

BRANSTON COMMUNITY ACADEMY

**THE KEY STAGE 4
CURRICULUM**



2014 - 2015

INDEX

PAGE NUMBER

2. Introduction
3. Course Information
4. Compulsory Courses, English Language/Literature
5. Mathematics, Science
6. Science, Applied Science
7. Religious Studies
8. Option Courses
Art and Design General
9. Art and Design (Photography, Film and Digital Animation)
10. Art and Design (Graphic Communication)
11. Business
12. Engineering, Design Technology
13. Design Technology – Product Design, Food Technology
14. Design Technology – Electronic Products
15. Design Technology – Graphic Products
16. French, Geography
17. Geography, Hairdressing
18. Hairdressing
19. Health and Social Care, History
20. History, iMedia
21. iMedia, Music
22. Music
23. Performing Arts, Physical Education
24. Physical Education
25. Travel and Tourism
26. Completing the Options Form

INTRODUCTION

Dear Parents and Students

For the first time, together with your children and staff at the Academy, you have the opportunity to shape, at least in part, your child's working week at the Academy.

There are certain courses that your child will be required to study as part of the National Curriculum. These are English, Mathematics, Science, Religious Education, Physical Education and a Citizenship/Active Tutorial Work programme.

Other courses (five in total) will be chosen from 'Option Blocks' that you can find at the back of this booklet. There are some important points to note about these 'options'.

1. **Five is a lot.** Students at Branston study more courses than the norm. Clearly this has advantages and disadvantages. Advantages are the breadth of education offered to our young people and the ability to choose (or not lose) an extra course. Consequently students have access to the 'rich and broad' curriculum praised in inspection reports.
2. At Branston we have long recognised the need for all students to have access to an **extensive vocational curriculum**. The majority of our students access at least one vocational course from ICT, Health and Social Care, Business, Hospitality, Travel and Tourism, Construction or Hairdressing. In addition to increasing student's awareness of the world of work these courses place greater emphasis on coursework and the learning style lends itself to project work allowing students to learn at their own pace.
3. The majority of our young people continue into our Sixth Form post 16. Our curriculum is designed to allow students to continue traditional academic, vocational or combined pathways into the Sixth Form here should students wish to do so.
4. Although it is always wise to engage in a wide range of discussions about **future careers and opportunities** post 16 it is very difficult at this stage to choose any combination of courses that will prevent specific pathways. It really is best to go with courses that your child **enjoys**, thinks they will enjoy and/or **good at**.
5. We cannot guarantee that your child will be able to study all his/her first choice courses. This is why you must complete second choices on the 'Options Form' at the back of the booklet. The vast majority of students have received all their first choices in the past but this is no consolation if you are one of those who are unfortunate.

We look forward to working together on what can be a pretty difficult, sometimes daunting, but ultimately very interesting and rewarding process. Our students have always approached this important process sensibly and thoughtfully and we have the same high expectations this year.

J TURNER
Vice Principal

COURSE INFORMATION

Most of this booklet consists of a summary description of courses by Heads of curriculum areas.

Except in special cases every course must be studied to its conclusion. Once an optional course has been chosen it has the same status as compulsory subjects like English and Mathematics; it will not be possible to 'swap' or 'drop' courses.

These course descriptions are only a guide and I emphasise again the need to talk to subject teachers and Heads of Department to explore and research further.

After reading these course descriptions you are asked to complete the enclosed Options form carefully and return to your child's tutor.

To revisit a previous point, we will do our best to ensure that as many first choices are satisfied as possible but there cannot be a guarantee.

INFORMATION ON COMPULSORY COURSES

ENGLISH LANGUAGE/LITERATURE

English Language and Literature is a dual entry course. Decisions are made as to the suitability of student for the dual and single course in Y10.

Coursework is now done under exam conditions both in preparation and execution. Coursework is now termed 'controlled assessment'. Attendance during these periods is therefore vital.

For certain controlled assessments, preparation runs for five weeks before three to four hours of 'examination' conditions. Students are expected to treat every lesson as essential preparation.

English Language Specification AQA 4707

Component Title	Duration	% Weighting
Unit 1 Understanding and Producing Non-Fiction Text	Examination 2 hours 15 minutes	60%
Unit 2 Speaking and Listening	Teacher Assessment	Examined and awarded as a separate grade alongside English Language and English Literature
Unit 3 Understanding Spoken and Written Texts and Writing Creatively	Controlled Assessment	40%

Examined Alongside - English Literature Specification AQA 4710

Component Title	Duration	%Weighting
Unit 1 Exploring Modern Texts	Examination 1 hour 30 minutes	40%
Unit 2 Poetry Across Time	1 hour 15 minutes	35%
Unit 3 The Significance of Shakespeare and the English Literacy Heritage	Controlled Assessment	25%

Mrs L Price/Mrs L Bennett

MATHEMATICS

GCSE Mathematics teaching begins in Year 9 and continues through Years 10 and 11. All aspects of the National Curriculum are covered including number work, algebra, geometry, measures, statistics and probability.

Each student must complete an examination in Year 11 which is assessed at two tiers:

Higher Tier -	grades A*, A, B, C, D
Foundation Tier	grades C, D, E, F, G

Decisions about the tier of entry in the terminal paper are based on the results of internal examinations. Please note that there are 2 tiers of entry and a grade C is available on both tiers.

