



# Pathways To Success

Beamont Collegiate Academy  
2016

## Red Pathway

A guide for students choosing  
their options for Key Stage 4



Beamont Collegiate  
Academy





# Enjoying Pathways to Success

## Enjoying Achieving



This booklet is written to help you choose courses that you will enjoy studying and which will help you achieve your potential and realise your ambitions.

All students will study Maths, English, Science and core PE. The other subjects within the pathways are up to you to decide, in discussion with your parents.

It is important to us that you enjoy learning and that you choose courses suited to you and what you want to do. Remember, some courses have elements that are compulsory. Whatever you choose requires some additional work and study outside the classroom and you only get out of anything what you are prepared to put in.

Can I also remind you that regular attendance is key to success. If you only attend 80% of the time you can expect to lose the high grades you are capable of achieving. Anything less and you will be struggling to complete course requirements.

Learning at the Academy is enjoyable, it is purposeful and is designed to help you achieve. I hope you will enjoy this extensive offer of a wide variety of curriculum experiences and choose wisely.

Wishing you every success

Gareth Harris  
Vice Principal  
Beamont Collegiate Academy

# Questions and Answers

## **WHAT ARE MY CHOICES?**

This booklet takes you through the Core Curriculum subjects which are mandatory and will provide you with a broad and balanced subject base. After the Core Curriculum subjects you will find information about all of the subjects on offer to you next year.

It is important that you enjoy learning. We want you to pick courses that you find interesting, play to your strengths and develop your skills.

You should consider carefully how these choices will affect your future at Beaumont Collegiate Academy and beyond. Many courses of study will link directly into sixth form courses.

## **WHEN CONSIDERING YOUR CHOICES MAKE SURE YOU:**

- Consider a broad range of subjects
- Choose subjects that you like and are good at
- Think about how your choices will affect your future career
- Don't let your friends choices influence yours.

## **HOW MANY CHOICES CAN I MAKE?**

Depending on the pathway you have been given you will have between 3 to 4 option choices.

## **HOW DO I INDICATE MY OPTION CHOICES?**

Study carefully the subject information that follows and be sure to understand what you are taking on. Discuss your options with your parents and teachers to make sure you are making the right decisions. You and your parents can request an interview to finalise your choices if necessary. Once you have made your final choices complete the option form and return it to your form tutor by the agreed date.

## **CAN I CHANGE MY MIND LATER?**

When you have made your choices, numbers have to be balanced in teaching groups and then the timetable is prepared. This is a long process and it cannot be readily changed. Occasionally, a few changes are permitted in the first few weeks of the Autumn Term, but only when numbers allow this.

# RED PATHWAY

## WILL I AUTOMATICALLY SECURE A PLACE ON MY FIRST CHOICE COURSES?

Not necessarily, for three reasons:

- The range of subjects offered now, at the planning stage, may have to be modified because of staffing or other constraints.
- It may be necessary to limit numbers for safety reasons and for access to equipment.
- Students' levels of attainment and progression in Year 9 will be taken into consideration before confirmation of final choices.

## HOW WILL MY ATTAINMENT AND PROGRESSION BE RECOGNISED?

You progress will be measured regularly in accordance with the Academy's assessment policy. Interventions will be put in place if you are not making the expected progress.

## WHEN WILL I BE EXAMINED IN THE SUBJECTS THAT I CHOOSE?

To make sure that you achieve at your fullest potential - **PLEASE DO NOT BOOK HOLIDAYS DURING TERM TIME**

CORE	HUMANITIES OPTION	LANGUAGES OPTION	OPTION A	OPTION C
English English Literature Maths Science (Core and Additional)	History or Geography	French or Spanish	Business Studies Art and Design IT PE Creative Media Health and Social Care	Art Graphics Dance Drama Music PE Textiles and Fashion Computer Science Engineering

# Science Technology Engineering and Maths (STEM) at BCA

Science, Technology, Engineering and Maths (STEM) are key strengths at Beamont Collegiate Academy. In the North West of England we have most of the world's foremost STEM industries but they are facing a massive shortfall of employees. We can provide the academic excellence needed to ensure your child succeeds but we can also put a package of enrichment and support around your child that gives them an advantage in the competitive environment of the STEM workplace.

## OUR TRACK RECORD

At BCA we have a proven track record of excellent results in the academic STEM subjects. Our students who study Physics, Chemistry, Biology, Design and Technology perform better than the national average year after year in the academy.

We've introduced new courses to supplement and enhance what we offer our pupils: Creative digital media, Engineering, Computer Science and Motorsport engineering. These will give students the skills they need to excel in the 21st Century workplace.

We have productive links to **all local STEM employers** including United Utilities, Jaguar Land Rover, AMEC, Sellafield, Daresbury Laboratories, Locker Group Engineering amongst others.

We have well established strong partnerships with Chester, Liverpool and Manchester Universities which are worldwide leaders in the STEM subjects at degree level.

