

SMMA

Y9 Options Subject Information 2021



Art & Design GCSE
Design & Technology GCSE
French GCSE
Geography GCSE
German GCSE
History GCSE
Hospitality & Catering (V Cert L2)
Mandarin GCSE
Multi Certificated Studies
Music GCSE
Performing Arts Level 2 Award
Sociology GCSE
Spanish GCSE
Sports & Coaching Principles Level 2 Award

Art and Design

GROUPING: Box B

Qualification: GCSE

The Art and Design GCSE is a dynamic and exciting course that equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives. The course provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design, and take an individual approach to their art, craft and design making.

Over the course of two years, pupils will develop their knowledge of materials, techniques and processes. They will be encouraged to apply a creative approach to problem solving, consider and develop original ideas from initiation to realisation. Analyse critically their own work and the work of others and express individual thoughts confidently. They will be supported in taking risks and learning from mistakes to develop a personal portfolio of work.

Component 1: Personal Portfolio

Component 1 is worth 60% of the qualification. Whilst completing component 1 pupils are required to create a personal portfolio of work that demonstrates the knowledge, understanding and skills. This component allows pupils opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes, and present personal responses.

Component 2: Externally Set Assignment

Component 2 is worth 40% of the qualification. The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Pupils will be given an exam theme set by Edexcel, and an 8-10 week preparation period, before they sit a 10 hour exam where they create their final work.

This course is suitable for pupils who:

- Have a genuine interest in the subject
- Believe they are 'good at drawing' or have an aptitude for the subject
- Are already creative, enthusiastic and imaginative
- Are able to sustain an investigation and concentrate for long periods of time
- Enjoy visits to galleries and museums
- Are willing to experiment and take risks in their work
- Are willing to review their work and make improvements
- Keep up to date with homework, this is a coursework based GCSE

Assessment:

Coursework from year 10 onwards counts towards the final GCSE grade in Year 11.

Coursework (Controlled Assessment): 60% Completed from Year 9 to 11.

Exam (10-hour exam): 40% in Year 11.

Careers for which this subject is useful:

Animator, Art therapist, Ceramics Designer, Community Arts Worker, Exhibition Designer, Fashion Designer, Fine Artist, Furniture Designer and Restorer, Glass Blower and Designer, Graphic Designer, Illustrator, Product Designer, Interior Designer, Jewellery Designer, Make-Up Artist, Medical Illustrator, Museum/Gallery Curator, Photographer, Printmaker, Production Designer, Theatre/Television/Film, Textile Designer and Web Designer.

Who to contact: Ms Mair



Design and Technology

GROUPING: Box B

EXAM BOARD: AQA Specification Code: 8552

Requirements: Pupils must achieve at least a grade B+ in Mathematics & Science at the end of Year 9

Overview:

This course is suited to students who enjoy a challenge and want to develop a wide variety of skills including their creativity.

The content of the GCSE Design and Technology qualification has recently been refreshed and enhanced to reflect our world; it is modern and relevant. Students learn about contemporary technologies, materials and processes, as well as established practices. This new GCSE places greater emphases on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

This STEM qualification teaches students how to take risks and so become more resourceful, innovative and, future problem solvers.

The course explores the wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. It teaches pupils to develop their own skills in designing, modelling and handling both materials and tools. Alongside the practical and creative work there is some challenging theoretical learning, with close links to other subjects such as Triple Science and Mathematics.

This course uses a range of communication techniques, including drawing by hand and computer software. Pupils will have the opportunity to make products in the workshop using both traditional hand tools and modern technologies such as 3D printers and the laser-cutter.

The course includes a combination of theoretical learning tasks and practical projects.

Pupils will gain a knowledge and understanding of:

- The properties and performance characteristics of components and materials in order to achieve functioning solutions
- The types and properties of natural and man-made materials
- The functions of mechanical fittings and devices, power sources and discrete and programmable components and how they can be applied to products
- New and emerging technologies, including their impact on industries, society and the environment
- The technical requirements needed to ensure the structural integrity and functional performance of products and structures
- Specialist tools, techniques, processes, equipment and machinery, including computer-aided design and computer-aided manufacture
- Alternative processes that can be used to manufacture products to different production scales
- A range of scientific and mathematical principles relating to Design and Technology

Further education and career opportunities:

A Level: Product Design or Design Engineering

Range of apprenticeships post 16, for example: plumbing, service technicians, engineering model makers, carpentry.