All the assessment is by examination. There is no longer a coursework component to the GCSE.

The examination consists of a calculator paper and a non-calculator paper. All questions are compulsory. Students are expected to bring a calculator and geometry set to all lessons and examinations.

Miss D Rowe

SCIENCE

GCSE Science: AQA 4405

The core science course is MODULAR. There are three modular exams in total. These consist of a mixture of multiple choice and structured questions. All three modular exams are taken in June of Year 10.

Topics studied include:

Unit B1	Topic 1 Keeping healthy Topic 2 Nerves and hormones Topic 3 The use and abuse of drugs Topic 4 Interdependence and Adaptation Topic 5 Energy and biomass in food chains Topic 6 Waste materials from plants and animals Topic 7 Genetic variation and its control
Unit C1	Topic 1 Fundamental ideas in chemistry Topic 2 Limestone and building materials Topic 3 Metals and their uses Topic 4 Crude oil and fuels Topic 5 Other useful substances from crude oil Topic 6 Plant oils and their uses Topic 7 Changes in the Earth and its atmosphere
Unit P1	Topic 1 Heat transfer Topic 2 Energy and efficiency Topic 3 Electrical Appliances Topic 4 Generating Electricity Topic 5 Waves

In addition to the modular exams, students will take up to three Investigative Skills Assignments (ISAs). The best mark of the three is the one that will count. These assess ability to plan experiments, collect data, draw conclusion and evaluate the strength of evidence. They also provide an insight into the work of scientists.

The assessment of the course is weighted as follows:

Exams = 75%
ISAs = 25%



Mr P Hollands

APPLIED SCIENCE

Edexcel BTEC Level 2 Award

The course builds on KS3 Science courses and is aimed at students who may be interested in working in a Science related field.

Students study four units within the course:

Unit	Mandatory Units	Assessment Method	GLH
1	Principles of Science	External Examination	30
2	Chemistry and Our Earth	Internal Coursework	30
3	Energy and Our Universe	Internal Coursework	30
4	Biology and Our Environment	Internal Coursework	30

Each unit consists of a number of assignments, in which students will undertake a variety of practical and written tasks which will develop their skills in data collection, practical techniques, calculations and analysis.

Students can gain an all over Pass (equivalent to two Cs), Merit (two Bs) or Distinction (two A or A*s).

Mr P Hollands

RELIGIOUS STUDIES

GCSE

WJEC - 0206 02

This course offers students the opportunity to study for the full course in Religious Studies. It will enable students to gain a valuable qualification which would be particularly of benefit to those who wish to enter further education or anyone interested in careers such as the Police Force, Doctors, Health Workers, Social Workers Teachers, Community and Youth work etc.

The distinctive feature of this course is that it involves a thematic study of some central questions and issues in human life and experience and explores the relevance of religious beliefs, values and traditions to these questions and issues.

In Year 10 students will study the following topics:

- Relationships
- Is it Fair? (Issues of Justice and Equality)
- God, life and death
- Creation and Our World



In Year 11 students will study:

- Religion and Conflict (War, violence and peace)
- Religion and Medicine (Medical ethics and the sanctity of life)
- Religious expression
- Religion and the State (Law and order/capital punishment)

Students will have the opportunity to develop Key Skills alongside analysis, investigation, exploration and reasoning.

Assessment consists of **TWO** exam papers

There is no coursework.

Please see Mrs Samson for more details.

INFORMATION ON OPTION COURSES

ART AND DESIGN (GENERAL)

Our broadly based courses offer candidates the chance of working in Ceramics and Sculpture, Drawing and Painting, Printmaking, Fashion and Textiles. The courses encourage candidates to follow personal areas of study using techniques or media which they find the most satisfying and rewarding. As the course progresses candidates may begin to specialise in chosen areas, working towards the production of a folder of coursework or continue to follow a broadly based course.

In examination there are three defined areas of study:

- (i) Drawing and Painting – using watercolours, acrylics, oil paints and a broad range of drawing media
- (ii) Three dimensional studies – sculpture, model making, pottery, using a wide range of materials and techniques
- (iii) Textiles – Fashion design, fabric dyeing, batik, silkscreen printing, soft sculpture, embroidery, felt making.

Students can also include their own photographs as part of their coursework and examination.

In all areas, students are required to look at the work of Artists to support their studies. This research forms part of the marking criteria and planned visits to galleries to view exhibitions are designed to support this as well as field study work in the locality.

At the end of the course, if work has been produced generally in more than one area of study then the examination certificate will read, "ART AND DESIGN". Unendorsed.

Those who have chosen to specialise in any one of the above areas of study will have their certificate endorsed, e.g. "ART AND DESIGN FINE ART".

It is possible that some candidates will be able to specialise in more than one area of study and therefore would be eligible for more than one examination award.

The final assessment puts great emphasis on the quality of coursework, 60% of the final mark. A further 40% is awarded in a broadly based practical examination. The coursework and examination are exhibited at the end of the course.

Why Study Art and Design?

- It develops creativity and independent learning skills
- It prepares students for an increasing number of careers involving all aspects of design including Advertising, TV, Film, Sport and Leisure Activities, Technology, Architecture and Teaching
- It develops skills in communication and IT

SPECIFIC COURSEWORK REQUIREMENTS

FULL COURSE- 2/3 projects = 60%
 1 final exam = 40%

Homework

All Art and Design candidates are expected to do a minimum of one hour per week homework throughout both years 10 and 11 and it is considered an important part of idea development and forms part of the final presentation or work.