We get **priority access** to apprenticeships with many NW STEM employers that give our students the competitive edge over other local schools.

There are too many STEM student success stories to list but our ex-pupils have gone on to be doctors, engineers, geologists, research scientists, computer game designers and mathematicians at the world's best universities and employers.

The STEM pathways at Beamont Collegiate Academy are proven to propel students into high profile and exciting careers across the world. We would like your child to be a part of this success.

Chris Hillidge, Director of STEM

STEM PATHWAYS	CORE GCSEs	VOCATIONAL QUALIFICATIONS	INDUSTRY LINK	FUTURE EMPLOYMENT
Pathway 1: Science	English English Literature Maths Triple Science (Biology, Chemistry and Physics) or Core and Additional Science Computer Science or IT	Royal Society of Chemistry STEM Leaders Award	NHS Trust – all medical related careers. NW Science employers – AMEC, United Utilities, Jaguar Land Rover, Locker Group.	Doctor, Dentist, Vet, Physiotherapist, Nurse. Research Scientist.
Pathway 2: Technology & Design	English English Literature Maths Triple Science (Biology, Chemistry and Physics) or Core and Additional Science Computer Science or IT	Cambridge National in Engineering. (design and manufacturing routes)  Vcert in Graphic Design	NW technology employers – AMEC, United Utilities , Jaguar Landrover,  <b>Locker Group</b> - Live industry specification projects and mentoring from cad engineers  Chester University engineering dept  <b>STANLEY</b> engineering project brief linked to production line problems and manufacturing a solution.  Links to <b>Media City</b> and Salford Univesity in Manchester.  <b>LEGO LEAGUE</b> competition entry (National Level)  <b>Crane PI</b> (Mark Watson, parent) visit, presentation and working briefs offered into payment systems employed in all areas of retail/	Designer, architect. 3D design, Planning/ Building Regulations, Surveyor.  Mechanical, Civil, electrical, chemical or digital Engineers.  CAD Designer/ Engineer.

STEM PATHWAYS	CORE GCSEs	VOCATIONAL QUALIFICATIONS	INDUSTRY LINK	FUTURE EMPLOYMENT
Pathway 3: Engineering	English English Literature Maths Triple Science (Biology, Chemistry and Physics) or Core and Additional Science Computer Science or IT	Cambridge National in Engineering. (design and manufacturing routes)	<p>NW engineering employers - AMEC, United Utilities , Jaguar Landrover,</p> <p><b>Locker Group</b>- Live industry specification projects and mentoring from cad engineers</p> <p>Chester University engineering dept.</p> <p><b>STANLEY</b> engineering project brief linked to production line problems and manufacturing a solution.</p> <p>Manchester University -Ultimate Car Making Challenge</p> <p>Dan Price – Biodiesel engineer/ entrepreneurialism visit and mentoring opportunities.</p> <p><b>Great Sankey</b> links to <b>RAC</b> breakdown facility</p>	<p>Mechanical, Civil, electrical, chemical or digital Engineers.</p> <p>Working with the environment.</p> <p>Mechanics.</p>
Programming and Creative Digital Media	English English Literature Maths Triple Science (Biology, Chemistry and Physics) or Core and Additional Science Computer Science or IT	Creative Digital iMedia Cambridge National.	<p>CAD/ CAM design at Locker Group companies.</p> <p>Coder Dojo – game design and programming.</p> <p>SKY Media – West London.</p>	<p>Computer game designer. Programmer. Radio engineer, Radio or TV presenter. Journalist. Graphic designer. Music production.</p>



# Specialist Curriculum Pathways

At the academy as well as our range of STEM pathways (see pages 7 & 8) we offer students additional career pathways in the following areas. These pathways are designed to ensure students achieve the appropriate career-specific qualifications as well as having the opportunity to work with organisations and professionals from with the fields of:

- Medical and Veterinary
- Sport and Fitness
- Performance
- Art and Design
- Accountancy and Finance

Typically a student on these pathways would study the following subjects as part of their curriculum.

## **MEDICAL AND VETERINARY**

### **CORE SUBJECTS**

English  
English Literature  
Maths  
Triple Science: Biology, Chemistry and Physics  
History or geography

### **SOME OR ALL OF THE FOLLOWING:**

French or Spanish  
PE  
Health and social care

## **SPORT, FITNESS AND HEALTH PATHWAY**

### **CORE SUBJECTS**

English  
English Literature  
Maths  
Science or Triple Science  
History or geography

### **SOME OR ALL OF THE FOLLOWING:**

PE  
Health and social care  
Hospitality

## **PERFORMING ARTS PATHWAY**

### **CORE SUBJECTS**

English  
English Literature  
Maths  
Science or Triple Science  
History or geography

### **SOME OR ALL OF THE FOLLOWING:**

Art and Design  
Creative Media  
Drama or dance or music

## **ART AND DESIGN PATHWAY**

### **CORE SUBJECTS**

English  
English Literature  
Maths  
Science or Triple Science  
History or geography