Related Degree courses:

Product Design, Industrial Design, Engineering, Architecture, Interior Design, Automotive and Transport Design, Aerospace Engineering, Set Design, Game Design and Animation, Construction, Built Environment, Town Planning, Landscape Design, and many more.

Who to contact: Ms Evagora



French GROUPING: Box A or B	Qualification GCSE
<p>The French GCSE covers three specific themes which will apply to all the exams at the end of Year 11. Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where French is spoken.</p> <p>Identity and Culture:</p> <p>This theme includes the topic areas of: me, my family and friends; technology in everyday life; free time activities and customs and traditions in French speaking communities.</p> <p>Local, National, International and Global Areas of Interest:</p> <p>This theme includes and explores the topic areas of: home, town, neighbourhood and region; as well as social issues; global issues and travel and tourism.</p> <p>Current and Future Study and Employment:</p> <p>This theme includes the topic areas of: my studies; life and school or college; education at post-16; jobs career choices and ambitions.</p> <p>Pupils will undertake a range of activities in class related to the above themes to hone their ability in the skills of listening, reading, writing and speaking.</p>	
<p>Assessment:</p> <p>Reading: 25% of final grade, assessed externally Listening: 25% of final grade, assessed externally Writing: 25% of final grade, assessed externally Speaking: 25% of final grade, conducted internally and assessed externally</p>	
<p>Careers Information: French is a tool which can be applied in many professions and will add value to your role. It is highly valued by many employers especially as France is our nearest continental neighbour and many businesses have dealings with France. It is a widely spoken language in Europe, Africa and North America. French can be useful in finance, consultancy, sales, teaching and interpreting to name a few professions.</p>	
<p>Who to contact: Miss Moore</p>	



Geography

GROUPING: Box A or B

Qualification: GCSE

Geography gives pupils an understanding of the physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes the interdependence of physical environments and the interaction between people and the environment, as well as the need for sustainable management of both physical and human environments. The GCSE consists of the following units:

Living with the Physical Environment:

- The challenge of natural hazards: Investigating tectonic hazards such as earthquakes and volcanoes and their effects on humans. The causes and effects of tropical storms. An extreme weather event in the UK. Evidence for and effects of climate change.
- The living world: The characteristics and use of tropical rainforests and deserts. The impact of humans on these environments.
- Physical landscapes in the UK: Physical processes and management of rivers, coasts and glacial landscapes.

Challenges in the Human Environment:

- Urban issues and challenges: How and why cities have grown in different parts of the world. Challenges and opportunities in a city.
- The changing economic world: Measures of levels of development. How differences in levels of development can be reduced, through strategies such as developing tourism. The UK economy.
- The challenge of resource management: The demand and provision of resources in the UK. Management of food, water and energy.

Geographical Applications

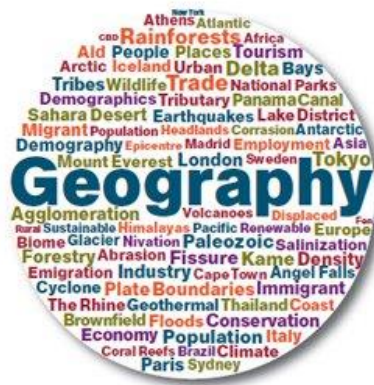
- Issue evaluation: This part of the course is designed to develop skills in critical thinking and problem-solving. Pupils will need to analyse and evaluate information from a pre-released booklet on a geographical theme.
- Fieldwork: Collection of field work data outside school at two locations, one investigating physical geography and one human geography. Understanding will be assessed in the Paper 3 exam.
- Geographical skills: Pupils will learn a range of geographical skills such as map reading and interpretation of graphs and photographs.