"Art and Design" is offered elsewhere for those students who would like to take two Art based subjects.

All Art and Design courses are designed to link directly with 'A' levels and BTEC Level 3 and the department has an excellent record of preparing students for further education following GCSE and A levels, with some of the country's leading practitioners having successfully completed the course in the past.

Mr L Brown

ART AND DESIGN (PHOTOGRAPHY, FILM AND DIGITAL ANIMATION)

Syllabus 1303

This broad and exciting course covers all aspects of black and white and digital photography as well as film-making and editing. Students will be taught not only how to successfully use cameras, lenses and darkroom/studio equipment, but also how to develop skills in composing exciting pictures (a 'photographer's eye'), and in a varied range of special effects for stills and use of video photography. Individuality and creativity is encouraged not only within photography itself, but also in developing the use of camera based images within other areas, such as Graphic Design using IT. As in other specialisms of Art and Design, the final examination requirement is a combination of coursework (60%) and a practical examination (40%). Within this option however, students may also include trade processed colour prints or slides as part of their coursework. This nationally recognised qualification is an excellent grounding for the successful 'A' level Photography course or BTEC Level 3 for those who wish to follow a more vocational course, that can follow in years 12 and 13 (or a similar A/S course) and many of our past students have gone on to study film-making, photo-journalism, TV and Media as well as free lance work.

Having your own 35 mm single lens reflex digital camera or compact digital camera (min 3.2 mega) is not essential, but is considered very advantageous. Some of the materials used are expensive, and therefore we ask students for a contribution towards the costs of printing and paper. All pictures are returned to each student at the end of the course. As well as full course, short course worth half a GCSE is also offered to some students.

Why Study Photography?

- Develops skills in IT, Numeracy, Literacy and Communication
- Prepares students for a wide range of careers, including Photo-Journalism, Fashion, advertising, TV and Film Work, Criminology and all other areas of work reliant on photographic evidence

The department has a small darkroom containing good enlargers, and 30 computers running Photoshop and other suitable software and can print out up to A1 size in full colour.

In years 10 and 11 students visit the Photography museum in Bradford and there is a planned field study course to the Lincolnshire coast.

Homework/Sketchbooks

Students in Year 10 and Year 11 are set up to one hour homework per week, where processes, techniques are written up as well as researching the work of other designers. This is an important aspect of the course and sketchbooks are part of the final presentation.

SPECIFIC COURSEWORK REQUIREMENTS

Full course 3 Projects = 60%
 1 Exam = 40%

Mr L Brown

ART AND DESIGN (GRAPHIC COMMUNICATION)

British Graphic Design is inventive, exciting and amongst the best in the world.

Successful designers combine traditional artistic skills with techniques using computers, video and photography, producing imaginative and often entertaining solutions to design problems.

Our course gives you the opportunity to develop your skills in drawing, painting and printmaking, as well as using a wide range of computer hardware and software, including the latest digital technology.

Project work includes:

CD and Video Covers
Posters
Logo or Corporate Identity
Bookjackets, Book and Magazine Illustration
Product Packaging and Product Promotion
Pattern Development for Interior Design
T V Graphics
General Retail Advertising
Animation, film and sound
Photography, including digital camera usage.

The Department is equipped with 30 PC computers, colour scanners, CD Rom, video cameras and recorders, as well as digital cameras.

Why Study Graphic Design?

- Develops IT, numeracy, literacy and communication skills
- Prepares students for a career in advertising design, promotional work for companies, TV, film and the music recording industry as well as leisure and tourism

Homework

Students are expected to complete homework each week (up to one hour). This is an important part of the course and as well as including ideas, students will be given research tasks to carry out. Homework is presented as part of the final coursework submission.

The department has an outstanding record of producing top design students, currently working in this exciting career based areas. Both full course GCSE and short course are offered and the course leads directly onto A level studies or BTEC Level 3 in the Sixth Form.

SPECIFIC COURSEWORK REQUIREMENTS

FULL COURSE - 3 Projects = 60%
 1 Exam = 40%

Mr L Brown

BUSINESS

Edexcel BTEC Level 2 First Award in Business

BTEC Level 2 First award in Business is a two year vocational related qualification, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, the students are engaged to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief, working to deadlines, presenting information effectively; and completing tasks and processes.

Assessment Approach

The course is split into four units, with two core units and two optional. Students are awarded with a Pass, Merit or Distinction grade overall.



Core Units

Unit 1 – Enterprise in the Business World

This unit introduces students to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence success. The students will then explore different types of business ownership and how this relates to the size and scale of a business. Finally they will plan an idea for a realistic business start-up in the local area and present a business model and plan.

This unit is **assessed internally**.

Unit – Finance for Business

This unit explores:

- The costs involved in business from start-up to running
- How businesses make a profit
- The planning tools used to predict when a business starts making a profit
- Budgeting and Cash Flow forecasting
- Income Statement (profit and loss account)
- Statement of financial position (balance sheet)



This unit is **assessed internally** through a one hour onscreen examination out of fifty. It is worth 25% of the final qualification.

Optional Units

Unit 3 – Promoting a Brand

This unit explores the use of branding and the promotional mix in business, followed by the ways to develop and promote a brand for a business.

This unit is **assessed internally**.