### **SOME OR ALL OF THE FOLLOWING:**

Art and Design  
Textiles and Fashion  
Creative Media

## **ACCOUNTANCY AND FINANCE PATHWAY**

### **CORE SUBJECTS**

English  
English Literature  
Maths  
Science or Triple Science  
History or geography

### **SOME OR ALL OF THE FOLLOWING:**

French or Spanish  
Hospitality  
Business Studies

## **LAW PATHWAY**

### **CORE SUBJECTS**

English  
English literature  
Maths  
Triple science  
History

### **SOME OR ALL OF THE FOLLOWING:**

French or Spanish  
Computer science  
Drama

## **PROFESSIONAL AND INDUSTRY BASED LINKS**

As part of their wider curriculum students who follow any of the above pathways have access to the following professionals and organisations:

Massachusetts Intitule of Technology, Boston, USA.  
Liverpool University  
Chester University  
Manchester University  
University of Salford  
Warrington Collegiate  
Priestley College  
Liverpool Institute of Performing Arts  
Professional actor, Craig Whittaker  
The Clothes Show  
Royal Society of Chemistry  
Jaguar Land Rover  
Classroom Medics  
Sky Television Academy  
Manchester City Football Club

# ENGLISH & ENGLISH LITERATURE

At Key Stage 4 the department offers GCSE English Language and GCSE Literature. Certification is 100% written examination.

## GCSE ENGLISH LANGUAGE

Will be graded on a nine-point scale: 1 to 9 where 9 is the best grade.

çStudents will sit 2 examinations.

### • 50% Paper 1:

- Explorations in Creative Reading and Writing.
- Section A: Reading: one Literature fiction text.
- Section B: Writing: Descriptive or narrative.

### • 50% Paper 2:

- Writer's view points and perspectives.
- Section A: Reading: one non-fiction text and one literary non-fiction text.
- Section B: Writing: Writing to present a viewpoint.
- Spoken language assessment 0% of GCSE – graded separately.

## GCSE ENGLISH LITERATURE

Will be graded on a nine-point scale: 1 to 9 where 9 is the best grade.

• Literature students will sit 2 examinations.

### • 40% Paper 1:

- Shakespeare and the 19th Century Novel.

### • 60% Paper 2:

- Modern texts and poetry.

Some of the texts studied for Literature will be:

- An Inspector Calls
- Lord of the Flies

or Animal Farm

or An Anthology of short stories

Poetry – one of the following clusters:

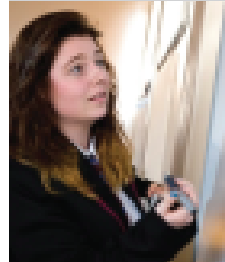
Love and relationships or Power and conflict

15 poems from one cluster:

Frankenstein

or Great Expectations

or Dr Jekyll and Mr Hyde



This is a  
dual GCSE  
qualification

GCSE

CORE SUBJECT

For maximum success in these courses you should own and use a good quality dictionary for homework assignments. A revision guide, to help support exam preparation in Year 11, will be available from the English Department.

Regular reading at home is also essential for developing all round ability in English Language/Literature skills. It is very difficult to gain a GCSE grade in English Language/Literature without a solid background in wide reading. For this reason reading at home is considered to be a very important component of the course.

As well as regular written homework assignments, you are expected to read at home each day for a minimum of fifteen minutes.

Suitable books can be obtained from the Academy and local libraries.

# MATHEMATICS

## WHAT IS THE AIM OF THE COURSE?

The programme of study for the GCSE Mathematics Course covers the following five strands:

- Geometry and Measures
- Statistics and Probability
- Numbers
- Algebra
- Ratio, Proportions and Rates of Change

The Edexcel Specification (9-1) is followed at Beamont Collegiate Academy.

## HOW IS THE COURSE ASSESSED?

All students follow the Linear Course with external examinations taking place in Year 11. GCSE Past Papers are used to assess and monitor progress each half term and form the basis of the departments Key Assessment. Teachers will use a range of Assessment for Learning (AfL) strategies, informal assessments and homework pieces to support their judgements of progress and attainment. In mathematics you will study one of the following courses:

- Foundation Tier – you can achieve grades 5 to 1
- Higher Tier – you can achieve grades 9 - 3

As there are two tiers of entry, you will be entered for the tier that is most suited to your ability, but there is some overlap of subject content between the tiers. All students have access to a Grade 4.

The Edexcel Specification (9-1) qualification uses numbered grades instead of the traditional A\*-G. Some of the numbered grades (table) are anchored to the old ones for comparison.

OLD GRADE	G	C	A
NEW GRADE	1	4	7

Maths is a core subject of the National Curriculum and is used all of the time in real life and in other subject areas. However, it is important that you tackle it at the most appropriate level, and every effort will be made to ensure that you are placed in a suitable group.

