geometry
- Statistics
- Probability



## How will I be assessed?

Three (3) written papers **Each paper lasts:**

- 1 hour 30 minutes (Foundation)
- 1 hour 30 minutes (Higher)

**Each paper contains 80 marks**

- Papers 1F and 1H: Non-calculator, Papers 2F, 2H and 3F, 3H Calculator allowed

**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available

**Each paper assesses the functional elements of mathematics:**

- 30-40% on Foundation Tier papers
- 20-30% on Higher Tier papers

**Mathematics is assessed in three strands across all three papers:**

A01 Use and apply standard techniques (Percentage of final mark: 50% Foundation, 40% Higher)

A02 Reason, interpret and communicate mathematically (Percentage of final mark: 25% Foundation, 30% Higher)

A03 Solve problems within mathematics and other context (Percentage of final mark: 25% Foundation, 30% Higher)

# Science

CORE

**Director of Faculty: Mrs L Lynn**

**Head of Department: Mr J Fry**

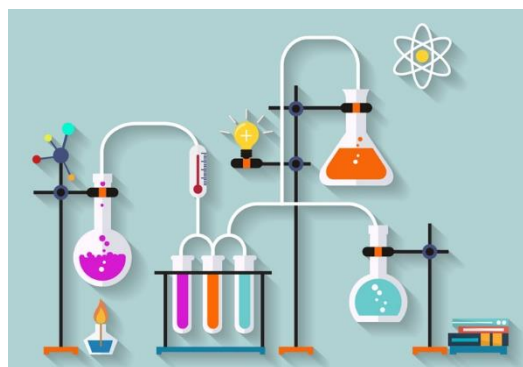
**Specification:** AQA Combined Science (Trilogy)

All students study Science. In an ever changing world, scientific understanding has never been more important; it allows students to understand the phenomena they perceive in the world around them and to appreciate the mysteries and opportunities of the human realm, from the bacteria that help digest their food, to the forces that hold our planet in orbit. Most importantly, it helps them learn through enquiry and problem solving, both critical skills for the careers of tomorrow.

## What will I study?

Most students will study Combined Science (2x GCSE grades) which covers a range of topics from Biology, Chemistry and Physics, including:

- Cells
- Human Biology and Inheritance
- Chemical structures and formulae
- Chemical reactions
- Managing the environment and pollution
- Forces and waves
- Radiation and magnetism



## How will I be assessed?

Six written papers, of which two Biology, two Chemistry and two Physics. **Each paper lasts:**

- 1 hour 15 minutes (Combined Science)

**Each paper contains 70 marks**

**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available

**Each paper assesses student subject knowledge and numeracy skills with a question mix including:**

- Multiple choice questions
- Structured questions
- Closed short answers
- Open response (or extended writing) questions

## What about Triple Science?

Triple Science offers three separate GCSEs in Biology, Chemistry and Physics with each topic covering a greater depth and more demanding breadth of content. The Triple Science class is selected by the Science Department based on attitude and performance and is not an “option” for students to choose.

Assessment is also six written papers. **Each paper lasts:**

- 1 hour 45 minutes (Triple Science)

## Art & Design

Option

**Head of Art & Photography: Miss L Lamonde**

**Specification:** AQA Art & Design (Fine Art)

### What will I study?

**Course Content:** The basic structure of the course is broken down into two Components:

**Component 1 is 'Portfolio of Work'** which accounts for 60% of the GCSE grade and **Component 2 the 'Externally set task'** which completes the final 40 % of the GCSE grade.

#### **Component 1- Portfolio of Work (60% of GCSE)**

Students will work on a range of themes, skills & techniques and complete at least one sustained project evidencing the journey from initial engagement to the realisation of intentions. Within their portfolio students will need to provide evidence of research, development of ideas and a clear understanding of critical and contextual sources. Projects aim to help students to develop technical skills and become confident using a range of materials.



#### **Component 2- Externally set assignment (40% of GCSE)**

For this unit, Students are required to produce a personal response from their chosen starting point, given by the exam board. Students will be expected to develop their own investigation through a range of experimental preparation work. The examination will take place at the end of this unit and will be 10 hours over 2 days.

### How will I be assessed?

Assessment will take a variety of forms. Verbal assessment is provided continuously and written assessment is completed regularly throughout each project. Students are encouraged to self and peer-assess their work and all assessment will follow the Assessment Objectives of the exam board (AQA).

#### **Progression Opportunities and Future Pathways:**

From successful completion of GCSE Art and Design, students could progress on to A level, BTEC or a National Diploma in Art and Design. These are offered at local colleges or at The Bourne Academy.

#### **Additional Information:**

A real interest in the subject is an absolute must, as we expect our students to be motivated to work independently as well as under guidance. Students must be prepared to commit a minimum of an hour and a half per week to art homework tasks and must be happy to come back after school if necessary to complete unfinished tasks.

# Business Studies

Level 1/2

Option

**Director of Faculty: Mrs Stobart**

**Subject Teacher: Mrs Lloyd**

**Specification:** Enterprise and Marketing Level 1/2 Certificate - J819

In business, you will develop a broad knowledge of business operations as well as gaining targeted skills in specific areas, such as consumers, marketing, finance, operations, strategy, communications and IT. You will also gain key transferable skills such as communication, analytical and leadership skills. Through the completion of enterprise activities, you will develop your entrepreneurial skills, learn how businesses handle finances, what to do when businesses go into debt and how to grow from a small business to a large public company.