Unit 4 – Principles of Customer Service

This unit develops the understanding of how businesses provide customer service enabling the students to demonstrate appropriate customer service skills in different situations.

This unit is **assessed internally**.

Mrs M Bell

ENGINEERING

This course is a dual qualification, a BTEC Level 2 First Award in Engineering and a GCSE In Design Technology Resistant Materials. Students will be given the opportunity to be entered for both qualifications achieving two distinct awards that equal 1 GCSE each. The work will be completed across two years in time allowed for two usual GCSE qualifications.

The Edexcel BTEC Level 2 First Award in Engineering has been designed primarily for young people who may wish to explore a vocational route throughout Key Stage 4, leading to an understanding about a career in engineering. Students will be taught key information about engineering in general and will focus on the manufacture of machined engineering components for a large part of the course. The practical element for this course is high, but it is not without the need to evidence a range of written tasks.

The GCSE Resistant Materials course will also be practically focused and will form a large part of the construction element of this course. Students will manufacture products that will enhance the skills required for both this and their Engineering BTEC. There will also be an element of design portfolio work to supplement the practical element. Further details can be found in the section dedicated to this specific qualification in this booklet.

BTEC Engineering

This is worth 1 GCSE and consists of 3 units of work. One of these is externally tested by written examinations. The remaining 2 units are coursework based and are internally assessed.

1.	The Engineering World	Examination 30 Hours
2.	Investigating an Engineering Product	Internal Assessment 30 Hours
3.	Machining Techniques	Internal Assessment 60 Hours



Mr S Turner

DESIGN TECHNOLOGY

Technology is taught to examination level in Years 10 and 11 to most students at Branston. All the courses are taught around a design and make approach.

Problems are investigated, solutions offered and an idea made. In all full course options there is a mixture of practical activity, theoretical work and design communication. Students develop real skills that will help in future careers as well as leading on to courses offered at 'A' level and further education.

The department offers the following courses:

- Product Design
- Food Technology
- Graphic Design
- Electronic Products
- Construction



If you have any further queries about Technology options please speak to your Technology teachers or Mr Turner.

PRODUCT DESIGN

2RM01 EDEXCEL DT: Resistant Materials

This syllabus is concerned with the activity of designing and making using wood, metal and plastics, other materials are not excluded if they are needed to make the end product. Essentially students will be taught how to design products in use today and how professional designers create the everyday items we have around us.

Students will be involved in a large amount of practical project work, designing and making the products they have developed.

Part of the course will involve graphics and presentation of design work as well as a study of materials and processes used in making products. CAD and CAM will be a feature of this course. Assessment will be in two parts:

- 1 40% written examination
- 2 60% Coursework

Students will make and design a number of different practical projects leading to a free choice of design assignment in Year 11.

Previous projects have included:

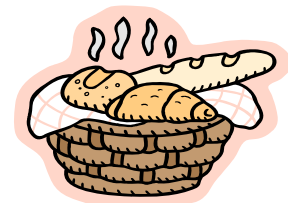
Furniture, Musical Instrument Stands, Trinket Storage, Presentation Cases, Lamps, Radios, Toy Vehicles, Jewellery

Students will complete their chosen major design assignment in Year 11, this will form their controlled assessment and it will take approximately 40-50 hours to complete.

If you have an interest in designing and making quality products and want a good GCSE with a great deal of practical skills to offer an employer then Product Design could well be the Technology device for you.

FOOD TECHNOLOGY

AQA Food Technology Full Course



This course enables students to combine their designing and making skills using food as the material they will use to make quality products.

The students will explore food as a material used both in the home and in the wider commercial world. They will look at existing products and then using a problem solving approach will make dishes of their own. They will investigate the properties of different foods and find out what influences the flavour, texture and palatability of food.

Much of the work will be centred around commercial food production so they will look at mass production systems, batch production, quality control, hygiene and safety etc., as it would affect a food outlet e.g. a biscuit factory, a dairy or a bakery.

The course consists of the following:

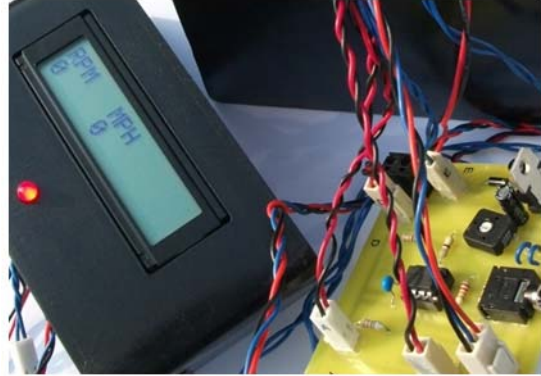
- A piece of coursework of a design and make nature which will take approximately 40 hours and which carries 60% of the total course marks
- A terminal examination carrying 40% of the total marks, of 2 hours duration for both higher and foundation level of entry.

The course will be of interest to anyone who likes cooking and creating new dishes and who wishes to explore a world of catering and food production which currently employs three million people in this country.

ELECTRONIC PRODUCTS

Electronic Products GCSE: EDEXCEL 2EP01

The modern world relies increasingly upon the electronics industry. In Year 10 of this course students will develop an understanding of the fundamental principles and basic building blocks underlying electronic systems. They will use traditional skills and modern Computer Aided Design (CAD) and Manufacturing (CAM) techniques to design, make, simulate and house increasingly complex circuits. Students will also learn how to program PICs (programmable 'chips') which can be used perform more complex tasks in preparation for their Year 11 project.



