



Lipson

Co-operative Academy

## Guided Options Booklet

Year 9 Course Guide 2024  
(For study in Years 10 – 11)

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# Introduction

You are shortly going to have to make provisional choices for your GCSE or BTEC subjects. This booklet is intended to help you with that choice. The first section gives you general information about how options work and what combinations of subjects are possible. The second section gives brief details about each subject that may help you to make your choices.

## Remember

Your tutor and Head of Year will help and guide you in your choices

- Heads of Department and subject teachers will be happy to give you further information and to discuss your choices further
- You should discuss your ideas with your parents/carers as soon as you can
- You also will have access to the Lipson Careers Service at the school, overseen by Mrs Rebecca Marshall. You can contact her at [rmarshall@lipson.plymouth.sch.uk](mailto:rmarshall@lipson.plymouth.sch.uk)

## Why do choices have to be made?

In Years 7, 8 & 9 you are doing a large number of subjects. You could not possibly do all of those to GCSE or BTEC level as the amount of work required would take too much time. This year you have had a chance to see what the subjects involve and how good you are at each. For your future, between 8 and 9 good GCSE and/or BTEC grades are far more important than a greater number of less good grades.

## Which subjects should be chosen?

Some of the subjects are compulsory; these are called the core subjects. They are English Language, English Literature, Mathematics and Combined Science GCSE.

In addition, you will have Physical Education lessons and a discrete programme of SMSC lessons, which are not examined, and a comprehensive tutorial programme and collapsed study days.

# How to choose options

This booklet contains details of all the courses available, so that choices made are appropriate and well understood.

Sometimes, students make the wrong choices because they feel they would rather be with their friends. This is a lifelong decision which could affect your access to higher education institutions or your career choices later in life.

We will do our utmost to try to accommodate choices when we calculate the options blocks from which the timetable is built. Unfortunately, however, it will not always be possible for all students to study their preferred choices but we do aim to achieve this in the majority of cases.

An individual follow-up call and further option guidance will be provided for the small number of students we are unable to accommodate.

When choosing courses, you should take into account the following:

- any career plans that you may have
- university or further education courses or employment destinations
- any particular interests that you have
- subjects in which you excel

Your teachers will be doing everything they can to help and guide you through this process to enable you to make the right choices.





# What happens after provisional choices?

The Information, Advice and Guidance team and all the Heads of Department will look at the provisional choices you have made very carefully. We will contact you by phone if there are any choices which might be inadvisable or unsuitable, so we can then discuss a solution.

Your firm choices will be given to you and your parents/carers by the end of April. If you change your mind after that you should discuss your new options with Deputy Headteacher, Brad Turner-[options@lipson.plymouth.sch.uk](mailto:options@lipson.plymouth.sch.uk).



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# Core subjects

Compulsory

# Mathematics



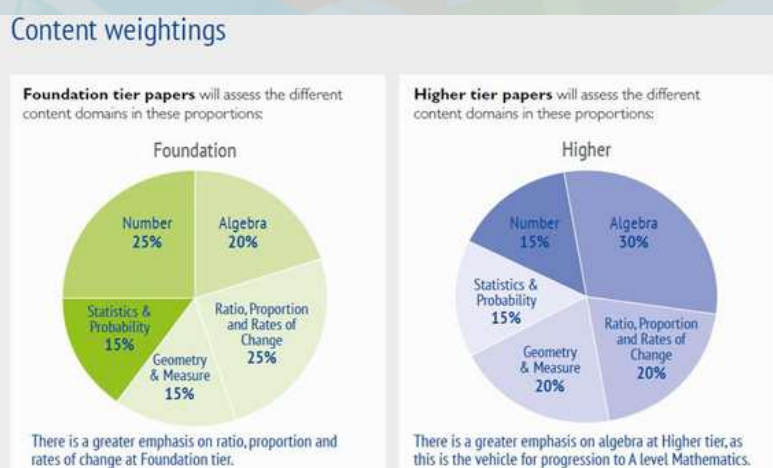
All students at Lipson Co-operative Academy will continue to study Mathematics at Key Stage 4 during Years 10 and 11. The GCSE Mathematics course is assessed by three final examinations at the end of year 11.