## What will I study?

The course allows students to develop knowledge, skills and understanding of business related concepts, including:

- Business structures
- Financial planning
- Marketing
- Products and services
- Product analysis
- Methods of promotion
- What is an entrepreneur and the characteristics required to be a successful entrepreneur
- What is required to market a business successfully, including getting the product, price, place and promotion correct



## How will I be assessed?

This qualification has two synoptic coursework assessments as well as one external written examination.

One (1) written paper.

**Paper lasts:**

- 1 hour 30 minutes

One (1) synoptic project

- The completion time for the Synoptic assessments are 15-20 hours of supervised time each.
- The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area

Students can pursue further on to studying A-Level Business as well as a University Degree. Business compliments subjects such as English, Maths, Computing, Law and even Psychology. There really is no limit with business.



## Child Development level 2

Option

**Subject Teacher: Mrs Coslett**

**Specification: NCFE/V Cert**

In Child development and care, you will develop a broad knowledge and understanding of child development and well – being for working with children in a variety of settings. You will also develop transferable skills such as:

- Understanding roles and responsibilities in various working settings.
- Understanding equality and diversity within a childcare setting.
- Observing children and how it supports their development.
- Understanding the stages and sequence of child development.

### What will I study?

The course allows students to develop knowledge, skills and understanding of child development concepts, including:

- An introduction to working with children 0-5 years
- Types of childcare settings available for children
- Responsibilities of early years workers
- Identifying ways that treat children fairly while following diversity and inclusive policies
- Methods of observing children
- Holistic child development pattern
- The importance of routine to encourage independence
- Maintaining good hygiene routines
- How to safeguard children
- How to support children through transitions



### How will I be assessed?

This qualification has two assessments: one external written examination and one internal synoptic project

One (1) written paper. **Paper lasts:**

- 1 hour

Two (2) Assessment tasks (one assessment for unit 1 and another assessment for unit 2)

- The completion time for the Assessment is 120 hours of supervised time.
- The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area

Students can pursue their skills further on, studying level 3 childcare and development. Childcare and development compliments subjects such as English, Maths, Catering, and Psychology.



# Dance

Option

**Director of Faculty: Mr D Mastrocola**

**Subject Lead: Mrs L Murphy**

**Specification:** RSL Tech Award in Dance

## Why study Dance?

Would you like to take a hands-on, practical course along-side your GCSEs that gives you a taste of what the Dance sector is like? This course allows you the chance to perform, but also develop valuable skills and techniques in different disciplines of Dance and the opportunity to explore potential careers in the industry not just as a performer, but behind the scenes.

Performance is key to improving skills and confidence and as a Faculty, we strive to deliver students with numerous opportunities to shine throughout the academic year. These include our annual Dance Evening, as well as the Christmas Cabaret, School Musical and reach-out performances to our school and local communities.

Several students have proceeded to pursue a career in Dance, studying BA (Hon) Dance degrees at universities and professional Dance Schools.

## What does it prepare you for in the future?

With an RSL Tech Award in Dance, you can explore, challenge and realise your potential. During the course, you can see whether the industry is one you want to be in, where you could go, and gain knowledge and skills you need to succeed in your next steps either as a performer or in production.

After completing the course, you could continue to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies, such as self-reflection, communication, teamwork, leadership, and problem solving, will support your progress in the present and future.

## What will I study?

This a practical course is based on developing your skills as a dancer and choreographer. The types of dance styles and performances you will be involved in are listed below:

- Street Dance
- Musical Theatre
- Contemporary
- Ballet
- Rock Challenge
- Annual Dance Evening
- Work with Pavilion Dance South West



## How will I be assessed?

**An internal and external unit make up the RSL qualification.**

Internal: Ensemble Dance Performance

External Exam: Released by the exam board

# Drama

Option

**Director of Faculty: Mr D Mastrocola**  
**Subject Lead: Mrs Murphy**

**Specification:** RSL Tech Award in Drama

We have a vibrant and active drama course which offer students a wide variety of opportunities to develop their skills as a performer. We have links both nationally and locally which enhance the opportunities for our students to excel in drama. Students may take place in the National Theatre Connections Festival, Shakespeare Schools Festival, our in-house Telling Tales Drama festival as well as completing workshops with visiting practitioners.

Several students who have studied the course previously have gone on to gain the Canford Sixth Form scholarship as well as go on to University to study a wide range of subjects including Economics and Politics, Acting and Events Management. This has included Russell Group universities.

## What does it prepare you for in the future?

Through the course, you will gain an understanding of exactly how dialogue / conversation works, how this is reflected in good dramatic writing and how an actor 'lifts' such speech 'off the page' is important for those wishing to work in the theatre or as performers more widely. The ability to sight read competently and bring dialogue to life is essential for most television, film, radio, voice over and commercial work.

