



# Options Pathways

Beamont Collegiate Academy

**2023**



Beamont Collegiate  
Academy

## Blue Pathway

A guide for students choosing  
their options for Key Stage 4

**'I can, I do & I will be!'**



# 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

Melissa McMillan  
Assistant Principal

# 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 Beamont 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?**

This will depend on the pathway you have been given.

## **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 appointment 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.

# BLUE 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.

CORE	HUMANITIES OPTION	OPTION B	OPTION C
English Maths Science (Triple)  <b><i>These subjects are compulsory</i></b>	History Geography  <b><i>You must opt for History or Geography</i></b>	Drama Dance PE Health & Social Care Business and Enterprise <b><i>You must be proficient at Maths to grade 4 to study this course</i></b> Interactive media Spanish Art	Music PE Religious Studies Computer Science Interactive Media Engineering Art Spanish

If you choose a subject other than Spanish in Option B, you must choose Spanish in Option C.

# 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, Engineering perform better than the national average year after year in the academy.

We have productive links to **all local STEM employers** including United Utilities, Sellafield, Daresbury Laboratories and Bentley motors.

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

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.

Our STEM centre is a beacon of excellence for STEM collaboration between education and industry. Our Fablab is a unique development where students can access cutting edge equipment bring their designs to life. 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

# MATHEMATICS

## WHAT IS THE AIM OF THE COURSE?

Students at Beamont Collegiate Academy will follow the Edexcel (9-1) Specification.

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

- Numbers
- Algebra
- Ratio and Proportion
- Geometry and Measure
- Statistics
- Probability

## HOW IS THE COURSE ASSESSED?

All students follow the Linear Course with external examinations taking place in Year 11, following either the Foundation or Higher specification.

- Foundation Tier – Grades 5 to 1
- Higher Tier – Grades 9 to 3

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.

Assessment in Year 11 is as follows

- Paper 1 – Non-Calculator Paper
- Paper 2 – Calculator Paper
- Paper 3 – Calculator Paper

## WHO CAN TELL ME MORE?

Mr M Roberts – Leader of Maths Department

# 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.

Students 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: Romeo and Juliet
  - The 19th Century Novel: A Christmas Carol.
- **60% Paper 2:**
  - Modern text: DNA
  - Poetry cluster: Love and Relationships

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.

**WHO CAN I SPEAK TO FOR MORE INFORMATION?**

Miss Charnock: Head of the English Department





## AQA GCSE Biology, GCSE Chemistry and GCSE Physics

At Key Stage 4 students on the 'Blue Pathway' will study GCSE Biology, GCSE Chemistry and GCSE Physics. The certification for these courses is 100% written examination. Students will sit a total of 6 x 1 hour 45 minutes examinations, 2 in Biology, Chemistry and Physics. Students will be awarded 3 GCSE qualifications.

There are 2 tiers of entry, at foundation tier students can achieve Grades 5 to 1 and at Higher Tier students can achieve Grades 9 to 4.

Students will be assessed on the following topics:

### GCSE Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution

### GCSE Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative Chemistry
- Energy changes
- The rate and extent of chemical change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the atmosphere
- Energy

### GCSE Physics

- Electricity
- Particle model of matter
- Atomic Structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics (triple only)

Throughout the course, students will develop their critical thinking and practical skills through a series of Required Practical activities, as well as gaining a deeper scientific understanding of the world around them.

Careers: scan the QR code to look into possible careers involving science.

### WHO CAN TELL ME MORE?

Mr D. Beech, Subject Leader of Science

Miss N. Smith, Second in Science

# HISTORY

## IS THIS SUBJECT RIGHT FOR ME?

The subject is right for anyone who is interested in the subject. History is a demanding subject and will require effort and determination to succeed. However, it does open up a world of opportunity. 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. But it will encourage you to question the past, and the world around you. It will allow you to understand the motives and actions of a great number of people over a long time span of History. It will give you an understanding of why the world is the way it is today. Therefore, careers in law, policing and education are just some of the avenues you can explore if you study History at GCSE!