The GCSE specifications reflect the broader and larger curriculum content that has been introduced and to reflect this the time spent in examinations has been increased. The examination is now assessed by 3 summative examinations each lasting 1.5 hours each. These will be sat in separate examination sessions with one paper being non-calculator and the other two being calculator papers.

All students will study a balanced and broad curriculum that looks at balancing the acquisition of mathematical skills but also developing the problem-solving and mathematical communication skills to complement these. The course is broken down into 5 major elements which are;

- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Geometry & Measure
- Statistic & Probability

There are two tiers of entry, Foundation and Higher, and the focus of each tier varies as shown in the pie chart shown below.



# English

All students at Lipson Co-operative Academy study English Literature and English Language at Key Stage 4 during Years 10 and 11. They are viewed as two separate and distinct GCSE subjects. Both GCSEs are examination only courses and will be graded 1-9.

Year 9 is spent undertaking a preparatory year enhancing and developing all the key skills required for GCSE.

## English Language GCSE

There are three examination components for this course. These are as follows:

**Paper 1:** *Explorations in creative reading and writing*

**Paper 2:** *Writers' viewpoints and perspectives*

**Non-exam assessment in Spoken Language** (whilst this component must be completed to achieve the GCSE it does not contribute to the overall grade however, will be certificated at Pass, Merit or Distinction)

Through the course students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This course allows students to read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

### For English Language GCSE students will study:

- a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction.
- read and evaluate texts critically and make comparisons between texts.
- summarise and synthesise information or ideas from texts.
- use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly and punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.





## English Literature GCSE

There are two examinations for this course. All examinations will be closed book meaning that the students will need to learn quotations judiciously. These are as follows:

**Paper 1:** *Shakespeare and the 19th century novel.*

Students will study Shakespeare's tragedy *'Romeo and Juliet'* and Charles Dickens' *'A Christmas Carol'*.

**Paper 2:** *Modern prose or drama texts*

Students will study JB Priestley's *'An Inspector Calls'*, the poetry anthology (Power and Conflict cluster) and unseen poetry.

In studying the set texts students will have the opportunity to develop the following skills:

**Literal and inferential comprehension:** understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.

**Critical reading:** identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.

**Evaluation of a writer's choice of vocabulary, grammatical and structural features:** analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.



**Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality.

**Producing clear and coherent text:** writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

### Useful Websites resources:

[www.aqa.org.uk/subjects/english/gcse](http://www.aqa.org.uk/subjects/english/gcse)

[www.bbc.co.uk/bitesize/gcse/english](http://www.bbc.co.uk/bitesize/gcse/english)

# Science combined - x2 GCSEs



All students at Lipson Co-operative Academy will continue to study Science at Key Stage 4 during Years 10 and 11. Students will sit the GCSE specification and will study the Dual Award Combined Science: Trilogy course which will be graded 1-9.

GCSE qualifications are general qualifications which enable students to progress either directly to employment, or to proceed to further qualifications in Science. Students wishing to study Science at A level are expected to achieve a grade 6 or higher in their GCSE Science plus English and Mathematics.

## **GCSE Combined Science**

Science is studied for 9 hours per fortnight by all students.

At the end of the course of study students will sit six 1 hour and 15 minute exam papers to assess their understanding. These will be made up of two Biology papers, two Chemistry papers and two Physics papers. These exams will also assess scientific skills from a series of core practicals covered in the specification - this makes up 10% of the papers.

## **Overview of content**

**Paper 1:** Biology: cell biology, organisation, infection and response, and bioenergetics.

**Paper 2:** Biology: homeostasis, inheritance, variation and evolution, and ecology.

**Paper 3:** Chemistry: atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry, chemical changes, and energy changes.

**Paper 4:** Chemistry: The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, and using resources.

**Paper 5:** Physics: energy, electricity, particle model of matter, and atomic structure.

**Paper 6:** Physics: forces, waves, and magnetism and electromagnetism.

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# Option Subjects

# History GCSE

## **The aim of the course is to:**

- Stimulate an interest and enthusiasm for a study of the past and an ability to link past events to the present;
- Enable students to evaluate historical evidence and to determine which historical interpretations are valid.