## What will I study?

This a practical course is based on developing your skills as an actor and choreographer. The types of acting styles and performances you will be involved in are listed below:

- Naturalistic Theatre
- Non-Naturalistic Theatre
- Devising Performance
- Scripted Performance
- Pre 1930s Theatre
- Contemporary Theatre Performance

## How will I be assessed?

**An internal and external unit make up the RSL qualification.**

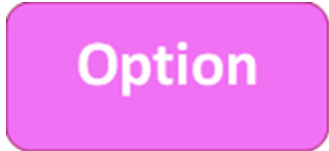
Internal: Performing Text

External Exam: Released by the exam board



# GCSE Design & Technology

Director of Faculty: Mr. M Dunn

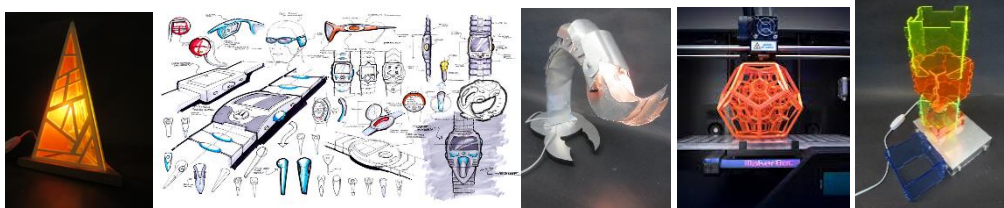


**Specification:** OCR GCSE Design and Technology

**Course category:** Academic

**Pathway:** A level, University, Higher apprenticeship

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to 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.



## Who the course will suit...

The Design and Technology GCSE course suits students who are creative, innovative, enjoy problem solving and design work and have enjoyed their time throughout KS3 TED. Students must have a good understanding of mathematics and be confident with their literacy skills. Students who are aiming to study Design and Technology at A level must pick this course.

## How will I be assessed?

One written paper **The paper is worth 50% of the GCSE grade:**

- Duration: 2 hours
- 15% of the paper assesses students Mathematical skills. 85% of the paper assesses subject knowledge through written responses.
- Students will be assessed on their understanding of materials, manufacturing and design technologies, sustainability and mathematics within industry. Preparation for the exam is largely carried out during years 1 and 2.

**The paper contains 100 marks**

One Research, Design and Prototyping portfolio **The portfolio is worth 50% of the GCSE grade:**

- Duration: July year 2 – March year 3.
- The design portfolio assesses student's independent research skills, their ability to interact with primary users and stakeholders, their ability to respond to a set design context, their ability to communicate design ideas and their ability to manufacture a single prototype.

**The portfolio contains 100 marks**

## Important to remember...

Students opting for this Academic strand of Technology, Engineering and Design are able to also opt for our Engineering (Vocational) qualification but are **not able** to opt for our 3D Design: Product Design qualification (GCSE).

# GCSE 3D Design: Product Design

Option

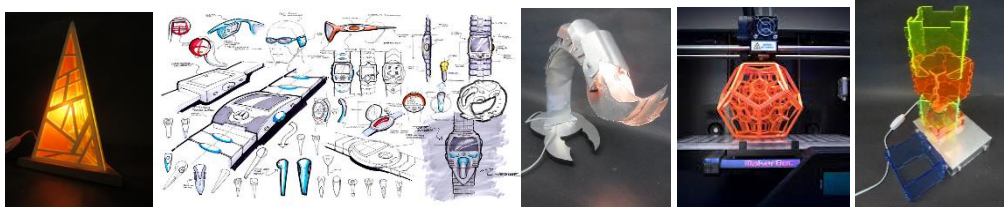
**Director of Faculty: Mr. M Dunn**

**Specification:** OCR GCSE 3D Design: Product Design

**Course category:** Skills foundation

**Pathway:** College courses and Apprenticeships.

The 3D Design: Product Design course is designed to develop practical and design skills that support students in gaining a hands on qualification. The course gives students the opportunity to explore the different skill and design areas of Product Design and Engineering and build a design, research and practical portfolio that shows off their skills and understanding. The course is taught through two components; A research, design and practical portfolio and a research, design and make task set by the exam board. There is no written examination for this course. We are lucky to have well equipped facilities and workshops at the academy which helps give students the best possible chance of success. Students will spend year one developing a strong understanding of topic areas before beginning formal assessments in year two.



## Who the course will suit...

The 3D Design: Product Design course suits students who want to develop workshop, design and modelling skills. Students who want a hands on experience of Technology, Engineering and Design and students who would find the written and mathematical elements of our Design and Technology GCSE challenging. The course will be tailored to support student interests and career aspirations.

## How will I be assessed?

**Skills Portfolio** The skills portfolio is worth 60% of the course grade:

- Students will demonstrate the ability to work creatively with processes and appropriate techniques such as: sketching, computer-aided design, research skills, model making, practical prototyping, constructing, assembling.

**The skills portfolio is worth 120 marks**

**The externally set task** The externally set task is worth 40% of the course grade:

- Duration: 10 hours.
- The externally set task will see students responding to a brief which will require them to research, design and manufacture practical outcomes.

**The externally set task is worth 80 marks**

## Important to remember...

Students opting for this Skills foundation strand of Technology, Engineering and Design are able to also opt for our BTEC Engineering qualification but **not** our GCSE Design and Technology qualification or GCSE Art.

# BTEC Engineering Tech Award

Option

**Director of Faculty: Mr. M Dunn**

**Specification:** BTEC Tech Award in Engineering

**Course category:** Vocational

**Pathway:** Level 3 Engineering Qualifications, Apprenticeships, Higher apprenticeship, College.

The Engineering Tech Award is designed to develop Engineering skills that support industry sectors. The course gives students the opportunity to explore the different areas of Engineering and build a portfolio that shows off their skills and understanding. The course is taught through three components; Responding to an Engineering Brief, Exploring Engineering sectors and Design Applications and Investigating an Engineering Product. We are lucky to have well equipped facilities and workshops at the academy which helps give students the best possible chance of success. Students will spend year one developing a strong understanding of topics before beginning formal assessments in year two.