## HOW WILL I BE ASSESSED?

You will have three examinations at the end of Year 11.

- Paper 1 is 1 Hr 15 mins
- Paper 2 is 1 hr 45 mins; this paper is split in to topics - Elizabeth and the American West. Therefore, you will be required to sit two units in one setting.
- Paper 3 is 1 hr 20 mins

Each of the papers will have a range of different questions and will also test your analytical skills. There is also a lot of knowledge to remember and you have to show independence and resilience to do well.

The papers are not tiered and everyone will be required to sit the same paper (no higher or foundation papers)

## WHO TO SPEAK TO?

You can speak to Mrs Brash, Subject Lead for History, for more information.

# GEOGRAPHY

## ARE YOU INTERESTED IN STUDYING GEOGRAPHY FURTHER?

You should be, because Geography tackles the big issues:

- **Environment Responsibility**  
How can we look after our environment more sustainably?
- **How our world works**  
What changes and impacts are taking place around the world?
- **Cultural Understanding**  
How does geography influence the world we live in?
- **Commerce, Trade, Industry and jobs**  
How do people and countries develop?

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!**

For more information please speak to Mr Roche

# SPANISH

## WHY STUDY A LANGUAGE AT GCSE?

*“One language sets you in a corridor for life. Two languages opens every door along the way.”*

Frank Smith

Continuing to study a language will provide you with many opportunities in the future, as Spanish is an official language in 21 countries across the globe. Although learning a new language is challenging, it will not only provide you with the vocabulary you need to communicate in that language but will also allow you to develop many transferrable skills that will be useful in many fields. For example: tolerance & cultural understanding; problem solving skills; self-management & independence; critical thinking and the confidence to communicate both verbally and in writing. All of these skills are sought after by employers as it is quicker, cheaper and easier for companies to train someone in a specific job that it is to teach them a language. The majority of employers in the UK are either global companies, or smaller companies who do business with foreign counterparts. 74% of employers are currently on the lookout for people with foreign language skills. Regardless of which field you plan to work in, it is very likely that your employer will be interacting with companies or employees in other countries so willingness to travel and work with people from different cultures is becoming an expectation.

In addition, leading universities across the UK list a GCSE in a modern foreign language as a facilitating subject, and some universities make this a prerequisite to study with them, regardless of the actual degree you wish to study.

## WHAT IS THE AIM OF THE COURSE?

We endeavour to provide pupils with a creative and engaging experience of learning a language, equipping them with the knowledge and skills they need to become brilliant linguists. We aim to make language lessons challenging, productive and meaningful in order to develop independent, resilient linguists who are able to communicate confidently in the Target Language; consequently, lessons are designed to promote pupils' development of skills in reading, listening, writing and speaking. Alongside developing their linguistic confidence, we also raise awareness of the wider francophone world, developing cultural awareness and understanding, with the aim of creating outward thinking global citizens.

## WHAT WILL I STUDY?

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals

Theme 2: Local, national, international and global areas of Interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

## EXAMS

There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. Each exam is worth 25% of your overall grade. You are entered for the same tier (Foundation or Higher) for all four papers. GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9).

## WHO CAN I SPEAK TO FOR MORE INFORMATION?

Please see Miss Reardon (Subject Leader), Mrs Molyneux, Mrs Hesford, Miss McLear or Miss Prosalentis if you have any questions or would like any additional information.

# ART & DESIGN/TEXTILES

Students can choose to study the Art and Design Pathway or the Textiles Pathway.