## **Course Content**

Throughout the course students will be expected to:

- Look at events from the viewpoint of people in the past;
- Make use of a variety of different sources;
- Make reasoned judgements from evidence;
- Detect bias and take this into account when using evidence;
- Recognise gaps in evidence;
- Examine different historical interpretations and come to supported judgements.

## **The main aspects of the course will be:**

We plan to follow the GCSE specification.

Paper 1: Crime and Punishment 1000-present and Whitechapel, c1870-c1900: Crime, Policing and the Inner City - Written examination: 1 hour 15 minutes - 30% of qualification

Paper 2: Anglo-Saxon and Norman England, 1060-88 and Superpower relations and the Cold War 1941-91 - Written examination: 1 hour 45 minutes - 40% of qualification

Paper 3: Weimar and Nazi Germany, 1918-39 - Written examination: 1 hour 20 minutes - 30% of qualification



In each paper, students will need a detailed knowledge of the historical events in order to answer questions which ask for explanations and judgements. Students will also be required to assess and evaluate source materials and different historical interpretations.

The three examinations require detailed extended answers. Therefore, students will be expected to undertake reading and there will be a stress placed on the construction of high quality extended writing.

# Geography GCSE

The world is changing all around us. Understand these changes with Geography. The study of Geography is diversifying and modernising to adapt to the new issues in today's society.

As humans in a changing and globalising world we all face many issues: Increase in global population, Environmental concerns and sustainability, Climate change, Increase in the need and consumption of resources, Greater flexibility and needs of the employment market, Environmental pressures on both a local and a global scale

## How can Geography help?

Geography can help foster a sense of wonder at the beauty and ugliness of our world. Helping students build their own opinions, views and ultimately actions.

Geography helps people develop a sense of place and initiate an ability to understand people, places and the physical activities that shape the world we live in.

Geography allows us to understand the world around us: How landscapes are formed and the impact that humans can have on natural processes.

Finally take advantage of a wide range of hands-on experiences both inside and outside the classroom in order to equip yourself with a wide range of skills.

## How will you be assessed?

3 exam papers (all taken at end of Year 11)

### Paper 1: Living with the Physical Environment – 35%

Topics include:

Tectonic Hazards, Weather Hazards, Climate Change, Ecosystems, Tropical Rainforests, Hot deserts, UK physical landscapes, Coastal and river landscapes in the UK

This includes a fieldwork visit to Cadover Bridge to complete a River Study.



### Paper 2: Challenges in the Human Environment – 35%

Topics include:

Urban issues and challenges, The changing economic world, Resource management, Food, Water and Energy

This includes a local visit to look at Urban Issues.

### Paper 3: Geographical applications – 30%

Topics include:

Issue Evaluation, Fieldwork, Geographical skills

# French GCSE

French is an official language in 29 countries and is spoken by 220 million people across all five continents of the world.

## Course content:

During the GCSE course we will study a range of topics organised into the following themes: identity and culture; local, national, international and global areas of interest; current and future study and employment.

## Activities:

Throughout the course we aim to provide opportunities to work in the following ways: individual/pair/group work; project work; peer and self-assessments; working with authentic materials such as literature and films; listening to and speaking to native speakers; project work such as podcasts, stories and written documents.

## Exam Structure:

The GCSE French examination comprises of four parts: listening (25%), speaking (25%), reading (25%), and writing (25%). Students will also have to complete two translations. All of the examinations are taken at the end of year 11 and students will be entered for either the foundation or higher tier. In order to prepare for the examinations, it is essential that students work consistently throughout the course, both in school and at home.

## Progression Routes:

Following on from GCSE, students can opt to study French at A-Level and then as either whole or part of a university degree course.