Assessment:

Paper 1: Living with the Physical Environment	1 hour 30 minutes 35%
Paper 2: Challenges in the Human Environment	1 hour 30 minutes 35%
Paper 3: Geographical Applications	1 hour 15 minutes 30%

Careers Information: Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. These include; conservation work, financial risk assessor, transport and logistics manager, marketing, charity officer, and the armed forces. More information can be found in the following website: www.rgs.org/geography/studying-geography-and-careers

Who to contact: Mr Miller



German

GROUPING: Box A or B

Qualification: GCSE

The German GCSE covers three specific themes which will apply to all the exams at the end of Year 11. Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where German is spoken.

Identity and Culture:

This theme includes the topic areas of: me, my family and friends; technology in everyday life; free time activities and customs and traditions in German speaking communities.

Local, National, International and Global Areas of Interest:

This theme includes and explores the topic areas of: home, town, neighbourhood and region; social issues; global issues and travel and tourism.

Current and Future Study and Employment:

This theme includes the topic areas of: my studies; life and school or college; education at post-16; jobs career choices and ambitions.

Pupils will undertake a range of activities in class related to the above themes to hone their ability in the skills of listening, reading, writing and speaking.

Assessment:

Reading: 25% of final grade, assessed externally
Listening: 25% of final grade, assessed externally
Writing: 25% of final grade, assessed externally
Speaking: 25% of final grade, conducted internally and assessed externally

Careers Information: German is a desirable language in economics and business, and a sought-after component of many university degrees. It is highly valued by many employers. Historians and those with political aspirations will find German a very useful second language.

Furthermore, German can be useful in finance, consultancy, sales, law and interpreting, to name just a few professions.

Who to contact: Mrs Hellett



History

GROUPING: Box A or Box B

Qualification: GCSE

History helps pupils understand the world we live in today by studying the events, individuals and processes that have created it. As well as getting to grips with these fascinating stories, this subject also provides pupils with the skills to make their own enquiries into the past by examining evidence with a critical eye, and drawing their own conclusions about it.

The course consists of four examined units:

Unit 1: Medicine Through Time. Not for the squeamish! In this thematic social history study, pupils will explore progress and developments in surgery, medicine, public health and scientific understanding of the human body over a 2000-year period. They will learn how sickness and disease and our responses to them have shaped human society since the Roman era. Pupils will also do an in-depth source study into surgery during the First World War.

Pupils will sit a 1 hour 15-minute exam on this topic.

Unit 2a: International Relations: The Cold War 1945-1991. For the first half of their period and British depth study paper, pupils will explore the era of the Cold War. They will discover the factors which led to the former alliance between the USSR and the USA to break down in mutual suspicion after World War Two. They will chart the development of terrifying nuclear weapons which threatened to destroy the world at the touch of a button, and the incidents which brought this situation close to reality.

This unit is examined as the first half of a 1 hour 45-minute exam.

Unit 2b: Early Elizabethan England, 1558-88. For the second half of their period and British depth study paper, pupils will learn about the influence of the longest-reigning Tudor monarch, Queen Elizabeth I. They will explore how religion, society and politics affected the first half of her reign and how she dealt with threats at home and abroad.

This unit is examined as the second half of a 1 hour 45-minute exam.

Unit 3: Germany 1919-1939. In this in-depth study, pupils will learn how Germany turned from the world's fairest democracy into the world's most infamous tyranny. They will investigate the devastating impact of the First World War on Germany and the resulting political, social and economic chaos that ensued. They will explore the reasons why Adolf Hitler was able to exploit this turmoil to rise to power and build his brutal dictatorship. Finally, they will see what life was like for ordinary people under Nazi control.

Pupils sit a 1 hour 20 minute exam on this topic.

Assessment:

Unit 1: 30% of the total GCSE marks: Written Paper – 1 hour 15 minutes

Unit 2: 40% of the total GCSE marks: Written Paper – 1 hour 45 minutes

Unit 3: 30% of the total GCSE marks: Written Paper – 1 hour 20 minutes

Careers Information: Law, journalism, politics, publishing, education, public relations, media, heritage, curating.