## Who the course will suit...

The Engineering Tech Award course suits students who are keen to progress onto Engineering careers. Students who want to develop their theoretical understanding of engineering, practical understanding and design ability will enjoy the course. The course is a great start for students who are thinking of following an Engineering path at University or progressing onto L3 college courses. Students must have a good understanding of handling mathematical data and be confident with their literacy skills.

## How will I be assessed?

**The written coursework is worth 60% of the course grade:**

- Across two components students will explore engineering sectors, traditional and CAD design applications, design engineering, investigate products and explore manufacturing methods.
- Although students will spend time in workshops and carry out several practical tasks, it is important for students to realise that the proportion of written documentation outweighs practical activity.

**The coursework is assessed against set criteria and graded using a level 1/2 Pass, Merit, Distinction format.**

**The exam is worth 40% of the course grade:**

- Duration: 3.5 hours.
- The third component of the course is the exam which requires students to carry out analytical tests, collect and analyse data, present findings reflect on findings, consider any issues, and suggest solutions.

**The exam contains 60 marks**

## Important to remember...

Students opting for this Vocational strand of Technology, Engineering and Design are able to also opt for either our GCSE Design and Technology qualification or 3D Design: Product Design qualification (GCSE).



# BTEC Digital Information Technology

Option

**Teacher in Charge: Mr Orme**

**Specification:** Pearson BTEC Level 1/Level 2 Tech Award

Digital Information Technology is an ever-changing fast paced practical subject equipping you with the skills to design solutions to new challenges due to the speed the industry is evolving. Students will gain knowledge and skills based on real world scenarios set by the exam board for the two coursework modules.



## Overview

You will develop important technical skills in:

- Data Interpretation
- Data Presentation
- Data Protection
- User Interface (UI) Design
- Project Management

To succeed in this qualification, you should:

- Have a genuine interest in IT, such as working with data in Excel spreadsheets
- Be able to keep your work organised to manage project work
- Think creatively to design concepts of up-and-coming products, such as user interfaces

## Course Structure:

### Component 1 Coursework (weighting 30%)

Exploring User Interface Design Principles and Project Planning Techniques

- Explore user interface designs and development principles
- Discover how to develop and review a digital user interface
- Investigate how to use project planning techniques to manage a digital project

### Component 2 Coursework: (weighting 30%)

Collecting Presenting and Interpreting Data

- Explore how data impacts on individuals and organisations
- Draw conclusions and make recommendations on data intelligence
- Develop a dashboard using data manipulation tools

### Component 3 Exam: (weighting 40%)

Effective Digital Working Practices

- Explore how modern information technology is evolving
- Consider legal and ethical issues in data and information sharing
- Understand what cyber security is how to safeguard against it

# Geography

**Director of Faculty: Mr D Schmidt**

Option

**Specification:** AQA GCSE Geography

The study of geography can lead you to a variety of paths in further education as well as various job opportunities. Job areas, and degree options, which involve geographic knowledge, include: earth & the environment; landscape architecture; travel consultancy; geology; meteorology; nature conservation; forestry; town and housing planning; waste management; hydrography; oceanography and many more. Whether studying for, or working within the geography industry you can be sure that it can give you opportunities to see the world and make a difference!

## What will I study?

The Geography course enables students to develop knowledge, skills and understanding of geographical processes and concepts, including:

- Earthquakes and volcanoes
- Tropical storms
- Tropical rainforests & deserts
- Rivers & coasts
- Urban areas
- Sustainability
- Economic development
- Resource management
- Geographical skills e.g. maps, graphs, analysing data
- Fieldwork
- Investigation booklet



## How will I be assessed?

Geography GCSE is assessed through three examinations at the end of year 11. There is no coursework or controlled assessments but students will undertake two fieldtrips as part of their studies.

Three (3) written papers **Each paper lasts:**

- 1 hour 30 minutes (Paper 1 – Physical Geography) – 88 marks
- 1 hour 30 minutes (Paper 2 – Human Geography) – 88 marks
- 1 hour 15 minutes (Paper 3 – Skills & Investigation Paper) – 76 marks

**Each paper is weighted as follows:**

- Paper 1 – 35% of final mark
- Paper 2 - 35% of final mark
- Paper 3 – 30% of final mark

## Health & Fitness with Outdoor Education

Option

**Director of Faculty: Mr J Perkins**

**Head of Department/Subject Lead: Mr M Child/ Miss E Timlett**

**Specification:** NCFE Level 2 Technical Award in Health, Fitness and Outdoor Education Activities.

Health & Fitness with outdoor education offers students the opportunity to gain a nationally recognised qualification in Health and Fitness, alongside the chance to gain real life qualifications in Outdoor Education. These additional qualifications prove invaluable to the students and are vital for the course which result in certificates that they can take away with them on completion in year 11.

The majority of the practical activities that students take part in are working towards a qualification which also links into the fitness theory they will be learning for the 2 assessed units. Most outdoor activities and qualifications do incur **additional costs** to cover things such as registration fees for DofE Bronze and Silver, campsite fees and the use of external activity centres with additional qualified instructors and resources. As a result of this the full price for all practical's and qualifications from year 9 to year 11 is in the region of **£500** (which can be paid in instalments over the three years of the course). The Academy does not make any profit from this cost, the money goes straight to the activity centres and National Governing Bodies. The Bourne Academy heavily subsidises a number of activities in order to keep the cost to a minimum, whilst providing the students with the best opportunities possible.

**Additional qualifications:** Students have gained in previous years are RYA Level 1 or 2 in Sailing, First Aid Certificate, Bronze and Silver Duke of Edinburgh Award, Paddle sports Competency award, Indoor climbing competency.