## Will having a language help you to get a job?

Many of the reasons for learning a language are often linked to helping you find employment, and even earning more money than those without language skills. Here are 5 great reasons why you should learn a language:

1. English is not enough! Not everyone speaks or wants to speak English.
2. Languages mean business - being able to speak a language will really make you stand out.
3. Speaking more than one language increases your brain capacity and improves your memory, meaning you could be at less risk of developing dementia in later life.
4. Using a language at work could raise your salary up to 20%.
5. Learning a language improves your communication skills.



# Art GCSE

AQA

GCSE Art provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two-unit specification enables students to develop their ability to actively engage in the processes of Art – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment is by Unit 1: Portfolio of Work (Unit 2: Externally Set Task)

It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways. This is the preferred pathway for all students thinking about a career in the creative industries.

The GCSE Art course offered at Lipson is tailored to our students in order to create a varied, exciting and imaginative art education in Key Stage 4. At Lipson we pride ourselves on our individual approach to teaching and learning.

Students opting to take Art as a GCSE will learn a wide range of skills and techniques as well as exploring a range of artists and movements. Students will develop their ability to use a large selection of traditional artistic processes but will also be expected to work in the more modern digital media as well.

By the end of the course students will have produced two separate coursework projects and one exam project.



# Photography

## GCSE

Edexcel



Photography is a creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept.

Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

This two-unit specification enables students develop foundation skills using digital SLR cameras and digital editing software. Once students are competent in these, they will be encouraged to undertake a genuinely creative journey in a self-directed personal study. The second unit of work is an externally set title which students respond to in a personal way during a project. It is finalized in a formal exam.

It is a strong foundation for further progression to photography, media or art related courses and enhanced vocational and career pathways.

The GCSE Photography course offered at Lipson is tailored to our students in order to create a varied, exciting and imaginative art education in Key Stage 4. At Lipson we pride ourselves on our individual approach to teaching and learning.

Students opting to take Art as a GCSE will also be able to take photography as they are recognised as separate subjects.



# Business & Enterprise

Level 1/2

Technical Award



The NCFE Technical Award in Business and Enterprise is a vocationally related qualification where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

The course has been developed to:

- Encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- Give learners a wider understanding and appreciation of the broad range of business specialisms
- Encourage learners to develop their people, communication, planning and team working skills by having the opportunity to select from optional units available in the qualification structure
- Give learners the opportunity to enter employment in the business sector or to progress to level 3 qualifications
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Course Content

### Unit 1 Introduction to business and enterprise (Externally Assessed Examination 40%)

In this unit learners will show an understanding of what it means to be an entrepreneur and how businesses are organised. Learners will develop knowledge of marketing, operations management and the influences that affect a business.

Topics include Being an Entrepreneur, Business aims and objectives, marketing and the marketing mix, the Product life cycle and market research techniques. Other topics include production, customer services, external influences and growth.

### Unit 2: Understanding resources for business and enterprise planning (Internally Assessed Project 60%)

In this unit learners will understand business planning, including research, resource planning and growth. Learners will develop knowledge of human resources and finance and how they support business and enterprise planning.

In this Unit learners will be given a scenario and will need to complete the task, an example of the task would be preparing a business plan to gain extra funding for the business in the scenario.

# GCSE Drama

## 9-1: Eduqas Board

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

The course is made up of three components:

### **Component 1: Devising Theatre**

This component is internally assessed, externally moderated and amounts to 40% of the qualification. Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Learners must produce:

- A realisation of their devised piece of theatre
- A portfolio of supporting evidence
- An evaluation of their piece of devised theatre

### **Component 2: Performing from a Text**

Non-exam assessment. This component is externally assessed by a visiting examiner and amounts to 20% of the qualification. Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

### **Component 3: Interpreting Theatre**

Written examination: 1 hour 30 minutes

This component constitutes 40% of qualification and is divided into two sections.

Section A: A series of questions on one set text

Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

No previous drama or acting experience is required although creativity and an interest in the Performing Arts- drama, acting or stage/performance production is essential.

**All students must be prepared to perform in front of an audience of peers, staff and at school events.**



# NCFE Level 1/2 Technical Award in Engineering

This qualification is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress to further study.