In Year 11 students will continue to broaden their understanding and knowledge of electronic products in preparation for the 1½ hour terminal examination which will account for 40% of their final grade. However, the main focus of the year will be directed towards the Year 11 design and make task which accounts for the remaining 60% of the GCSE. Students will design, build and house a functioning electronic device. Recent projects have included score recorders, programmable buggies, electronic dice, room/bike alarms and a musical money box. The practical will be accompanied by a design folder detailing the progress of the prototype from conception to realisation.

Students will learn about the following topics:

Topic 1 Materials and components

- Topic 1.4 Input components
- Topic 1.5 Process components
- Topic 1.6 Peripheral Interface Controllers (PICs)
- Topic 1.7 Logic gates
- Topic 1.8 Output components
- Topic 1.9 Power sources
- Topic 1.10 Resistors
- Topic 1.11 Capacitors
- Topic 1.12 Diodes
- Topic 1.14 Units and calculations
- Topic 1.15 Circuit construction
- Topic 1.16 Circuit testing

Topic 2 Industrial and commercial processes

- Topic 2.1 Scale of production
- Topic 2.2 Forming techniques
- Topic 2.3 Health and safety

Topic 3 Analysing products

- Topic 3.1 Specification criteria
- Topic 3.2 Materials and components
- Topic 3.3 Manufacturing processes

Topic 4 Designing products

- Topic 4.1 Specification criteria
- Topic 4.2 Designing skills
- Topic 4.3 Application of knowledge and understanding

Topic 5 Technology

- Topic 5.1 Information and communication technology (ICT)
- Topic 5.2 Digital media and new technology
- Topic 5.3 Computer-aided design/computer-aided manufacturing (CAD/CAM)

Topic 6 Sustainability

- Topic 6.1 Minimising waste production
- Topic 6.2 Renewable sources of energy
- Topic 6.3 Climate change

Assessment:

- Unit 5EP01: Creative Design and Make Activities (60%) - controlled assessment/internally assessed/externally moderated
- Unit 5EP02 Knowledge and Understanding of Electronic Products (40%) - examination/externally assessed

Mr S Turner

GRAPHIC PRODUCTS

2GR01 EDEXCEL DT: Graphic Products

The effective use of Graphic Design is an essential part of any successful marketing project, from jeans to automobiles. The Graphic Products course introduces students to the role of Graphics in 2D and 3D design, and the importance of graphics as a form of communication.

Students undertaking a Graphic Products option will be taught a wide range of graphical techniques. Particular skills that will be covered are:

Sketching	Modelling
Colour Enhancement	Computer Graphics/DTP
Pictorial Drawing	Product Analysis
Working Drawings	Industrial Applications
Lettering	Materials
Felt-pen rendering/	Printing and Processing
	CAD/CAM in Graphics

Students will design, make and evaluate work focusing on the visual impact and communication of real-life design problems. Importantly projects have a strong emphasis on realisation in the form of 2D and 3D models, bringing work to life. Models may be full size or scale prototypes, static or dynamic, depending on the project undertaken. Previous students have completed projects in some of the following areas:



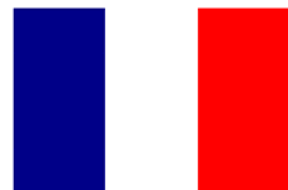
Interior Design
Garden Design
Corporate identity and logo's
Packaging
Architectural Studies
Planning (town and building)
Advertising
Recreational Playgrounds

Projects take the form of a design portfolio on A3 paper, with a modelled solution, forming 60% of the final mark. The best complete project will be submitted for assessment, and a single written examination, testing graphical knowledge, will be sat, comprising the final 40%.

FRENCH

EDEXCEL

Assessment	Weighting
Listening - examination at the end of the course	20%
Reading - examination at the end of the course	20%
Speaking - two controlled assessments of 4 - 6 minutes each	15% +15%
Writing - two controlled assessments 4 - 6 minutes each	15% + 15%



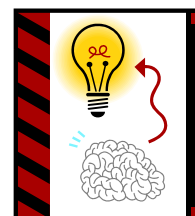
The French course enables students to build and practise the skills of listening, speaking, reading and writing.

There will usually be access to a native speaker and frequent opportunities to use the language in practical ways.

The course is based on an up-to-date course book, with a variety of listening, speaking, reading and writing tasks being used to assess progress.

Practice is essential for any skill - just like sport or playing an instrument and regular commitment will lead to progress, a sense of achievement and real satisfaction from having a personal skill which looks good; which is really valued by employers; great for your CV and which may very well "open doors" to you later on.

Do not forget that studying a language both improves your memory and also switches on and stimulates parts of your brain which support your verbal, listening and thinking skills. This will help and support your other subjects and will certainly bring you real advantages which could well last you for life.



Mr K Hodges

GEOGRAPHY

AQA Spec A

If you are thinking about opting for Geography over the next two or four years, read on!

ARE YOU:-

- Interested in finding out about "far away places" with strange sounding names?
- Keen to learn about people and places on the planet.
- Curious to know why natural disasters happen.
- Aware of your own role in the world's future.