### What will I study?

The Outdoor Education course provides students with the opportunity to take part in a wide range of outdoor and adventurous activities. They will draw theory and practical ideas together to gain a wider understanding of concepts in the outdoor industry.

The Outdoor Education course enables students to develop knowledge, skills and understanding of outdoor and adventurous activities, including:

- Climbing
- Paddle boarding/Mountain Biking
- Walking expeditions - DofE
- Sailing
- Bushcraft

### How will I be assessed?

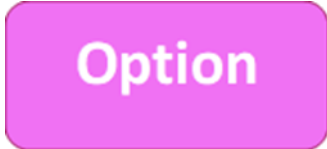
One written coursework unit (which is set externally by NCFE) and one 90 minute external exam – Body Systems

- Health and Fitness for Outdoor and Adventurous Activities
- Students are required to complete their Duke of Edinburgh award as part of the course Bronze and Silver awards
- Practical Sailing Skills, First Aid, Paddle boarding, Level 1 Rock Climbing, Mountain biking, Surfing

**Please note that if a student opts to study Health & Fitness with Outdoor Education they cannot study Sport BTEC.**



# History



**Director of Faculty: Mr D Schmidt**  
**Teacher in Charge: Mr M Currie**

**Specification:** Edexcel History

**The study of History at GCSE will enable you to:**

- Develop sharp written and oral communication skills.
- A qualification in an academic subject favoured by colleges and universities.
- Character building through hard work and disciplined revision.
- Confidence through a deep understanding of the political and social history of the modern world.
- Integration with Google Classroom and access to all learning resources outside of lessons

## What will I study and how will I be assessed?

**Three (3) written papers:**

<b>PAPER 1 - British Thematic Study with Historic Environment</b> 52 marks                      30% weighting                      1 hour 15 minutes	
Thematic Study (20%)	Historic Environment (10%)
Medicine in Britain, c1250 to present	The British sector of the Western Front: injuries, treatment and the trenches

<b>PAPER 2 - Period Study and British Depth Study</b> 64 marks                      40% weighting                      1 hour 45 minutes	
Period Study (20%)	British Depth Study (20%)
Superpower relations and the Cold War, 1941–91	Early Elizabethan England, 1558–88

<b>Paper 3 - Modern Depth Study</b> 52 marks                      30% weighting                      1 hour 20 minutes	
The USA, 1954–1975: conflict at home and abroad (Civil Rights movement and the Vietnam War)	

### History is assessed in four skill-based strands:

**AO1** Demonstrate knowledge and understanding of key features and characteristics of the periods studied.

**AO2** Explain and analyse historical events and periods studied using second order historical concepts.

**AO3** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

**Expectations:** Complete a minimum of 1 hour of homework a week

- Develop skills to master 3 separate written exams across 5 different historical topics
- Attend Additional Learning after-school and Saturday revision sessions
- Demonstrate progress by rewriting exam answers to meet target grade

# Hospitality and Catering Level 1/2

Option

**Director of Faculty: Mr M Dunn**

**Subject Lead: Miss J Barnett**

**Specification:** WJEC Vocational Award, Hospitality and Catering Level 1/2

The Hospitality and Catering sector is Britain's fourth largest industry. This exciting course has been designed to enable students to gain a good foundation of knowledge and skills to progress into further training or a career in the industry. Learners will have the opportunity to develop a variety of skills, including food preparation and practical skills as well as transferable skills such as organisation, time management, planning, communication and problem solving.

## What will I study?

This subject is delivered by theory and practical based activities. Practical lessons take place once a week and students take ownership to organise their own ingredients for these lessons. Support for PP students is available.

The course is made up of 2 units:

Unit 1: The Hospitality and Catering Industry (40%) exam

- Different parts of the Hospitality and Catering Industry
- Hospitality and Catering establishments and job roles
- Hospitality and Catering provision
- Front of house and kitchen operations
- The needs and requirements of customers
- Success in the Hospitality and Catering Industry
- Food nutrition and food Safety



Unit 2: Hospitality and Catering in Action (60%) coursework

- Plan, prepare, cook and serve a wide variety of dishes that demonstrate skill and technique in a safe and hygienic manner
- Dishes will need to be suitable for different situations and customer needs

## How will I be assessed?

Learners must complete both units to pass this course.

### **Unit 1: The Hospitality and Catering Industry (40%)**

You will need to demonstrate your knowledge of all parts of the Hospitality and Catering Industry

Written exam, externally assessed.

### **Unit 2: Hospitality and Catering in Action (60%)**

You will need to demonstrate your knowledge to carry out preparation, cooking and the presentation of dishes to a high standard.

Assessed as a piece of coursework and practical assessment. Internally assessed.

# Creative Media Production

Option

**Director of Faculty: Mr D Mastrocola**

**Teacher in Charge: Miss J Young**

**Specification:** Pearson/Edexcel BTEC

Would your child like a hands-on course alongside their GCSEs that gives them a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps? With the new BTEC Tech Award in Creative Media Production, your child will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

## What will I study?

Essentially all about the creative industries. The creative media sector is a dynamic, growing and rewarding industry. As a whole, it is now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – *from broadcast media to increasingly interactive products and platforms.*

## How will I be assessed? Three (3) components:

### **Component 1 Exploring media products**

Assessment: internally assessed assignments

Weighting: 30%

Aim: learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games).

### **Component 2 Developing digital media production skills**

Assessment: internally assessed assignments

Weighting: 30%

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

### **Component 3 Create a media product in response to a brief**

Assessment: externally assessed task where students respond to a brief to create a media product.