The NCFE Level 1/2 Technical Award in Engineering is graded Level 1 Pass/Merit/Distinction/Distinction\* and Level 2 Pass/Merit/Distinction/Distinction\* (equivalent to GCSE grades 8.5–1). It encourages the learner to use knowledge and practical tools to focus on developing transferrable skills in practical engineering accompanied by the theoretical knowledge to help with progression into employment and onto further education.

This course shows learners how to:

- understand engineering disciplines
- understand how science and maths are applied in engineering
- understand how to read engineering drawings
- understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- understand engineering tools, equipment and machines
- produce hand-drawn engineering drawings
- produce Computer Aided Design (CAD) engineering drawings

The disciplines that a learner will study within the qualification include: mechanical, electrical and electronic, aerospace, communications, chemical, civil, automotive, biomedical, software.

## Assessment

Students are required to complete two assessed units of work:

Unit 1: Understanding the Engineering World - 40% Weighting  
Externally Assessed: Written Examination

Unit 2: Skills and Techniques in Engineering - 60% Weighting  
Internally Assessed: Synoptic engineering project based on a context provided by the exam board.

What's next?

Depending on the grade the pupil achieves in this qualification, they could progress to:

- A Level in Design Technology or Physics
- Level 3 Technical Level in Engineering
- An apprenticeship in a number of engineering or manufacturing sectors.



# GCSE Food Preparation & Nutrition

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health

## Assessment

There are three assessed components, which are as follows:

### Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes - 50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

### Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated - 50% of qualification

### Assessment 1: The Food Investigation Assessment (8 hours)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

### Assessment 2: The Food Preparation Assessment (12 hours)

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by the exam board annually.



# Health and Social Care BTEC Technical Award

The Award provides a practical, real-world approach to learning and develops specific knowledge and skills learners need to work successfully in the care industry. It is ideally suited for those students wishing to follow a career as a youth worker, health visitor or any career in the healthcare industry.

The BTEC Level 2 qualification in Health and Social Care is worth the equivalent of 1 GCSE. Students will achieve a Pass, Merit, Distinction or Distinction\* at Level 2.

As well as developing an understanding of key content required to work in the care industry, students will also develop the skills of: team working, working from a prescribed brief, working to deadlines, presenting information effectively, and accurately completing administrative tasks and processes.

## How is it assessed?

Students will need to complete 3 units of work over the 3 years. One of these units is assessed externally by an exam and the other 2 units are all assessed internally by students completing four extensive pieces of portfolio work.

## All students will study:

### Unit 1: Human Lifespan Development - (Internally Assessed)

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and life events affect your growth and development? This unit provides learners with the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development. Learners will then go on to consider how these factors are interrelated.

### Unit 2: Health and Social Care Services and Values - (Internally Assessed)

What is good practice in health and social care? What ensures that good practice is applied to support individuals who use health and social care services? In this unit learners will gain an understanding of how these care values are applied in health and social care settings, and their importance to work in the sector. They will also apply these values in practice.

### Unit 3: Health and Wellbeing - (Synoptic External Assessment)

What does 'being healthy' mean to different people? What are the different factors that might influence health and wellbeing? What are the key health indicators and how to interpret them? Be able to assess an individual's health and create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available. Then reflect on the potential challenges the person may face when putting the plan into action.



# BTEC Technical Award in Digital Information Technology

The BTEC Technical Award in Digital Information Technology allows students get the chance to produce a practical response to a digital brief and gain valuable skills for a future in the digital industry.

Students can explore the sector while developing technical skills and techniques, planning a digital solution for a given brief and developing an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.



## Aims:

- How to project plan the design and development of a user interface
- Process and interpret data and draw conclusions
- Explore how organisations use digital systems and the wider implications associated with their use.

## Progression:

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry to higher education in a range of subjects
- A vocational qualification at Level 3, such as a BTEC National or OCR Technical in IT, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying degree.