The Art and Design /Textiles option is a two year course that focuses on art specific skills, techniques, materials and processes that reflect the knowledge and understanding required to be successful in the Creative Industries. Studying Art and Design/ Textiles helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

## 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, in order to improve practical expertise. Learners will carry out research into other artists, crafts, sculptors and photographers. Produce experimental samples, design ideas and annotate work. Students will use sketchbooks to support their work and explore drawing for different purposes



## HOW WILL YOU BE ASSESSED?

There are two components:

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- **Component 2 Externally set assignment:** there's a separate externally set task paper. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

## WHERE WILL GCSE ART AND DESIGN / TEXTILES TAKE YOU?

You can continue your art and design studies at A-level and BTEC, leading to acceptance onto University courses. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research,

communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art and design / Textiles opens the door to lots of exciting careers for example: Fashion design, Graphic design, Theatre designer, Animation, Video game designer, Photographer, Architecture, Product design, Textiles design , Ceramics, Advertising, Publishing, Interior design, Fashion and media journalism, Hair and make-up design, Retail design, Exhibition design, Jewellery design, Artist, Visual media, Teaching  
New technologies are creating a whole new range of courses where art is being used in innovative ways.

### **CAN'T WAIT TO GET STARTED?**

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 you will need to utilise time outside of timetabled lessons, however this is very rewarding.

### **WHO CAN TELL ME MORE?**

Mrs Aspey for Art and Design /Textiles  
Mr Guy for Art and Design





# PERFORMING ARTS (DANCE/DRAMA)

Students can choose to study the Drama pathway or the Dance pathway.

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

This qualification gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Students will explore 4 key areas;

- Development of key skills that prove your aptitude in performing arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

## HOW WILL I BE ASSESSED?

Assessment is informed by student's completion of three components.

### **Component 1:**

#### **30% Exploring the Performing Arts**

Students will develop an understanding of the performing arts by examining 3 professional repertoires by three contrasting practitioners. Students will explore the processes involved, themes and stylistic qualities.



### **Component 2:**

#### **30% Developing Skills and Techniques in the Performing Arts**

Students will develop their performing arts skills and techniques through the reproduction of a professional piece of repertoire. Students will apply skills and techniques during the rehearsal process and will performance in front of an audience.

### **Component 3:**

#### **40% Performing to a Brief**

Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus from the exam board. Students will select and develop skills and techniques in response to a brief and apply these to their performance work. This will be performed in front of an audience.

### **ENRICHMENT**

There will be numerous opportunities for students to attend live performance event in both local and national theatres and this is an essential part of the course as it enables students to experience professional repertoire that they can reflect on. Student will also be invited to take part in residential weekends to develop their skills of performance.



#### **Please note:**

It is a requirement of the course for students to perform in front of an audience. There will be times in which students will be working as part of a group and therefore it will be necessary for students to utilise time outside of school for extra rehearsals in preparation for their performances.

#### **WHO CAN I SPEAK TO FOR MORE INFORMATION?**

Mrs Curwen for Drama  
and Mrs Thomas for Dance

# IT / INTERACTIVE MEDIA

## WHAT WILL I STUDY?

Interactive media is a media sector-focused qualification, which

Enable students to channel their inner creativity. It allows students to explore the creative industry products such as Apps and websites and it 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 and web authoring. The qualification is highly relevant in today's technological age and if you enjoy the world of interactive and creative multimedia, this could be your first step towards a rapidly expanding industry. Skills developed in the program of study will include:

- Investigating Interactive media
- Ideas generation and proposal development
- Development of media assets and a final product
- Promotion of an interactive media product

## HOW WILL I BE ASSESSED?

### 4 Internally assessed coursework units covering

- Investigating Interactive media
- Ideas generation and proposal development
- Development of media assets and a final product
- Promotion of an interactive media product

### An externally assessed 15 hour exam covering

- Ideas generation and proposal development
- Development of media assets and a final product

## WHO CAN I SPEAK TO FOR MORE INFORMATION?

Mr Jones



# ENGINEERING

## Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)

### WHY STUDY ENGINEERING?

Would you love the opportunity to transform the world around you? Are you looking to learn about new technologies, materials and processes that are involved in engineering & construction projects? Do you want to develop a good foundation for a successful career within engineering, architecture & construction?

If so, then Engineering is for you. Engineering covers a wide range of disciplines – anything from rockets to mobile phones and even medical prosthetics. Engineering is not just about ‘fixing things’ it is about understanding how, and why things work. Engineers are involved in all aspects of designing, building and testing new technologies and products. Creativity and problem solving are at the heart of every engineering industry.