Weighting: 40%

Aim: apply digital skills and techniques by responding to a digital media brief.

## MFL French

**Director of Faculty: Mrs T Deane**

**Subject Lead: Mr L Launo**

Option

**Specification:** Edexcel GCSE French

We encourage all students to choose a GCSE language because of the massive benefits it provides. Employers prioritise applicants with a second knowledge & students gain an extra qualification, the “E- baccalaureate”, if they gain a GCSE pass in a second language. In fact, 16 out of the top 24 universities now require applicants to have a second language.

### What will I study?

The French GCSE course is a three-year course during which we develop their listening, reading, writing and speaking skills. They will gain an excellent knowledge of a wide range of vocabulary and grammar, which covers the following topics:



- **Identity and culture** (relationships with family & friends/hobbies & free time/Celebrations, festivals and French traditions)
- **Local Area, holiday and travel** (describing your town/ describing a region in French/ Past & future holidays/ Weather/ Hotel & restaurant language/ French typical food)
- **School** (opinions about school subjects/ A typical day in school/ Future plans/ Comparing French & English schools/ Discussing school rules)
- **Future aspirations, study and work** (jobs/ My future hopes/ The importance of languages/ Work experience.
- **International and global dimension** (weather & natural disasters/ protecting the environment/ Ethical shopping/ Volunteer & Charity.

### How will I be assessed?

**Reading paper (25%):**

- 45 minutes (Foundation) 1 hour (higher)

**Listening paper (25%):**

- 35 minutes (Foundation) 45 minutes (higher)

**Writing paper (25%):**

- 1 hour 10 minutes (Foundation) 1 hour 20 minutes (higher)

**Speaking exam (25%):**

- Role play - A real life scenario conversational exchange with the teacher
- Photo card – Student to answer five questions in French based on a photo
- General Conversation – Students to answer several questions on two out of the eight modules they have studied during the course.

**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available

## MFL Spanish

**Director of Faculty: Mrs T Deane**  
**Subject Lead: Mr L Launo**



Option

**Specification:** Edexcel GCSE Spanish

We encourage all students to choose a GCSE language because of the massive benefits it provides. Employers prioritise applicants with a second knowledge & students gain an extra qualification, the “E- baccalaureate”, if they gain a GCSE pass in a second language. In fact, 16 out of the top 24 universities now require applicants to have a second language.

### What will I study?

The Spanish GCSE course is a three-year course during which we develop their listening, reading, writing and speaking skills. They will gain an excellent knowledge of a wide range of vocabulary and grammar, which covers the following topics:

- **Identity and culture** (relationships with family & friends/hobbies & free time/Celebrations, festivals and Spanish traditions)
- **Local Area, holiday and travel** (describing your town/ describing a region in Spanish/ Past & future holidays/ Weather/ Hotel & restaurant language/ Spanish typical food)
- **School** (opinions about school subjects/ A typical day in school/ Future plans/ Comparing Spanish & English schools/ Discussing school rules)
- **Future aspirations, study and work** (jobs/ My future hopes/ The importance of languages/ Work experience.
- **International and global dimension** (weather & natural disasters/ protecting the environment/ Ethical shopping/ Volunteer & Charity.

### How will I be assessed?

**Reading paper (25%):**

- 45 minutes (Foundation) 1 hour (higher)

**Listening paper (25%):**

- 35 minutes (Foundation) 45 minutes (higher)

**Writing paper (25%):**

- 1 hour 10 minutes (Foundation) 1 hour 20 minutes (higher)

**Speaking exam (25%):**

- Role play - A real life scenario conversational exchange with the teacher
- Photo card – Student to answer five questions in Spanish based on a photo
- General Conversation – Students to answer several questions on two out of the eight modules they have studied during the course.

**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available

## Music

Option

**Director of Faculty: Mr J Perkins**

**Head of Visual and Performing Arts: Mr D Mastrocola**

**Specification:** RSL Level 2 Certificate in Performance for Music Practitioners (Performing)

Within the Music Department, we pride ourselves in giving as many students as many quality opportunities to perform in professional environments as possible.

We are lucky to have very strong links to the local and national music scene within the Music department – opportunities such as playing at local music venues, recording and launching your own album as well as being interviewed and performing on radio stations are just some of the opportunities previous students have taken within the Music Department.

Students will also take part in workshops with professional musicians courtesy of our local music hub 'SoundStorm'.

Previous students have gone on to study Music, Law, English Literature, Engineering and Sociology at degree level with a number studying at Russell Group Universities.

### What will I study?

The Music course has three components, all of which are coursework based:

**Unit 1:** You will study a number of different styles of music over the course of three years – you will perform, compose and analyse these styles and present them in an appropriate format.

**Unit 2:** You will be performing in concerts and focusing on your musical skills development on a certain instrument. These performances will be assessed. Each of these performances will increase your confidence performing in front of an audience.

**Unit 3:** In Year 11 you will perform 15 minute set as part of a band, choosing songs that fit to a brief from RockSchool.



### How will I be assessed?

The RSL Level 2 Certificate is 100% Coursework. This means you will be continually assessed throughout the three years. This coursework will be assessed through Performing, Composing and Appraising.

It is highly recommended that you start instrumental lessons as soon as possible if you are opting for Music. We are lucky to have professional musicians who teach the following instruments: Singing, Piano, Guitar, Ukulele, Bass, Drums, Strings, Woodwind and Brass. Please see Mr Mastrocola for a letter about this opportunity.