## WHO CAN TELL ME MORE?

Mr G Roberts – Leader of Maths and IT Faculty  
Miss J Haycock – Second in Department



GCSE

CORE SUBJECT



## SCIENCE GCSE

Students will achieve 2 or 3 GCSEs. You will study Biology, Chemistry and Physics.

There are two tiers available:

Foundation, awarding grades C - G

Higher, awarding Grades A\* - D

The course is designed to enable students to:

- Develop the skills and attributes required to study the sciences and science related courses at A level and University
- Recognise the impact of Science and technology on everyday life
- Make informed personal decisions about issues and questions that involve science; e.g. decisions about childhood vaccinations, air quality, and mobile phone safety.

Students will further gain deeper understanding of:

- Scientific explanations and models
- how these concepts can be applied to the benefit of humanity
- how scientists help to develop our understanding of ourselves and the world we inhabit.

### **ASSESSMENT IS AS FOLLOWS:**

GCSE: Internal assessment activities under controlled conditions. External examinations in June each year.

This course will provide students with the scientific understanding needed to progress to further studies, such as A levels in Biology, Chemistry and Physics and will lay the foundation for studying the sciences, engineering and medicine at university.

**GCSE**

**CORE SUBJECT**

# GEOGRAPHY

## ARE YOU INTERESTED IN STUDYING GEOGRAPHY FURTHER?

You should be, because Geography tackles the big issues:

- Environment Responsibility
- Our Global Interdependence
- Cultural Understanding and Tolerance
- Commerce, Trade Industry

The transferable skills which Geography fosters are an asset in the complex world of employment today. Statistics show that compared to other subjects, Geography graduates are among the most employable.

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why this is and helps to prepare you for those changes.

Geographers can make concise reports, handle data, ask questions and find the answers, make decisions about an issue, analyse material, manage themselves, solve problems and think independently. Geographical study fosters these qualities and provides a firm basis for life-long learning.

## UNITS OF STUDY INCLUDE:

Physical Geography

- The Restless Earth
- Water on the land
- Coastal Landscapes

Human Geography

- Tourism
- Population
- Changing urban environments

**Is Geography a good choice in terms of getting a job?  
The answer is a resounding YES!**



Pupils study  
AQA syllabus  
A.

Controlled  
Assessment  
25%

Local  
fieldwork  
which  
includes  
primary data  
collection.

**GCSE**

**HUMANITIES OPTION**

# HISTORY

## WHAT WILL I LEARN?

- Germany in Transition – The Rise of the Nazi Party, Germany during WW2, the Holocaust and Germany after the War.
- USA 1929-2000 – Race Relations (Martin Luther King, Malcolm X) and The Cold War.
- Russia in Transition 1914-24 – How did the Communists seize power?

## WHO MIGHT ENJOY THIS COURSE?

If you have enjoyed learning about History up to now and you are keen to discover more about some of the most significant events of the last hundred years then you will find this course very engaging. You need to be willing to work hard to improve yourself, you need to have an opinion about the world and yes, **you will need to write**. In return your passionate teachers will make lessons engaging, challenge your ideas and provide you with some quality trips where you can experience first-hand some of the events from History.

## IS THIS SUBJECT RIGHT FOR ME?

The subject is right for anyone who ticks the boxes above. Ask your teachers if you can see a GCSE book to get an idea of the work involved because make no bones about it, **History is very difficult**. This is the best thing about it though and it is why employers love it as a subject. You develop your debating skills, you can spot lies far more easily and you develop your literacy skills along the way. You get as much out of it as you put in as there are no simple answers for why Hitler managed to get ordinary people to murder Jews. There are no simple answers for why USA dropped the nuclear bomb on Japan. Twice. And there are no simple answers for why America found it so hard to see black people as equal to white people. But trying to discover the answer through sources, discussion and video clips will make you better people.

## HOW WILL I BE ASSESSED?

You will have three exams that are 1hr 15 minutes long which will have a range of different questions. All the exams come at the end of year 11 so there is a lot of knowledge to remember and you have to show independence to do well. There is also a controlled assessment. In class you will create a typed piece of work around either Jack the Ripper or the Battle of Dunkirk – miracle or disaster? This topic is launched through an exciting two hour lesson in the 4D room at the Jubilee hub, which some pupils have said is the best lesson they have ever had.

This is a single GCSE award with a pass grade from A\* - G

This is a WJEC GCSE

GCSE

HUMANITIES OPTION



# GCSE COMPUTER SCIENCE

Have you ever wondered how your mobile phone, ipod or laptop computer actually works? Have you ever logged on to YouTube, Facebook or Twitter and wondered how they were created? Ever wanted to write your own computer program? Well GCSE Computing could be for you. This exciting new GCSE gives you an excellent opportunity to investigate how computers work and how they're used and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research and practical work.