Who to contact: Miss Manning

Hospitality & Catering

Qualification: Level 2 Award

GROUPING: Box B

This Level 2 Award Certificate in Hospitality and Catering is a well-regarded equivalent to a GCSE curriculum. This vocational qualification is designed for pupils who have an interest in food and enjoy cooking. It will provide pupils with experience of using different cooking techniques and methods, as well as a basic understanding of the skills required for a career in the hospitality and catering industry.

The course comprises of the following units:

Unit 1: The hospitality and catering industry (40% external exam)

Unit 2: Hospitality and catering in action (60% coursework)

Pupils will gain knowledge and understanding of:

- Nutrients and nutritional needs of specific groups
- Cooking methods and nutritional impact
- Menu planning
- Environmental issues
- Planning production
- Suitability of dishes to different consumer groups
- Use of different techniques to prepare commodities
- Food safety practices
- Presentation techniques
- Quality assurance
- Industry structure
- Job requirements
- Customer requirements
- Safety risks and preventative measures
- Food safety hazards, hygiene and food-related illnesses

Please note that pupils are required to purchase their own ingredients in preparation for the practical tasks carried out in lessons.

Assessment:

Unit 1 (40% Externally Assessed Theory exam) pupils are required to sit a 90-minute online exam (90 marks). The exam comprises of short and longer mark questions, with a focus on situational and real life scenarios in the hospitality and catering industry, requiring pupils to apply their answers to a case study.

Unit 2 (60% Internally Assessed coursework) pupils must complete one internally assessed practical assignment. The task is to research nutrients and their function within our bodies, propose four nutritional dishes for a bistro, plan production of two of these dishes and then prepare, cook and present them. You are required to produce a portfolio of evidence for the coursework.

Careers Information: This course provides learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment within the hospitality and catering industry. This course leads perfectly into any Level 3 course focusing on Hospitality and Catering. Previous pupils have gone on to study at Westminster Kingsway, for example. It can lead into working in many different sectors within the Hospitality and Catering industry, for example; working in hotels, restaurant manager, as a chef, working in food production, food photography, food journalism, product development, sales or food science.

Who to contact: Mr Burnett



Mandarin

GROUPING: Box A or Box B

Qualification: GCSE

Why study Mandarin?

- Mandarin is the most widely-spoken language in the world - nearly 1.4 billion people speak Mandarin including people in China, Singapore, Taiwan, Malaysia and Indonesia.
- China has become the second largest economic power in the world and it has invested £10.8 billion in the UK since the start of 2016. Business leaders are looking for people who can speak Mandarin and operate successfully in a Chinese cultural context.
- According to a recent World Bank's report, China has been the UK's third largest export partner, remains a crucial market for UK goods, especially after the UK's exit from the EU in 2020.
- Mandarin is a completely different language, with its rich culture behind it. The grammar is also relatively easy to learn.

Aims:

- Develop understanding of the spoken and written forms of the language in a range of contexts;
- Develop the ability to communicate effectively in the language, through both the spoken and written word, using a range of vocabulary and grammar structures.
- Develop knowledge and understanding of countries and communities where the language is spoken.

Mandarin pupils will have the opportunity to travel to China on our biennial China Trip where you will visit our link schools in Chongqing and Beijing and one other city, previous trips have included visiting cities such as Xi'an, Jiangsu and Hong Kong.

This would enable you to become alive to the importance of lifelong learning in languages; further enabling you to pursue your interest in China and Chinese into your lives beyond school. More importantly, you will develop cultural awareness and a deeper understanding of the societies in which Mandarin is spoken in.

Alongside the timetabled lessons, you will be expected to spend around two hours each week revising at home. Work outside class may involve tasks such as online language learning activities on Quizlet and Go-Chinese websites, completing revision exercises and worksheets, practicing pronunciation and learning vocabulary/grammar.

There may also be possibilities for Y10 MEP pupils to practise their Mandarin in a Chinese company's London branch for their work experience week in the summer term.

Assessment: All 4 skills are exam based.

Reading: 25% of final grade, assessed externally

Listening: 25% of final grade, assessed externally

Writing: 25% of final grade, assessed externally

Speaking: 25% of final grade, assessed externally

Careers Information: Mid to high managerial roles in international companies; interpreter; VIP customer personal buyer/stylist in top designer brands; customer relations; PR; teacher; recruitment consultants; business developer; travel agent sales manager; customer support specialist, engineering project manager.