You will study:

Physical Geography: The Restless Earth
 Water on the Land
 The Coastal Zone

Human Geography Population
 The Development Gap
 Urban Change

Tested by:

Paper 1	1½ hours	37.5% }
		} Taken at the end of Year 11
Paper 2	1½ hours	37.5% }
Coursework		25%

WHY TAKE GEOGRAPHY?

- It sits at the centre of the curriculum and compliments many other subjects.
- It develops students' communication, numeracy and IT skills.
- It develops an understanding of global citizenship and the ways in which places and environments are linked.
- It will help to prepare you for adult life so that you can make informed decisions on issues such as public transport, migration, flooding and town planning.

Field study visits to Holland, Italy and Skegness and Lincoln have been used in the past to gather data for coursework.



Miss JSaul

HAIRDRESSING

Level 2 Principal Learning

Why choose City and Guilds

City and Guilds is a household name for vocational qualifications and is recognized by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge. Principal learning is a blend of academic and vocational learning and that is why City and Guilds is the ideal choice for any school or college to offer them.



Why choose the Principal Learning in Hair and Beauty Studies

The principal learning in hair and beauty studies introduces learners to the opportunities in this dynamic and expanding sector. It combines general education and sector specific theory, knowledge and practical activities relating to employment within the hair and beauty sector. The principal learning will enable learners to progress into further and higher education and future employment.

Level 2 Principal Learning in Hair and beauty Studies at a Glance

- Safe and healthy working practices in the hair and beauty sector and related industries
- The world of hair and beauty
- The science of hair and beauty
- Communication and client care in the hair and beauty sector
- History of hair and beauty in society
- Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Salon business systems and processes
- Exploring skin care and make-up
- Exploring hair care and styling
- Exploring hand care and nail art

How the Course is Researched

Independent Enquirers

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognizing that others have different beliefs and attitudes.

Creative Thinkers

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Reflective Learners

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Team Workers

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.

Self-managers

Young people organize themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Effective Participators

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

How will I be Assessed?

You learn with your training provider through practical assessments, assignments and an exam covering different sectors.

- Women's hairdressing
- Barbering
- Beauty
- Nail art
- Spa
- Afro Caribbean Hair

Miss K Jones

HEALTH AND SOCIAL CARE

Health and Social Care is a subject which is relevant to everyday life. A range of interesting subjects are covered. There are millions of jobs available in the care industry so this qualification may be useful if you want to work with children, elderly people or the disabled. It leads nicely on to the Level 3 Health and Social Care course which is available at Key Stage 5.

BTEC Certificate in Health and Social Care

This is worth 2 GCSEs and consists of 8 units of work. Two of those are externally tested by written examinations. The remaining 6 units are coursework based and are internally assessed.

Edexcel BTEC Level 1/Level 2 First Certificate in Health and Social Care			
Unit	Core Units	Assessment Method	GLH
1	Human Lifespan Development	External	30
2	Health and Social Care Values	Internal	30
	Mandatory Units		
3	Effective Communication in Health and Social Care	Internal	30
9	Healthy Living	External	30
	Optional Specialist Units		
5	Promoting Health and Wellbeing	Internal	30
6	The Impact of Nutrition on Health and Wellbeing	Internal	30
7	Equality and Diversity in Health and Social Care	Internal	30
8	Individual Rights in Health and Social Care	Internal	30

Mrs H Foot

HISTORY

EDEXCEL HISTORY A - THE MAKING OF THE MODERN WORLD

How do you know who you are unless you know where you've come from? How can you tell what is going to happen unless you know what has happened before? Studying history is the answer!

Are you:

- Curious - do you like finding out why something might have happened or why people behaved in a certain way?
- A budding detective - can you become an investigator and research topics for yourself?
- Interested in learning about exciting and relevant periods of history?

If this is you, then History could be your ideal GCSE!

You will study:

PAPER 1 – INTERNATIONAL RELATIONS: THE ERA OF THE COLD WAR 1943-91

This study includes three key units:

- How did the Cold War in Europe develop? Topics include the origins of the Cold War and the development of the Iron Curtain, The Berlin blockade and airlift, the nuclear arms race and the Hungarian Revolution 1956.
- Three Cold War crisis – Berlin and the building of the Wall, the Cuban Missile Crisis and the Prague Spring in Czechoslovakia.
- Why did the Cold War end? Topics include the Soviet invasion of Afghanistan, president Reagan's 'Star Wars' defence initiative, the fall of the Berlin Wall and collapse of the Soviet Union.

PAPER 2 - DEPTH STUDY: GERMANY 1918-39

Key topics include Hitler and the growth of the Nazi Party, the growth of the Nazi Dictatorship 1933-9 and life for women, children and minorities in Nazi Germany.

PAPER 3 SOURCE ENQUIRY: WAR AND THE TRANSFORMATION OF SOCIETY 1931-51

Topics include the impact of the Great Depression 1931-9, Britain at war (Dunkirk, Battle of Britain, Blitz and D-Day) and the Labour Government after the war.

COURSEWORK: CHANGE IN BRITISH SOCIETY 1955-75

Topics including immigration, the changing role of women, the liberalisation of society (e.g. abolition of the death penalty), the features of the Swinging Sixties and the emergence of youth culture.

Assessed by:

PAPER 1	25%	EXAM	1 hour 15 mins
PAPER 2	25%	EXAM	1 hour 15 mins
PAPER 3	25%	EXAM	1 hour 15 mins
COURSEWORK	25%	CONTROLLED ASSIGNMENT IN CLASS	

Why take History?