## WHAT WILL I STUDY?

The course will help you learn about critical thinking, analysis and problem solving. We hope you'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life. You will study three units:

- Computer Systems and Programming will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications, networking, programming and more.
- Practical Investigation is all about engaging with computing in the real world. You'll look at a computing topic in more depth and carry out a practical investigation into a computing issue.
- Programming Project will call on you to design, code and test a solution to three tasks using a suitable programming language.

## HOW WILL I BE ASSESSED?

### Year 10

A453 Computer programming project - 30% of overall grade

### Year 11

A452 Practical Investigation - 30% of overall grade

A451 Computer systems and programming examination - 40% of overall grade

## WHERE WILL IT TAKE ME?

**Further Study:** GCSE in Computing will allow you to study the subject at A Level which could lead onto university. You'll also have an advantage over fellow students who are picking up the subject at these higher levels.

**Careers:** The increasing importance of information technologies means there is a growing demand for professionals who are qualified in this field. Government figures suggest 60% of existing jobs require ICT skills and an overwhelming 90% of all new jobs created will require ICT skills. GCSE Computing is also an excellent preparation if you want a career in computing such as a programmer, web designer, IT analyst and many more.



# ICT

## WHAT WILL I STUDY?

This exciting GCSE gives students fantastic opportunities to work with a variety of technologies and allows them to flourish in areas such as web and multimedia design, media and graphic editing, and some basic aspects of programming, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy and provide students with up-to-date skills, knowledge and understanding of the rapidly developing digital world.

## THIS GCSE SPECIFICATION:

- Improves confidence in areas such as data manipulation and interactive multimedia design
- Improves understanding of social networking and its impacts
- Enables students to keep up to date with IT and digital developments, at home and in the commercial world
- Explains how IT can help improve career options
- Provides students with IT skills they can use to solve practical problems

## HOW WILL I BE ASSESSED?

### Year 10

BO61 ICT in today's world examination – 20% of overall grade

BO62 Practical application in ICT controlled assessment – 30% of overall grade

### Year 11

BO63 ICT in context examination from pre-release case study – 20% of overall grade

BO64 Creative use of ICT controlled assessment – 30% of overall grade

Have you ever wondered how business use information and communication technologies?

Have you ever wondered what impact the internet is having on society?

# GRAPHIC DESIGN

This qualification is designed for learners wishing to gain an understanding of the graphic design industry and develop the basic skills across a range of areas within the subject. The Level 2 qualification aims to introduce learners to the subject who may wish to continue their studies at Level 3. An interest in art, design and creativity is desirable for this course.

This qualification aims to:

- develop a broad and comprehensive understanding of graphic design
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within graphic design and more broadly.

The objectives of this qualification are to help learners to:

- develop a portfolio of design work
- use materials, tools and equipment competently and safely
- provide evidence of Functional Skills attainment where appropriate.

This qualification consists of:

<b>Unit number and title</b>	<b>Mandatory/optional</b>	<b>Assessment</b>
Unit 01 Understand graphic processes, materials and techniques	Mandatory	Internally assessed portfolio of evidence
Unit 02 Research sources of ideas in a graphic design context	Mandatory	Internally assessed portfolio of evidence
Unit 03 Develop ideas and graphic solutions	Mandatory	Externally assessed assignment
Unit 04 Plan, produce and present final graphic design work	Mandatory	Internally assessed portfolio of evidence



# CREATIVE DIGITAL MEDIA

## WHAT WILL I STUDY?

Creative media is a media sector-focused qualification, including film, television, web development, gaming and animation, and has IT at its heart. It provides knowledge in a number of key areas in this field, from pre-production skills to digital animation and multimedia design. The qualification is highly relevant in today's technological age and if you enjoy the world of creative media, this could be your first step towards a rapidly expanding industry. Skills developed in the program of study will include:

- Creating digital graphics
- Pre-production skills
- Storytelling and comic strip creation
- Creating and editing Digital video sequences
- Multimedia design and creation

## HOW WILL I BE ASSESSED?

### Year 10

#### **Creating digital graphics**

25% of overall grade

Coursework – 30 hours approx.

#### **Creating a digital video sequence**

25% of overall grade

Coursework – 30 hours approx.

### Year 11

#### **Creating an Interactive Multimedia product**

25% of overall grade

Coursework – 30 hours approx.

#### **Pre-production skills**

25% of overall grade

Exam – 1 hours 30 minutes

# ENGINEERING

Are you interested in an exciting career in Engineering?

Put simply, do you enjoy designing, being creative, technical drawing, developing ideas on the computer, learning new software, model making, problem solving, working with machinery, making products?

Engineering is all of these! It is a fantastic subject that is due to be one of the biggest employing sectors by the time you hit your early twenties. By studying Engineering at Beamont Collegiate Academy you are developing a really sought after skill set to colleges, universities and employers. The subject incorporates STEM (Science, Technology, Engineering and Maths) this has been commented on as one of the academies key strengths.