Who to Contact: Ms Luo

你好

Nǐ hǎo

Multiple Certificated Studies (MCS)

Grouping: Box B

This option is specifically for pupils who would benefit from taking 8 academic subjects rather than 9.

This course is focused on personal development and confidence building, offering imaginative ways for pupils to develop and be certificated for a vast range of skills and achievements.

It is also aimed at pupils who enjoy on-going assessment and short term goals which can be completed along the way rather than a final exam at the end of three years.

During the three years, pupils will have the opportunity to complete their bronze and silver certificated courses and attain their Duke of Edinburgh Awards

Duke of Edinburgh Awards (DofE)

The DofE is all about going the extra mile; broadening your horizons and gaining new skills and friendships along the way. A fun and rewarding journey where you will grow in confidence and become more independent, pushing yourself physically, helping others and exploring new territories. At the same time, you will gain experiences and memories that will last a lifetime.

There are four main sections of a DofE programme; Volunteering, Physical, Skills, and Expedition.

Volunteering: for a charity or not-for-profit organization, where your volunteering is in support of surplus generating work, for example a charity shop, Youth club or care home.

Physical Activity: Choose any sport, dance or fitness activity – in short, anything that requires a sustained level of energy and physical activity. For example, playing a sport regularly and showing personal improvement would count. However, learning to be a coach in the same sport would be a Skills section activity, whilst being a volunteer coach counts for the Volunteering section.

Skills: Choose an activity that will allow you to prove you have broadened your understanding and increased your expertise in your chosen skill for example playing a musical instrument, learning another language or car maintenance.

Expedition: You will need to plan, train for and complete an unaccompanied, self-reliant expedition with an agreed aim. You must do the correct training for your level and mode of travel, at least one practice expedition, a qualifying expedition (the one that is assessed) and a final presentation in order to complete the section.

Who to contact: Mr Hakki

Building Confidence



Music

GROUPING: Box B

Qualification: GCSE

The minimum entry requirement is: Grade 2 ABRSM / Rock school on 1st study instrument or voice.

What is GCSE Music all about?

GCSE Music is about getting actively involved in making music. You will have the opportunity to perform on your own and as part of a group, compose your own music and learn about a wide range of music from different times and cultures. Pupils will also have the opportunity to explore the use of technology as a way of composing. Pupils will also learn to evaluate their own work and that of others and discover and explore more about the kinds of music they are interested in. Music GCSE is the ideal course for you if you are interested in studying this subject at a higher level, a career in music or a career in media.

The course covers 3 main parts:

Performing music:

You will perform two pieces of music on an instrument of your choice. Singing is also accepted as the voice counts as an instrument. One performance will be a solo performance and the other will be a group performance.

You will also receive 10 Academy funded 30 minute lessons every term on your choice of instrument or voice.

Composing music:

This is where you will create and record two of your own pieces of music. You will be able to write in any style that you enjoy for one composition and will be given a specific brief in year 11 to follow for the other.

Listening to and Appraising music:

This is where you will learn about different kinds of music and will learn to recognise a variety of musical features. You will study 8 set pieces of music in detail and sit an exam where you answer questions on these pieces as well as some unfamiliar pieces.

Will I enjoy this course?

You will enjoy this course if you love music and want to find out more about it! You will also enjoy this course if you like to be creative and enjoy practical subjects where you have the opportunity to perform for others. Music involves group work as well as independent practice on your instrument and composition work so you should choose this course if you enjoy working with others and are able to motivate yourself to work independently.

Assessment:

Performing music: Internally marked in school 30%

Composing music: Internally marked in school 30%

Appraising music: Externally marked exam lasting 1h 45m 40%

Careers Information: Professional musician, Teacher, Sound technician, Producer, Music therapist, Media roles and many more.