# Photography

Head of Art & Photography: Miss L Lamonde



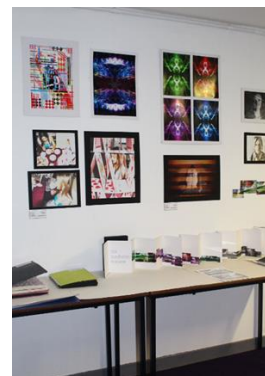
Specification: AQA Photography

## What will I study and how will I be assessed?

**Course Content:** The basic structure of the course is broken down into two units:

**Component 1** is 'Portfolio of work' which accounts for 60% of the GCSE grade and **Unit 2** the 'Externally set task' which completes the final 40 % of the GCSE grade.

**Component 1 'Portfolio of work'** - Students will work on a range of themes to complete one or more extended projects. These projects should demonstrate an ability to sustain and develop work from an initial starting point towards a realised response. Within their portfolio, students will need to provide evidence of research, development of ideas and a clear understanding of critical and contextual sources. Projects aim to explore a range of photography techniques and processes these include both traditional and digital processes.



**Component 2- 'Externally Set Task'**- For this unit, Students are required to produce a personal response from their chosen starting point, given by the exam board. Students will be expected to develop their own investigation through a range of experimental preparation work. The examination will take place at the end of this unit and will be 10 hours over 2 days.

### Assessment:

Assessment will take a variety of forms. Verbal assessment will be given continuously and written assessment is completed regularly throughout each project. Students are encouraged to self and peer-assess their work and all assessment will follow the Assessment Objectives of the exam board (AQA).

### Progression Opportunities and Future Pathways:

From successful completion of GCSE Art and Design Photography, students could progress on to A level, BTEC or a National Diploma in Art and Design. These are offered at local colleges or at The Bourne Academy.

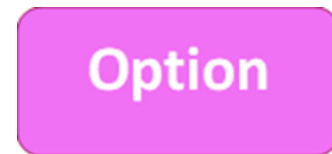
### Additional Information:

A real interest in the subject is an absolute must, as we expect our students to be motivated to work independently as well as under guidance. You will be expected to commit your own time to take photographs outside of The Academy and must be happy to come back after school to complete and enhance your work. It should also be noted that despite being arts-based, this course does require significant amounts of written work.

# Psychology

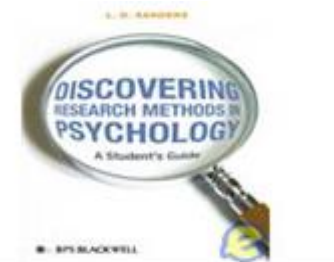
**Director of Faculty: Mr D Schmidt**

**Subject Lead: Mrs R Bennett**



**Specification:** Edexcel Psychology GCSE (9-1)

Through this specification, students develop understanding of the key methodology in psychology and how psychology works in our everyday lives. This course has been designed so that students can study subjects relevant to society today, while developing an understanding of key psychological concepts. The focus is on the process of psychology and its application in today's world, making this a contemporary qualification. The units contain key psychological questions with key terms, practical aspects including the research of psychologists and the research students can undertake, and the relevance of issues to the world. This GCSE is particularly useful for students who are considering a career in the Mental Health field, education, Human Resources, social work, Armed Forces, the legal sector and the police force.



## What will I study?

**Development** – How do humans develop?

**Memory** – How do our memories work?

**Psychological problems** – Why do some people get depressed and develop addictions?

**The brain and neuropsychology** – How do our brains actually work?

**Social influence** – How do others affect the ways we behave?

**Criminal Psychology** – Why do people become criminals?

**Sleep and dreaming** – Why do we need to sleep and dream?

**Research methods** – how do we design psychological research?

## How will I be assessed?

Two (2) written papers

**Each paper lasts:**

Paper 1 - 1 hr 45 minutes

Paper 2 - 1 hr 20 minutes

**Paper weightings**

Paper 1 = 55%

Paper 2 = 45%

**Psychology is assessed in three skill based strands:**

A01 Description and Explanation.

A02 Application to context or study.

A03 Evaluation





# Religious Studies

**Director of Faculty: Mr D Schmidt**  
**Subject Lead: Mrs H Hardcastle**

Option

**Specification:** EDUQAS Religious Studies A GCSE (9-1)

*Religion has always been with us.* Throughout history, it has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilizations and cultures. All the way back to the dawn of human consciousness, we find religion everywhere we turn and we still do! We still find religion on television, in film, in music, in our communities. We discover religion at the centre of global issues and cultural conflict.

The academic study of religion, philosophy and ethics aims to treat all religious traditions objectively. This GCSE course offers a unique opportunity to ask fundamental questions about the creation of the universe, the nature of being human and what happens when we die.

## What will I study?

**Component 1: Christian, Islamic and non-religious viewpoints on**

**Issues of Relationships** (sex, gender equality, marriage, divorce)

**Issues of Life & Death** (creation, medical ethics, life after death)

**Issues of Good & Evil** (crime & punishment, good & evil, forgiveness)

**Issues of Human Rights** (social justice, prejudice & discrimination, wealth & poverty)



**Component 2: A study of Christianity's** answers to - Who or what is God? How did we get here? Who was Jesus Christ? What authority does the Bible have? What happens when we die?

**Component 3: A study of Islam's** answers to - Who or what is Allah? What is the importance of prophets and angels in Islam? What happens when we die? What is jihad? How is Islam celebrated through festivals?