The Engineering study programme at Beamont Collegiate Academy is a two year theory, practical and work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities, products and demands. It introduces you to the employment area you may choose, and provides a good basis to go on to a more advanced work-related opportunities we have secured with companies including: The Locker Group, Warrington Fabrications, Wates, Biosel, Cavendish Nuclear Ltd and The Environment Agency.

You will study a combination of practical and theory subjects, Engineering Working Practices, Engineering Drawing, Engineering Science, Mathematics, CAD/ CAM/ CNC, Engineering Machining whilst working within all aspects of the Design Process.

The Academy has recently made substantial investments in STEM (Science, Technology, Engineering and Maths). These has led to the purchase of fantastic, industry standard equipment including Lego Education, NXT and VEX Robotics, Laser Cutter, three 3D Printers, 3D printing pens, a go-cart, mechanical engine blocks and more. This course provides an excellent grounding in engineering principles and practices and enables them to make a reasoned choice for their next step within engineering, whether that be through further education and/or apprenticeships.

The programme is assessed by a range of assignments and controlled assessments. These are set and marked internally by Academy staff and then validated by an external moderator. These will be set in class and worked on for a duration of time - feedback will be provided. All courses have an external examination.



## PE

Should you choose to study Physical Education you will develop both practical skills and theoretical knowledge.

Practical skills developed will range from the traditional games to outdoor adventurous activities. You will acquire an in-depth knowledge of at least two sports and be able to describe the skills, tactics, rules and regulations of each. Through the medium of sport, you will also be taught the skills to organise, communicate and motivate others and then compare and analyse different leaders and their styles, determining the essential qualities and attributes required for success.

Alternatively you may wish develop skills enabling you to plan, carry out and evaluate your own personal fitness programme! Should you study Physical Education you will also develop knowledge regarding anatomy and physiology and how the body's different systems responds to exercise. Following the course you will have extensive knowledge regarding how to test for, measure and improve fitness levels.

In order to maximize learning at least two lessons per fortnight will be guaranteed practical. However, wherever possible theory is taught within the practical environment to help ensure the learning is as realistic and as motivational as possible!

### ASSESSMENT

- 25% Compulsory on-screen test covering the theory of fitness. Externally assessed.
- 25% Compulsory practical unit. You will be assessed both on coursework and practical skills in two sports. Internally assessed
- 25% Anatomy and Physiology. Internally assessed written coursework.
- 25% Optional unit from leadership or personal training. Internally assessed written coursework and skill demonstration.

GCSE

OPTION A

OPTION B

## **PATHWAYS**

Following completion of Physical Education you can go on to study Level 3 courses at college such as BTEC L3 in Sport or A Level PE. Alternatively you may wish to follow a coaching or officiating course for the sport of your choice. Physical Education can also support the learning for progressing onto A level Biology

You should study Physical Education if you are looking for a career in teaching, physiotherapy, coaching, officiating, personal training or the health and fitness sector.

Should you study Physical Education you will be given the opportunity to follow the 'Sport Pathway'. On this pathway you will be given the opportunity to visit leading sports universities, premiership football stadiums to explore the science behind the sport, be part of sports science workshops, attend seminars with leading professionals already part of the health and fitness sector and the opportunity to attend a residential exploring activities and career pathways in the outdoor and adventurous sector!



# BUSINESS STUDIES

**Could you be Lord Sugar's next apprentice? If so studying Business Studies might be the best option for you!**

## **COURSE CONTENT**

The BTEC Level 2 in Business has been designed to develop knowledge and understanding of the world of business. The course will provide opportunities for students to gain a nationally recognised qualification, which will allow entry into employment or progression into sixth form. Students will gain knowledge and develop skills, which help them to meet the needs of the business sector. The course will be assessed through coursework tasks, written assessment and an external examination at either a pass, merit or distinction level.

If you study GCSE Business and Communication Systems the qualification brings together business and ICT in an active, practical approach to modern business in the working environment. This qualification is assessed by written coursework and an examination.

## **WHAT THE COURSE LEADS TO:**

On successful completion of this qualification, students may progress into employment or go on to study for further qualifications at level

3 such as a BTEC Diploma in Business. The BTEC Level 2 Diploma is broadly equivalent to four GCSEs. The BTEC Level 2 extended certificate is broadly equivalent to two GCSEs.

If you study GCSE Business, you can also progress to further level 3 study in the subject.



# FRENCH/SPANISH



The language, vocabulary and skills you have acquired at Key Stage 3 will provide an excellent starting point for your French/Spanish GCSE course.

The ability to understand and communicate in French/Spanish is a lifelong skill for education, employment and leisure in this country and throughout the world.

Learning French/Spanish enables you to appreciate different countries, cultures and communities.

A qualification in a Modern Foreign Language provides career opportunities in the following areas:

Travel industry	International Law	International banking
Teaching	Translating	Customs/immigration
Catering	Exports/imports	Fashion/music industry
Marketing	Foreign Service	Overseas journalism

During Key Stage 4 you will revise, develop and extend the French/Spanish you have already learned and also learn some new topics. You should be prepared to participate fully in lessons, especially in oral work.