Who to contact: Ms Kent



Performing Arts

GROUPING: Box B

Qualification: Level 2 Award

The BTEC Tech Award in Performing Arts is a creative, practical and inspiring course that requires commitment, passion, creative vision and an interest in the world of Performing Arts. This course is designed to train you to become theatre makers/ performers and is the first step to a career in the Performing Arts industry.

It will challenge you practically and creatively and will be supported by written analysis and investigation. Whilst preparing you for a life in Performing Arts, it will also equip you with many of the necessary life skills; included those needed to be successful in the work place and help develop excellent social communication skills, leadership qualities and creative thinking. This course will also prepare you for further studies in theatre and Performing Arts.

Is this the right subject for me?

If you enjoy:

- Working practically and creatively
- Working collaboratively as an ensemble
- Exploring theatre and the Performing Arts
- Expressing yourself in active and creative ways
- Contributing your ideas and developing theatre
- Developing your own skills as performer and theatre maker
- Exploring the Performing Arts industry
- Exploring the rich history of theatre

Then BTEC Performing Arts is the ideal subject for you.

Course Overview

The BTEC qualification has a clear, three component structure: Component 1 Exploring the Performing Arts, Component 2: Developing Skills and Techniques in the Performing Arts and Component 3: Responding to a Brief. Component 1 and 2 are practical units that are internally assessed and supported by written and visual evidence. Component 3 is a practical unit, which is externally assessed and again is supported by written and visual evidence.

Will I enjoy this course?

You will enjoy this course if you are interested in Performing Arts, enjoy working collaboratively and creatively and have a passion for theatre and performance. You will have the opportunity to develop your understanding of the Performing Arts industry, technical theatre, devising theatre and acting and performance.

Assessment: What about exams?

The BTEC does not have a final written exam, instead the final assessment is Component 3, worth 40%, which is an externally assessed practical performance, which is supported by written and visual evidence.

Is there any coursework?

The 60% coursework part of the qualification consists of Component 1 and Component 2, which are practical tasks supported by written and visual evidence.

Careers Information: This qualification will support many future careers within the Performing Arts industry, for example: theatre directors, actors, lighting designers, set designers, costume designers, stage-hands, theatre producers, outreach theatre practitioners or working for a theatre company. It would also support careers in film, radio and television.

Who to contact: Mrs Farnfield



Sociology

GROUPING: Box B

Qualification: GCSE

Sociology is the study of how societies organise social life, and how that impacts upon individuals in a variety of ways. This means that as sociologists, we study how people interact with one another and how the social world influences an individual's behaviour.

Sociology asks a range of vital questions, such as:

- What influences our behaviour more, the family or the media?
- Is society fair?
- Why do people commit crime?
- Why do girls do better than boys in their GCSE's?
- Why do we have many different types of family?
- What is the best way to research different social groups?

The core topics will be:

- Research Methods
- Identity, Culture, Socialisation
- Family
- Education
- Crime
- Social Inequality

What sort of pupil will enjoy Sociology?

All these units will address the issue of change and the impact that these factors have on our society. Pupils will be expected to carry out research throughout the course and get involved in active discussion and debate. You will have the opportunity to organise and communicate your knowledge in creative ways and use evidence to support your conclusions. This subject works particularly well with other humanities options, such as history.

Assessment:

Paper 1: Understanding Social Process. **One hour 45-minute written paper.**

Socialisation, family and education. **50% of the marks**

Paper 2: Understanding Social Structures. **One hour, 45-minute written paper.**

Social inequality, crime and deviance and research methods. **50% of the marks.**

There is no coursework for this subject

Careers Information: Social work, teaching (all ages), child care, nursing, counseling, marketing, media, police force, social research, probation officer and human resources.

Who to contact: Mr Walmsley



Spanish

GROUPING: Box A or Box B

Qualification: GCSE

Choosing Spanish at GCSE will give pupils the chance to learn a GCSE language which is highly sought after by sixth form colleges and universities. The Spanish GCSE covers three general themes which will apply to all the exams at the end of Year 11. Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where Spanish is spoken.

Identity and Culture:

This theme includes and explores the topic areas of: identity, family and friends; technology in everyday life; leisure activities and customs as well as traditions in Spanish speaking communities.