## Course Content:

**Component 1 (30% of total course):** Internally assessed assignment(s). During Component 1, students will:

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

**Component 2 (30% of total course):** internally assessed assignment(s). During Component 2, students will:

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

**Component 3 (40% of total course):** Scenario-based external 1hr 30 min written exam. To achieve this, students will:

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



# BTEC Level 2 Tech Award in Creative Media Production

As the BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, students can explore the sector while developing technical skills and techniques, producing a digital media product in response to a brief and reviewing and reflecting on the process and outcome.

The course has two internally assessed components, and one that's externally assessed. These components build on each other to motivate your students by helping them put what they've learned into practice and grow in confidence.

## **Component 1 Exploring media products** - Weighting: 30% (internally assessed)

Research into your favourite film franchises, discover how films are constructed, write reviews and become an expert on how film franchises extend into Gaming and Publications.

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

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

## **Component 2 Developing digital media production skills** - Weighting: 30% (internally assessed)

Here you will learn how to develop and make your own film through a range of practical workshops involving cameras, microphones and video editing software. This component will provide you with a range of skills that will enable you to become an expert in creating your own Moving Image content from start to finish.

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

Students will learn technical skills and practice pre-production, production and post production skills.

## **Component 3 Create a media product in response to a brief** - Weighting: 40% (externally assessed)

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

To do this, students will apply the knowledge and understanding as well as practical skills as they respond to the brief.



# Music BTEC Tech Award in Music Practice

The Level 2 BTEC Tech Award in Music Practice offers learners the opportunity to experience a vocational music qualification that is equivalent to 1 GCSE.

The course consists of three components, the first two of which are internally assessed, and a third which is externally assessed:

## **Component 1: Exploring Music Products and Styles (30% of grade - internally assessed)**

During Component 1 you will explore different styles and genres of music including, reggae, rock n roll, jazz and samba. You will take part in practical workshops to understand stylistic features and characteristics of a range of musical styles. You will present your understanding of these styles, and produce 3 short music products relating to them, in which you develop your skills and techniques of performing, producing and composing.

## **Component 2: Musical Skills Development (30% of grade - internally assessed)**

This component is about developing Music Skills, knowledge and techniques and applying them to a product. You will reflect on your progress, and on areas for improvement, applying skills and techniques in two out of the following areas: music performance, composing or production.

## **Component 3: Responding to a Commercial Music Brief (40% of grade - externally assessed)**

You will approach this task as either a performer or producer. You will have a choice of 10 songs and 4 different musical styles, and will need to create a new version of a song in a style different to that of the original version. You will explore the brief and come up with possible responses and ideas and then use relevant resources, skills and techniques to develop and refine musical material. Finally, you will present your response in a performance or as a production and then review and reflect on the final outcome.

Over the qualification students are graded over seven grades from Level 1 Pass to Level 2 Distinction\*.

This course provides opportunities for musicians to develop a range of musical skills and techniques in performing, composing and producing. In addition, the students will develop research skills that will help them become familiar with the wider music industry and musical styles, and will complement their practical skills simultaneously. There is a requirement to produce a substantial amount of written work as well as a commitment to developing instrumental and/or vocal skills. Elements of the work will make use of music software for sequencing, producing and composing.

The course is recommended to any student that can play an instrument or sing.





# OCR Level 1/2 Cambridge National Certificate in Sport Studies

Course Level: Level ½ - Course size: Same as a GCSE  
Sport Studies is a theory based course with hands-on practical element, which gives students a taste of the sports sector, as well as the skills and confidence to succeed. The course will prove at times both mentally and physically challenging and students will need to:

- Be passionate and committed to sport.
- Be equipped and determined to succeed.
- Be motivated to learn new skills.
- Be punctual and committed.



The Sport Studies award has been designed with practical and engaging ways of teaching in mind to enable learners to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop their ability to apply theoretical knowledge to practical situations.
- Gain a better understanding of the complexity of different areas of sport and the sports industry.
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.



## Expectations & Requirements

- Students who opt for this course must have demonstrated exceptional sporting talent in year 7, 8 & 9 and a commitment to PE Lessons.
- Students **MUST** commit to extra-curricular sports teams and programmes.
- Students must be prepared to deliver coaching sessions individually to peers and younger students.