- It will help prepare you for the world of work, by giving you the skills most employers want in a rapidly changing world - independent and open-minded thinking; the ability to evaluate evidence; problem-solving; communicating ideas.
- It develops your communication, literacy and IT skills.
- The past acts as a spotlight on the present. History will help you find new ways of looking at issues, events and individuals in the world today.

Mr Cammish

iMEDIA

Level 2 Cambridge National Certificate in Creative iMedia (OCR)

2 Year Course

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. This course provides you with specific and transferable skills and knowledge that are developed in film, television, web development, gaming and animation. All units have Computing at their heart and provide knowledge in a number of key areas through a motivating, hands-on approach to learning.

Units covered:

- Pre-production skills (Unit R081)
This unit will help you to understand pre-production skills. It will develop your understanding of a client brief, time frames, deadlines and preparation techniques such as planning and designing, that form part of the planning and creation process.
- Creating Digital Graphics (Unit R082)
The aim of this unit is for you to understand the basics of digital graphics editing. You will learn where and why digital graphics are used and what techniques are involved in their creation. Digital graphics feature in many areas of your life and play a very important part in today's world.

- **Creating Multipage Websites (Unit R085)**
Multipage websites are the basis of internet content. This unit will enable you to understand the basics of creating multipage websites. It will enable you to demonstrate your creativity by combining components to create a functional, intuitive and aesthetically pleasing website.
- **Developing Digital Games (Unit R092)**
This unit will enable you to understand the basics of creating digital games and their environments. It will enable you to create a playable game from an existing design or brief.

Assessment

The course has one terminal exam paper (Unit R081) worth 25% of the total marks, and three controlled assessments (Unit R082, R085 and R092) worth 25% each.

25% examination, 75% coursework

Accessible grades are:

Distinction*	equivalent to 1 grade A* at GCSE
Distinction	equivalent to 1 grade A at GCSE
Merit	equivalent to 1 grade B at GCSE
Pass	equivalent to 1 grade C at GCSE

Course requirements

Access to a computer at home with Microsoft Office/Open Office is preferable, although not necessary, as you will have access to Academy computers at break, lunchtimes and at an after Academy session for an hour on a specified day.



Mr D Holford

MUSIC

GCSE in Music



Have you ever wanted to learn how to sing?

Have you ever wanted to play in a band?

Ever wanted to be a DJ?



GCSE Music will allow you to extend your practical skills developed during year 9. You will be able to play in a band or group, play or sing solo material and study a variety of popular and classical music.

The material/songs or music that will be played very much depends upon the skills and capabilities of the class: band members may be placed together; groups of singers may form a group or students may wish, if they prefer, to work individually. There is also a DJ technology path during which students may specialise in DJ mixing and performance rather than playing a specific instrument.

What is the structure of the qualification?

Unit Code	Unit Title	Format	Weighting
B351	Integrated Tasks	Controlled Assessment	30%
B352	Practical Portfolio	Controlled Assessment	30%
B353	Creative Task	Practical Examination	15%
B354	Listening Examination	Written Listening Examination	25%

Units are assessed throughout the year and most of the tasks will involve practical work assessed by your teacher. There is a written examination at the end of the course although written commentaries will also be written as you complete your coursework.

Projects you will be undertaking will include:

1. Practicing and performing live gigs and events
This will involve performing/arranging your own music together with music and recordings provided/arranged by your teacher.
2. Recording Music
This will involve recording and editing your music in the studio and on computer software programmes such as Cubase.
3. Composing music
This will involve writing and recording your own material. It might involve composing music on the computers or involve recording yourself or other musicians playing/mixing your music.

GCSE Music is taught through a number of integrated projects and involves singing or playing a variety of music. You will play an instrument and piece of your choice and will learn about and develop a variety of performance techniques.

During the first part of the course you will choose the genre, style and exact pieces of music to be studied and, under the guidance of your teacher, you will learn some basic playing and composing techniques.

You will be organised into small groups and be required to work towards a gig or concert.



What do I need to be able to do in order to take this qualification?

There are no entrance requirements for this qualification however students must have an interest in music and have at least some basic ability on an instrument.

Where could this qualification lead?

Students achieving this qualification could go on to study AS levels in Music, Music Technology or Performing Arts. Students could also study a BTEC National Award or Certificate. These qualifications provide an introduction to the music industry and can also provide a way in which to enter other creative industries such as Music Journalism, Arts Administration and Film and Television production.

Mr R Amey

PERFORMING ARTS

AQA 48801, 48802

Performing Arts is a vocationally based course allowing you to develop an understanding of the performing arts. You will go through the process of developing performances in a variety of disciplines. These may include: acting, singing, dance, stage/costume/set design, stage management, masks and make-up, playing an instrument.....



You will have a range of experiences from skills classes, visits to theatres and workshops with professionals both in school and in theatrical contexts.

Unit 1 develops knowledge and understanding of the skills and techniques used in performances. This unit is internally assessed by portfolio and forms 60% of total marks.

Unit 2 builds on your understanding of working on a production brief. You will work as part of a production team to produce a performance and be involved in all aspects of the performance, both on and off the stage. This unit is externally moderated and forms 40% of total marks.

Students who are thought to be achieving high level 2 marks will have the opportunity to develop their skills further in an additional GCSE in Drama in Year 11.

These courses link directly to A level Performing Arts and may ultimately lead to work in the performing arts industry.