## How will I be assessed?

Three (3) written papers

**Each paper lasts:**

Component 1 is 2 hours

Component 2 & 3 are 1 hour each

Paper weightings

Component 1 is 50%

Component 2 & 3 are 25% each



**Religious Studies is assessed in three skill based strands:**

AO1 Demonstrate knowledge and understanding of religion and belief.

AO2 Analyse and evaluate aspects of religion and belief.

## Sport

**Director of Faculty: Mr J Perkins**  
**Head of Department: Mr M Child**

Option

**Specification:** BTEC Level 2 Tech Award in Sport, Activity and Fitness

BTEC Sport will create a learning programme that gives students opportunities to explore a wide range of sports, sporting topics and leadership activities over 3 years. Students obtain credits (points) through an online exam and coursework. They will study 3 components in total over 3 years. Each component covers a different topic, which will lead to a qualification in BTEC Sport equivalent to one GCSE. Students will sit an online exam for component 2 and complete components 1 and 3 through written coursework and practical application of skills.

In year 9 students will complete practical lessons in a wide range of sports to widen their knowledge and understanding of sporting anatomy and fitness. These practical sessions will be backed up with written tasks that will provide the foundation for the assessment components and exam that will be undertaken in years 10 and 11. The hope is that with a deeper level of understanding leading into the assessment higher grades will be achieved.

### What will I study?

The BTEC Sport course provides students with the opportunity to take part in a wide range of sporting activities. They will draw theory and practical ideas together to gain a wider understanding of concepts and sporting theory.

The BTEC Sport course enables students to develop knowledge, skills and understanding of sporting theory and activities, which lead into our Level 3 BTEC Sport course at 6<sup>th</sup> Form.

Activities including:

- Fitness
- Practical sports
- Leadership
- Nutrition
- Sports Psychology
- Technology & Injuries for sport
- Anatomy & Physiology

### How will I be assessed?

Two written coursework components 1 and 3 which are internally assessed through 3 coursework assignments per component. Component 2 which is an externally assessed exam.

BTEC Sport components

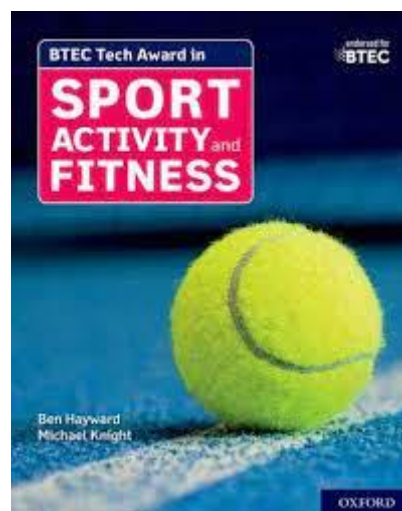
**Component 1:** Understand the Body and the Supporting Technology for Sport and Activity

**Component 2:** The Principles of Training, Nutrition and Psychology for Sport and Activity.

**Component 3:** Applying the Principles of Sport and Activity - Leadership

BTEC Level 2 Tech Award in Sport, Activity and Fitness is the equivalent to one GCSE

**Please note that if a student opts to study Sport they cannot study Health & Fitness with Outdoor Education**



# Travel and Tourism

Option

**Director of Faculty: Mr D Schmidt**

**Subject Teacher: Dr Fewtrell**

**Specification:** Pearson Level 1/Level 2 Tech Award

**Please be aware this option is only available to students on the purple pathway.**

People travel for different reasons, including leisure, business and to visit friends and relatives. Tourist destinations are likely to have several features that appeal to visitors such as coastal scenery, beaches, different types of accommodation and local attraction. You will gain an understanding of the different types of travel and tourism and the features of destinations that appeal to visitors. A qualification in Travel and Tourism can lead to a wide range of job opportunities within this sector. Tourism is a worldwide industry, and the skills you learn during this course are easily transferable.

## What will I study?

The Travel and Tourism course enables students to develop knowledge, skills and understanding of topics such as:

- Types of tourist destinations and holidays
- Reasons for travel
- Types of holidays
- Aims of travel and tourism organisations
- Travel and tourism products and services
- Factors influencing global travel and tourism
- Market research
- Customer needs and trends
- Planning a holiday
- Types of accommodation
- Types of visitors
- The impact of tourism on destinations
- Managing the impact of tourism
- Sustainability and environmental impacts



## How will I be assessed?

Travel and Tourism is assessed through three components and is graded on a pass, merit or distinction basis.

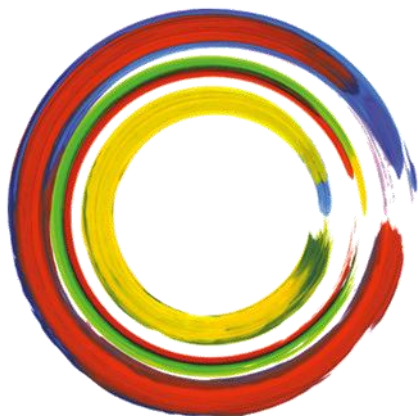
**Component 1:** Travel and Tourism Organisation and Destinations – Coursework (internally assessed) 30% of final mark

**Component 2:** Influences on Global Travel and Tourism – 2 hour exam 30% of final mark

**Component 3:** Customer Needs in Travel and Tourism – Coursework (internally assessed) 40% of final mark

Examples of the internally assessed components include holiday brochures, blogs, PowerPoint Presentations, customer information packs, extended writing and recorded discussions with teacher.

# Notes



**THE BOURNE ACADEMY**