## The Course

There are 3 units studied through the 2 years, each offering different opportunities to develop your knowledge and understanding of the theories behind the modern day sporting world. One unit is externally assessed through a one hour exam, all other units are coursework based.

**R184: Contemporary Issues (EXAM)** – The following four areas are covered: (40% of overall grade)

- Issues which affect participating in sport.
- The role of sport in promoting values.
- Understanding the importance of hosting major sporting events.
- The role of national governing bodies.
- The use of technology in sport



# OCR Level 1/2

## Cambridge National

### Certificate in Sport

#### Studies - contd

#### **R185: Performance and leadership in sports activities (40% of overall grade)**

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You have to perform in two different sports both independently and as part of a team. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

#### **R187: Increasing awareness of outdoor and adventurous activities (20% of overall grade)**

Students will develop their knowledge about the benefits and safety involved when taking part in outdoor activities. They will learn what equipment, clothing, facilities and technology is needed to ensure a safe environment as well as complete a plan for an outdoor activity of their choice. Students will also have the opportunity to engage non-competitively in activities in a natural outdoor setting.

#### **Developing skills in outdoor activities**

Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and have the opportunity to take part in at least two. Examples include orienteering, mountain biking, indoor and outdoor rock climbing. They will develop their communication, decision making and leadership skills in challenging scenarios and environments.

#### **How will Students Be Assessed?**

Over the qualification students are graded over seven grades from Level 1 Pass to Level 2 Distinction\*.

#### **Where can this take me?**

The Sports Studies qualification is the first step in studying sport. On completion of the course students can continue on to take the level 3 qualification in sport as well as apprenticeships and traineeships.



# Compulsory Statutory Subjects

# Core PE

At KS4 students are provided more autonomy over the physical education pathway they take. Our aim is to ensure participation within and external to the curriculum is maximised and continued post Lipson embedding the importance and benefits of leading healthy active lives.

At the end of Year 9 students will complete a Physical Education pathway questionnaire to indicate what Physical Education pathway you will take in Year 10. The questions will identify whether students prefer higher levels of competition in PE lessons, whether they would rather experience a range of different sports/activities, or want to spend more time focussing on the health and fitness side of PE. This will also be an opportunity to identify what sports/activities students would like to spend more or less time on.

All students will spend time in our ever-evolving Fitness Suite to ensure that students gain the confidence and competence to engage in physical activity when they leave Lipson.



# SMSC / PSHE/ Citizenship



PSHE, Citizenship and SMSC at Lipson intends to facilitate an environment both inside and outside of the curriculum in which pupils will develop the knowledge, skills and attributes they need to keep themselves healthy, safe, prepared for life and work and develop them generally to have a positive impact and influence on society.

Through experience and curriculum, we ensure that our students have the skills they need to become successful rounded young people. We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

PSHE education is delivered to years 7-11 within Citizenship lessons which are timetabled for one hour a week. Students follow a spiral programme covering five key topic areas which are revisited each year as a child moves through the school. In providing a spiral programme of knowledge, skills and attitudinal development, prior learning can be revisited, reinforced and extended in an age appropriate context.

The programme covers the following topic areas:

- Health and Wellbeing - statement
- Economic Wellbeing and the World of Work
- Relationships
- British Values
- Living in the Wider World

PSHE, Citizenship and SMSC education is also delivered to students of all age-groups in the form of workshops, projects undertaken throughout the year, assemblies and morning tutor time sessions.