Mrs A Hackett

PHYSICAL EDUCATION

- 1 Do you enjoy your **PE** lessons?
- 2 Are you good at **Sport**, or would like to be better?
- 3 Can you see yourself working in sport – leisure and tourism – nursing – journalism?
- 4 Would you like to know more about how your body works?
- 5 Do you want to be **fit** and **healthy**?

If the answer is yes to some or all of the above, then **Physical Education** could be the course for you and a stepping stone to **your future career!**



The course consists of:

A 60% PRACTICAL

This takes place during one of your two double lessons per week and normally both in Year 10. You are continually assessed during these practical blocks of about 10 weeks, so when the time comes to sit your exam in the summer of year 11, you will already know 60% of your total Marks!

B 40% THEORY

- 1 **Health Related Exercise** – how the body performs during exercise, what makes it work, what affects performance, why should we be fit and healthy.
- 2 **Sport and Society** – sponsorship and the media, International Sport and Politics, school sport, social groups and facilities.

PE is interesting, enjoyable and FUN! This is your chance to perform your favourite sports and learn why you do them well, or badly! It's topical, imaginative and extremely useful for future career prospects and will impress employers!

The practical lessons take place over most of Year 10 and students will be assessed in their skills at a combination of:

- (i) Performing – This is the most popular
- (ii) Coaching and Leading
- (iii) Officiating

Your best four performances will be chosen from a list that includes the following:

- Football
- Netball
- Rounders
- Swimming - Personal Survival and Lifesaving – This is a key element
- Dance - Line, Twirling, Contemporary
- Rugby - Full and Tag
- Badminton
- Circuit Training
- Basketball
- Athletics
- Aerobics

If you complete in a sport outside of the Academy that we do not cover in the Academy, we can still assess them. This could include:

- Judo /Karate / Tae Kwon Do
- Squash
- Skateboarding
- Skiing / Snowboarding
- Horse Riding
- Golf
- Trampolining
- Cycling
-

If you play a sport we will assess you.

All GCSE students also take Junior Sports Leaders Award in Year 10 in their mainstream lessons. This is a valuable vocational award that will look impressive and is of great benefit to the pupils in their development and confidence as sports coaches.

The Future

The course will lead directly to either the A Level PE course and the BTEC Subsidiary and Sport Diploma in Sport.

Mr Foot

TRAVEL AND TOURISM

BTEC Level 2 Certificate (2 GCSEs C – A*)

DO YOU WANT TO:

1. Learn even more about the world of Travel and Tourism
2. Gain in depth qualifications which will lead to a career



ARE YOU:

1. Better at projects and coursework
2. Keen to follow a course with only a small exam component

You need to complete the CORE UNITS AND SIX MORE

Core

- Unit 1 The UK Travel and Tourism Sector (External Exam)
- Unit 2 UK Travel and Tourism Destinations (Internal Coursework)

Mandatory

- Unit 4 International Travel and Tourism Destinations (Internal Coursework)
- Unit 7 Travel and Tourism Business Environments (Internal Coursework)

Four From

- Unit 3 The Development of Travel and Tourism in the UK (Internal Coursework)
- Unit 5 Factors Affecting Worldwide Travel and Tourism (Internal Coursework)
- Unit 6 The Travel and Tourism Customer Experience (Internal Coursework)
- Unit 8 Promotion and Sales in Travel and Tourism (Internal Coursework)
- Unit 9 Travel and Tourism Employment Opportunities (Internal Coursework)
- Unit 10 Organising a Travel and Tourism Safety Visit (Internal Coursework)

Miss J Saul

COMPLETING THE OPTIONS FORM

- 1 Complete the Options Choice Form by circling a 1 for First Choice and 2 for Second Choice in each of the Choice Sections.
- 2 When you have completed your sheet you should have SIX number ones on your sheet, one from each choice, and SIX number twos for your second preference.
- 3 The sheet must be signed by both student and parent/guardian.
- 4 The completed form must be handed to your tutor by **Friday 14th March 2014.**

BRANSTON BACCALAUREATE
BRANSTON COMMUNITY ACADEMY – OPTION FORM 2014-16

Please select a first and second option from each column.

Option 1	Option 2	Option 3	Option 4	Option 5
Health and Social Care 1 st 2 nd	Health and Social Care 1 st 2 nd	Business 1 st 2 nd	Construction & Engineering 1 st 2 nd	
Hospitality, Travel and Tourism 1 st 2 nd	Hospitality, Travel and Tourism 1 st 2 nd	iMedia 1 st 2 nd	Hairdressing 1 st 2 nd	Hairdressing 1 st 2 nd
PE 1 st 2 nd	Art & Design 1 st 2 nd		DT: Food Technology 1 st 2 nd	Art & Design 1 st 2 nd
French 1 st 2 nd	Geography 1 st 2 nd		DT: Graphics 1 st 2 nd	Art Graphics 1 st 2 nd
	History 1 st 2 nd		DT: Product Design 1 st 2 nd	Art Photography 1 st 2 nd
	PE 1 st 2 nd		DT: Electronic Products 1 st 2 nd	Geography 1 st 2 nd
			Geography 1 st 2 nd	History 1 st 2 nd
			History 1 st 2 nd	Music 1 st 2 nd
				Performing Art 1 st 2 nd

Student Name: _____ Parent/Guardian Signature _____ Tutor Check _____