## DESCRIPTION OF COURSE

The WJEC course requires students to:

- develop the ability to listen to and understand spoken French/Spanish in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly

## ASSESSMENT

Assessment is divided between the 4 language skills.

The Writing and Speaking components each have two Controlled Assessments. These are not tiered so grades achieved are related to outcome rather than restricted by an examination level of entry. Students may undertake these assessments when they are ready.

**Writing** - 30% of the total GCSE grade.

The two pieces of writing (maximum of one hour each) are assessed under controlled conditions and students may have access to a dictionary.

**Speaking** - 30% of the total GCSE grade.

Students must undertake two different speaking tasks:

- presentation/discussion 5 - 7 minutes
- conversation 4 - 5 minutes

Students may have access to a limited amount of notes and are given up to two weeks preparation time for each task.

The Listening and Reading components each have one final assessment which is tiered. Students may enter for either Foundation Tier or Higher Tier at the end of Year 11.

**Listening** - 20% of the total GCSE grade.

Questions range from matching short phrases/pictures at Foundation Tier to more challenging texts at Higher Tier, using a range of different contexts, interactions and question types. The Foundation examination lasts 25 minutes (plus 5 minutes reading time) and the Higher lasts 35 minutes (plus 5 minutes reading time).

**Reading** - 20% of the total GCSE grade.

Students are tested using a variety of settings and styles, both formal and informal. Question types range from matching words/phrases/ pictures at Foundation Tier to tasks based on letters, short articles and authentic texts at Higher Tier. The Foundation examination lasts 35 minutes and the Higher lasts 50 minutes.

For further information, speak with any teacher from the Modern Foreign Languages Department (Mrs Dixon or Miss Seed)

# MUSIC

## WHY TAKE GCSE MUSIC?

If you enjoy performing, composing and listening to music this course is an excellent way to develop your knowledge and understanding.

## WHAT DOES THE COURSE INVOLVE?

There are three sections to the final exam, two x 30% each and one x 40%. Preparation for the exam is achieved by studying three specific areas:

### Performing

You will be required to play an instrument or sing confidently. You will be awarded marks for your level of skill and performance technique.

### Composing

You will develop your skills in composition and explore creating music using computers and live instruments. You will choose 2 out of 4 in this unit (topics include Popular Music and more).

### Listening and Appraising

You will experience music from 1600 to Modern, and from across the world. You will also extend your knowledge of the technical language of music, through the study of 12 set pieces.

Students will be required to show case their performance work throughout the two years of the course at regular events as a means of developing their confidence and professionalism.



GCSE

OPTION C



## ART & DESIGN

The Art and Design option is a two year course that focuses on art specific skills, techniques, materials and processes reflect the knowledge and understanding required to be successful in the creative industries.

### THE COURSE WILL:

- Provide opportunities for learners to explore a range of two and/or three dimensional media, techniques and processes including both traditional and new technologies
- Each student must complete Unit 1, a portfolio of work and Unit 2, an externally set task.

### WHAT DO I HAVE TO DO?

- Carry out research into other artists, crafts, sculptors and photographers.
- Produce experimental samples, design ideas and annotate your work. Students will use sketchbooks to support their work.
- Explore drawing for different purposes
- Produce more than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions

### WILL IT HELP ME GET A JOB?

It will help you to progress into the sixth form, to take higher qualifications that can lead to acceptance onto college and university courses.

It will give you qualifications to apply for vocational college courses that lead to art related careers.

Courses in further/higher education can lead to the following jobs: teaching, theatre/set design, interior designer, journalism, graphic design, animation and freelance designer.

### WHAT DO I DO NEXT?

Ask yourself if you enjoy Art and if you think you want to continue to take it as a subject. You need to be aware that to produce work of a high standard many hours will need to be spent outside of timetabled lessons

# HEALTH AND SOCIAL CARE

This qualification is designed for learners that have an interest in the care sector or have a passion for working and liaising with either young, elderly, disabled or vulnerable people. In this course we look at the individual rights of people that are in care. We also look at the essential skills and qualities needed to work within the care industry. There are also practical elements within the course, like aspects of first aid training and role play.

This qualification is largely coursework driven, with one unit being an external exam in year 11.

If you study this course you will be studying units such as:

## **Mandatory Units**

RO21: Essential values of care for use with individuals in care settings

RO22: Communicating and working with individuals in health, social care and early years settings

Of the above two modules, one is assessed internally and the other (RO21) is assessed through an external exam.

## **Optional Units**

RO28: Understanding the development and protection of young children in an early years setting

RO31: Using basic first aid procedures

Both of the modules above are internally assessed coursework



BTEC

OPTION A



# HOSPITALITY

The Hospitality option is a two year course combining theoretical and practical elements. It is well suited to individuals who are interested in a future career in the exciting world of hospitality and catering. This qualification will give you a good insight into a wide range of job roles to meet the needs of the modern hospitality and catering industry. It also offers experience that lends itself directly to a number of part time employment options in the local area. A wide variety of different units will form part of the course in order to give an insight into the career opportunities available in this industry.