# Glossary

Aims or aspirations:	Long-term ambitions which may or may not be achieved, but which provide personal motivation and direction. These are often expressed as a dream, wish or vision of what a person wants to become or what they want to do.
Accreditation:	Official recognition that a student meets required standards.
Applied GCSE:	A GCSE in a vocational subject. These qualifications are Double Awards, meaning that they are worth 2 GCSEs.
Apprenticeship:	A framework for learning and 'on the job' training.
Assessment:	Measuring the learning and performance of students
Assignment:	A task set for you to complete.
Attainment:	The level of success you achieve.
BTEC:	Business and Technology Education Council vocational qualification.
Centre:	A school, college, establishment or institution approved and registered by an awarding body for the entry of candidates for their examinations and for the conduct of their examinations.
Controlled Test:	A piece of work completed in the classroom in a set period of time which tests what the student has learnt in a particular part of the course, rather like a short examination.
Core curriculum:	The National Curriculum subjects that every child must study throughout their period of compulsory schooling
Core Unit:	A Unit of work that a student must study – it is not optional.
Course:	An externally accredited course of study which can lead to a qualification.
Course Expectations:	The minimum course content and skill development that all students are expected to acquire while taking a class.
Coursework:	A piece of work that is completed by the student during the course, rather than as part of an end examination. The work is assessed and the marks count towards the final qualification.
Curriculum:	Commonly understood as the totality of the experiences the learner has as a result of the provision made.
Differentiation:	Teaching to meet the needs of all students within a setting.
Entitlement:	Subjects that it is your right to be able to study.
Enquiry-based project:	Usually a detailed piece of work of some length, in which students have to show that they have applied the knowledge learnt in the classroom to a particular problem which they have to study at first hand or research in detail.
Examination:	A test taken at the end of the course. This may be practical or written.
Examination Board:	The people who provide accreditation for the course and who provide the specification for study.
External Assessment:	A form of assessment in which question papers and tasks are set and assessed by the awarding body, and taken under specified conditions (e.g. duration and supervision).
Extra Curricular:	Activities that take place outside of lesson time. These may occur during lunch times or after school. Extra curricular sessions after College may also be known as Twilight Sessions.



# Glossary



GCSE:	General Certificate of Secondary Education. General qualifications are related to a specific subject.
Grade:	This is when your performance in individual units is combined to give an overall assessment of your work for a qualification.
Group work:	Learners work in pairs or groups of three to five people, enabling them to learn from and support each other. Group structures can be cooperative or competitive, but are guided by the teacher.
IAG:	Information, Advice and Guidance for your child's option choices.
Internal assessment:	A form of assessment in which tasks are overseen and assessed by the examination centre, and monitored by the awarding body.
Key skills:	A set of generic skills, which start at level 1 of the qualifications framework, designed to help learners improve their performance in communication, application of number, IT, working with others, improving own learning and performance, and problem-solving.
Learning outcomes:	Used to describe what it is anticipated a learner will be able to do, know or understand as a result of a course of study.
Moderation:	The process through which internal assessment is monitored by awarding bodies to ensure that it is reliable, fair and consistent with required standards.
Module:	A Unit of work.
Optional Unit:	Students are often asked to choose a number of optional units from a list of given units.
Pathway:	The appropriate route for the student – enabling a personalised approach to learning.
Portfolio:	A folder of work completed by a student.
Practical:	Work that involves the student engaging in an activity – hands on experience.
Set Study:	A given piece of existing work that a student must study, e.g. a piece of dance or a text.
Specification:	The description of the content, assessment arrangements and performance requirements for a qualification.
Tiers:	Some GCSE exams have differentiated or tiered papers that are targeted at different ranges of ability within the 9 - 1 grade range. Nearly all large-entry GCSE subjects are examined through a foundation tier covering grades 1 - 5 and a higher tier covering grades 5 - 9.
Unit:	The smallest part of a qualification that can be separately certificated. In some cases, a unit may comprise of separately assessed components.
Vocational qualification:	Qualifications that introduce learners to a broad sector of industry and business encouraging understanding of the sector and developing capability in some skills to industry standard of competence.
Work-related Learning:	Defined as planned activity that uses work as a context for learning. It involves learning 'through' work contexts, 'about' work and working practices, or 'for' work by developing personal attributes and employability skills. It connects learners' understanding of the role of active citizen with awareness of the economy.

If you have any questions regarding the Options available or the process, then please don't hesitate to speak to a member of staff and they will be happy to help you



# Lipson

Co-operative Academy