Local, National, International and Global Areas of Interest:

This theme includes the topic areas of: home, town, neighbourhood and region; social issues; global issues and travel and tourism.

Current and Future Study and Employment:

This theme includes the topic areas of: my studies; life and school or college; education at post-16; jobs career choices and ambitions.

Our pupils will study the four examined skills of reading, writing, speaking and listening in a structured, engaging and creative way, through the study of the themes specified above. They will therefore develop their knowledge of vocabulary and grammar, as well as be able to discover and explore the different cultural aspects of Spain and Spanish-speaking countries.

Assessment:

Reading: 25% of final grade, assessed externally
Listening: 25% of final grade, assessed externally
Writing: 25% of final grade, assessed externally
Speaking: 25% of final grade, conducted internally and assessed externally

Careers Information: Being able to communicate in Spanish puts you at a great advantage as Spanish is the second most widely spoken language in the world. It is important in Europe and South America and increasingly so in the USA. Therefore, Spanish is a tool which can be applied in many professions to add value to your role. It is highly valued by many universities and employers. Spanish can be useful in business, IT, sales, law, teaching and interpreting to name but a few professions.

Who to contact: Ms Ferrandis



Sports & Coaching Principles

GROUPING: Box B

EXAM BOARD: WJEC / EDUQAS

What is Sports and Coaching Principles all about? This Vocational Award in sports and coaching should equip pupils with the knowledge, understanding and skills to develop experience in a practical application of the skills for sport and coaching.

Qualification aims and objectives:

This course is designed to provide insight into the sports performance and coaching sectors. The qualification includes the aspects of sports performance and methods for improvement, identifying fitness for health and performance and the science of sports coaching. Learners will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate improvements across all three units, providing a clear grounding in the sectors for those learners that may choose to enter into related jobs or further education and training.

The course covers 3 main components:

UNIT 1: Improving Sporting Performance (30%)

This unit is based around the individual and is focused on performance analysis, self-assessment, and the creation of an action plan and then the evaluation of any impact on performance. The unit includes detail on language, physical, psychological and technical development and strategies for improvement, including data analysis.

This component is internally assessed, through written assessments and practical application.

UNIT 2: Fitness for Sport (40%)

Unit 2 enables learners to gain knowledge and understanding of how to plan a fitness training programme in order to meet the needs of individuals. This unit also includes how to assess components of fitness through testing, understand how to improve the components of fitness using different methods of training and apply the principles of training. Within this unit, learners will gain knowledge and understanding of the different body systems and how they are affected by different types of exercise and training. This unit also involves researching the fitness requirements of different sports people and activities.

This component is externally assessed via a written examination

UNIT 3: Coaching Principles (30%)

This unit is designed to equip the learner with the necessary skills to enter the sector of sports coaching. The learner will develop the science behind sports coaching; styles and types of coaching, roles and responsibilities of the coach. The learners will plan, deliver and evaluate a coaching session, specific for a sporting activity and group. On completion of this qualification, learners will have developed an applied knowledge and understanding of the sport and sports coaching sector.

This component is internally assessed, through written assessments and practical application

Pupils will develop the skills required to achieve the objectives of the course through three class room lessons and two practical lessons over the two-week timetable.

There is a potential option for some pupils to also do the GCSE qualification alongside Sports & Coaching Principles, should they demonstrate the necessary aptitude and if timetabling allows.

Who is this course for? Pupils who have a genuine interest in sport, sports theory and sports science. They must be motivated both academically and practically whether in PE lessons or with external clubs/teams. As this course includes elements of Physiology, Psychology, Biomechanics, Biology as well as transferable skills, the qualification is complemented by a wide range of GCSEs including English, Maths, Psychology and Biology.

Further Education progressions:

A Level's in PE and Psychology

Level 3 qualifications in Sports and Exercise Science, Sports Coaching, Leisure and Tourism, Health and Social Care.

Apprenticeships in the Sports Sector, Leisure Industry, Health Sector

Careers Information: This could be in Teaching, Coaching, Sports and Exercise Science, Sports Psychology, Sports Journalism, Sports Analysis, Business & Sport and Marketing to name but a few.

Who to contact: Mr Oldridge