### WHAT DOES AN ENGINEER DO?

An engineer is an innovative problem solver. Engineers use their knowledge to provide solutions to complex situations and problems.

### IN WHAT AREAS DO ENGINEERS WORK?

All areas! Engineers shape the world we live in; from the computers we use, the buildings and environment we live in, to the planes, trains, ships and cars we travel in. Engineering is a diverse field and one that is important for the future.

### UNIT INFORMATION – HOW WILL YOU BE ASSESSED

You will have one exam for Unit 1 which will be worth 40% of your qualification. The exam will last 1 hour and 30 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam), which is worth 60% of your qualification. As part of this assessment, you will be given a client brief, and will be asked to produce design drawings using Computer Aided Design (Autodesk Fusion 360 & Revit) and develop 3D models and outcomes using Computer aided Manufacturing (Laser Cutting and 3D Printing).

### WHAT SKILLS WILL YOU DEVELOP?

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Critical thinking, Innovative Problem Solving, Independent learning, Research, Practical skills, Time Management & CAD/CAM Skills

### WHO CAN TELL ME MORE?

Mr Flynn  
Miss Culleton



# MUSIC

Music is one of the biggest and most influential industries across the globe and is a huge part of our lives on a daily basis. Therefore, it has massive market of potential across various strands such as: performance, gaming, journalism, composing, recording and management, just to name a few. The BTEC Tech Award in Music Practice gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Pupils are assessed by the following 3 components:

## **Component 1 – Exploring Music Products and Styles (30%)**

This component is completed from September-December of Year 10. It is a written based piece of coursework, in response to a music brief. Here, students will study five genres of music, including the historical context and the relevant music theory for each genre.

Students will also be expected to complete three practical pieces from the list below, including:

- A live performance
- An audio recording
- Music for film/media/computer games
- An original composition
- A Digital Audio Workstation (DAW) project of an arrangement or remix.

Students are given the opportunity to work as a solo and in groups. It is important to note that students should not feel that they are behind if they have little to no experience of music theory at the start of this course.

## **Component 2 – Music Skills Development (30%)**

This component will be completed from January – June of Year 10. Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Students will need to plan and create two musical outcomes from the list below:

- Music performance (this is a live performance and can include covers and/or original songs)
- Creating original music (this is a written composition)
- Music production (Studio work)

### **Component 3 – Responding to a Music Brief (40%)**

This component takes place throughout year 11 and will allow students to work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. We will focus on a particular area of the music sector that excites and appeals to them and respond to a music brief as a composer, performer or producer. Learners will begin by exploring the brief (which is released each year) and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques, students will then develop and refine musical material before presenting their final response. They will develop and present an original creation based on a piece from a given list and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. Students will also consider how their skills and interests make them suitable for the specific music sector opportunity.

Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable everyone to establish solid foundations to help them progress to further Level 2 or Level 3 courses. Students will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

#### **ENRICHMENT**

There will be numerous opportunities for students to attend live performance events in both local and national theatres and concert halls. This is an essential part of the course as it enables students to experience professional repertoire that they can reflect on and use in their practise.

Please Note: Students are expected to perform as part of this course and will learn to perform in front of a live audience throughout KS4.

#### **WHO CAN I SPEAK TO FOR MORE INFORMATION?**

Miss R Zocek

# COMPUTER SCIENCE

Have you ever wondered how your mobile phone, iPad or laptop computer actually works? Have you ever logged on to YouTube, Facebook or Instagram and wondered how they were created? Ever wanted to write your own computer program or App? Well GCSE Computer Science could be for you. This exciting and academic GCSE gives you an excellent opportunity to investigate how computers work, how they are 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 computational thinking and Computer systems. 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 will teach you the theory behind a wide range of computing you will be vaguely familiar with, such as; how the internal components such as the CPU process the instructions, how networks work in the modern organisations and the ethical and environmental issues behind new technological advancements
- Computational Thinking will improve your problem solving ability and develop a way of looking at tasks, as a computer would. Using an algorithmic approach and methods such as decomposition and abstraction you will become more adept and providing solutions to complex problems. You will also become an independent and competent programmer, with a strong grasp of data types, testing and data representation.
- Programming Project will further develop your ability to program and to give you a valuable experience in designing, coding, testing and evaluating solution to a vocational style problem.