Topics and subjects will include:

**Introducing the Hospitality Industry** – this unit covers the different aspects of the hospitality industry, looking at its component parts and the different products and services that are offered as well as the essential processes involved in operating a hospitality business.

**Working in the Hospitality Industry** – this unit covers the importance of team working and customer service for working in a variety of roles within the hospitality industry, and looks at other important aspects such as personal appearance and personal attributes necessary to work successfully.

**Food Safety and Health and Safety in Hospitality** – where learners will discover the various aspects of health and safety, and food safety law in relation to those working in the hospitality industry.

GCSE

OPTION A

**Planning, Preparing, Cooking and Finishing Food** - where learners will explore the understanding and skills required for proficiency in planning, preparing, cooking and finishing a range of food types in the hospitality industry.

Learning will be provided by lessons, enrichments, and visits to local employers, group discussions, presentations, guided/independent learning and demonstrations. You will develop your knowledge and skills with both theory and practical activities and by completing projects and assignments which are based on realistic workplace situations.

Assessment is on-going, based on a portfolio covering theory and practical work. The assessment approach allows you to receive feedback on your progress throughout the course as you provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of activities including practical cooking, theory, planning and organising an event workplace assessment, role-play and oral presentation.

# DANCE

## WHY TAKE DANCE?

Dance employs many 'life skills' such as organisation, perseverance, motivation, confidence, independent and group work, performance and expressive skills, which are transferable across all areas of life. Through studying Dance students will develop their creative thinking skills as well as explore how to think analytically and reflectively. This course is recognised by a range of institutions including the National Ballet and the Liverpool Institute of Performing Arts (LIPA), it will enable you to progress on to Level 3 BTEC or A-level Dance.

## HOW WILL I BE ASSESSED?

Below are examples of how you may be assessed:

### **External Unit 1: Individual Showcase**

This involves the completion of a letter of application. You will also be asked to develop and perform 2 solo performances (each lasting 1-2 minutes) based on the job application set by the board. You will be taught set pieces, which you will then be required to develop to create your final individual piece.

The solo performance will be videoed and sent away for assessment by a member of the exam board along with your letter of application. During lessons you will work in a range of situations including groups, pairs and solo performances.

### **Unit 2: preparation, performance and production**

In this unit you will learn how to develop a performance piece as a member of a fictional dance company. All your hard work will pay off when you perform it to an audience. Throughout the unit you will develop an understanding of how important you are to the success of an overall production. This unit focuses on the work of a company and not just the individual performance. It will therefore give you the chance to experience the highs and lows of working as a member of a performance company.

### **Unit 3: Dance Skills**

This unit explores how versatile you are as a dancer, as you are more likely to be employed in the dance industry if you can perform more than one style of dance. During this unit you will develop your physical and expressive skills to help you become a more flexible and stronger dancer. You will explore and develop your dance skills in a range of workshops where you will perform short exercises and sequences before building them into a final performance. This unit will then end in a final performance where you will be assessed on your newly acquired skills. In order to improve your dance skills you will need to regularly review your progress, identifying your strengths, areas for development and then using this information to set achievable targets for improvement.



# DRAMA

## WHY TAKE GCSE DRAMA?

Drama is a valuable course for all students as it employs many “life skills” which are transferable across future career paths. Drama develops student confidence, promotes verbal communication, independent study and team work. Through studying drama students develop their creative thinking skills as well as explore how to think analytically and reflectively. This is a very practical course and provides the opportunity to visit the theatre to watch live performances. You are also encouraged to take part in the school production and drama enrichments on offer.

## HOW WILL I BE ASSESSED?

There are 3 units to the course:

### Unit 1—Drama Exploration 1

This unit is a 6 hour practical examination exploring a stimulus such as ‘Heroes’ and ‘Runaways’. Practical workshops are filmed and assessed both internally and externally. Students will have to complete a 2000 word reflection on the work they have explored.

### Unit 2—Drama Exploration 2

This unit is a 6 hour practical examination exploring examination a section or a full-length script. Practical workshops are filmed and assessed both internally and externally. Students will have to complete a 1000 word reflection on the work they have explored. Students will also be required to visit the theatre for this unit to see a professional performance. Students will write a review based on the performance and this will consist of 2000 words.

### Unit 3—Student devised performance

Students will be given a stimulus by the examination board. Students will use this stimulus and work in small groups to devise an original piece of theatre. A visiting examiner will come in to watch this performance and students will be awarded marks on their practical performance ability. Students will be required to show case their performance work throughout the two years of the course at regular events as a means of developing their confidence and professionalism.

\* Total Written Work: 5000 words across the course.









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