## HOW WILL I BE ASSESSED?

### **Component 1: Computer Systems**

1 hr 30 minute exam paper worth 50%

### **Component 2: Computational Thinking**

1 hr 30 minute exam paper worth 50%



### WHERE WILL IT TAKE ME?

**Further Study:** GCSE in Computer Science 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 computing technologies means there is a growing demand for professionals who are qualified in this field. Government figures suggest 60% of existing jobs require Computing knowledge and skills and an overwhelming 90% of all new jobs created will require Computing skills. GCSE Computing is also an excellent preparation if you want a career in computing such as a programmer, web developer, IT analyst, network specialist and many more.

### WHO CAN TELL ME MORE?

Mr Jones



## PE/Sports Science OCR Cambridge National

Should you choose to study Physical Education you will develop both practical skills and theoretical knowledge that can be applied in both the sport and sports science environment.

You will study three units in total. Unit one you will focus on fitness. Your own personal levels of fitness will be measured and you will design and complete a six-week training programme link to two sports of your own choosing. Throughout the programme you must demonstrate an understanding of both the methods and principles of training. On completion of the training programme, you reassess fitness levels and evaluate the effectiveness of your programme. Unit two will focus on anatomy and physiology where you will learn how the body works and responds to exercise along with modern technology that can be used to monitor the body's responses. The final unit will investigate the range of sports injuries including their cause, symptoms and treatment.

### ASSESSMENT

Unit One: Applying the Principles of Training, Fitness and how it effects Skill.

40% Internally assessed coursework and completion of fitness testing and training programme. Participation in kit is essential.

Unit Two: The Body's response to Physical Activity

20% Internally assessed. Production of coursework.

Unit Three: Reducing the risk of Sport Injuries

40% externally assessed written exam.

## **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.

## **WHO CAN TELL ME MORE?**

Mrs Hillidge, Mr Foster, Mr Milburn, Miss Coley, Miss Richards.

# RELIGIOUS STUDIES

## IS THIS THE RIGHT SUBJECT FOR ME?

Religious Studies is not about making you 'religious', it is about enabling you to think for yourself about many of the religious and non-religious issues we face. The course builds on all the skills we have learned from year 7-9.

If you enjoy debating and have an interest in current affairs, RS is the subject for you. You will investigate the beliefs and practices underpinning the world's 2 largest religions, and unpick the truth behind some of the biggest headlines in recent history.

## WHAT WILL I LEARN?

We focus on Christianity and Islam, with each religion being worth 50% of the course. We explore a variety of beliefs (what they think) and practices (what they do) from both religions, including investigating:

- why some people believe in God and some people don't
- why some people believe in life after death and some people don't
- different religious and non-religious attitudes to war, crime, caring for our environment and the death penalty.
- different attitudes towards issues such as abortion, euthanasia, sex, marriage and divorce
- equality and human rights

## HOW WILL I BE ASSESSED?

You will be assessed by two 1  $\frac{3}{4}$  hour exams at the end of Year 11, one each on both Christianity and Islam.

## WHAT CAN I DO AFTER I'VE COMPLETED THE COURSE?

The main advantage of GCSE Religious Studies is that it prepares you for life and gives you the skills you will need to make the decisions every adult faces. It is also an excellent preparation for:

- A Level Social Sciences (law, sociology and psychology)
- A Level Religious Studies, History and English
- jobs that appreciate the skills GCSE Religious Studies will give you such as, medicine, the police, the armed forces and the caring professions (social work, nursing and probation service).

## WHO CAN TELL ME MORE?

Please speak to our Miss Brennan









Beamont Collegiate  
Academy

Long Lane, Warrington, WA2 8PX  
Tel: 01925 579 500

**[www.bca.warrington.ac.uk](http://www.bca.warrington.ac.uk)**