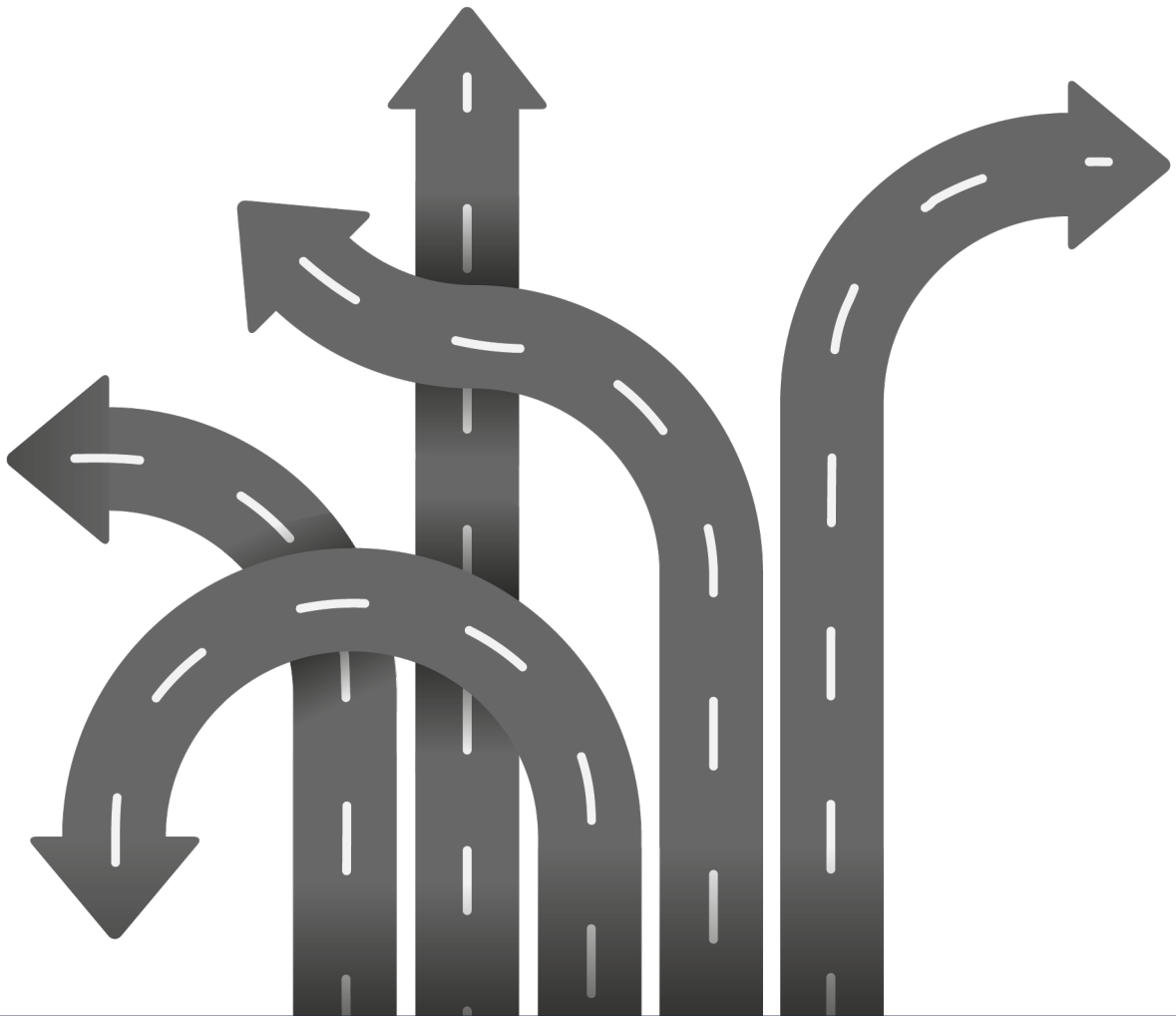




**Biddick
Academy**

THE ROAD AHEAD



OPTIONS BOOKLET

YEAR 9 OPTIONS BOOKLET

2025-2027

Introduction

At Biddick Academy we offer a broad range of subjects in Years 10 and 11 (Key Stage 4). Choosing subjects to study is a thought provoking and sometimes daunting process; Form tutors, subject teachers, Heads of Year and Senior Leaders are all available to talk students and parents through the options process. Ultimately, the courses your son/daughter chooses will equip them with the skills and knowledge to be successful at the end of Year 11 and form the foundation for further studies at A Level/Level 3 or their chosen career pathway.

This booklet will inform you about:

- Core/Compulsory subjects
- Optional courses
- Types of Level 2 courses
- How to choose a course

Guidance on choosing subjects

Choosing the right subjects is an important decision.

Remember, you should choose a subject:

- Because you enjoy it
- Because you are interested in it
- Because you are good at it
- Because you wish to know more about it and study it beyond Biddick Academy
- Because you need it for admission to your chosen career or course
- Because it gives you a balanced choice

You must not choose a subject because:

- You like a Year 9 teacher, because you will most certainly get a different teacher next year.
- Friends are choosing it because your friends may have different interests and abilities.

The Curriculum Model

Biddick Academy currently delivers 50 lessons, each of one hour over a two-week timetable cycle which is detailed below:

Subject	Teaching Periods Per Fortnight
English Language and Literature	9
Mathematics	8
Science	9
History or Geography	5
Option 1	5
Option 2	5
Option 3	5
Physical Education	2
Religious Education/Personal Development	2
Total	50

*The Curriculum Model is subject to continual review and may change accordingly.

The compulsory/core subjects are:

- English Language
- English Literature
- Mathematics
- Science
- History or Geography
- PE
- Religious Education/Personal Development

Students will study 3 optional subjects over the next two years.

Options are dependent upon teaching group sizes and staff availability so whilst we will do everything possible to accept you on to your first-choice courses, it is not necessarily guaranteed.

Important information regarding choices:

We aim to give all students their preferred choices, however this may not always be possible. Alternatives may have to be considered if too many students opt for a particular course, or too few students select a particular course.

We reserve the right to make changes to the course that will run at any time and we will attempt to find an alternative course for your son/daughter.

Student Grades

GCSE courses are graded from 1 to 9 and BTEC and Technical Awards/Certificates (Vocational) are graded as follows: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction*.

The table below shows the approximate conversions between grading systems:

Former GCSE Grade	G	F	E	D	C	B	A	A*
Current GCSE Grade	1	1/2	2/3	3	4/5	6	7	8/9
Vocational Grade	L1P		L1M	L1D	L2P	L2M	L2D	L2D*

English Baccalaureate

This is not a qualification but a range of subjects that provide a broad and balanced suite of qualifications for students. The measure recognises where students have secured a grade 5 or above across a range of academic subjects: English, Mathematics, History and/or Geography, the Sciences and a Language.

You will study each of these subjects above - except French or Spanish - as part of the core curriculum. You must choose and study a Modern Foreign Language to have an opportunity to achieve the English Baccalaureate.

Physical Education

You will follow the National Curriculum for Physical Education which will allow some opportunities to select areas of your personal interest. You can choose GCSE PE as an option subject for those who wish to follow this qualification route.

Religious Education/Personal Development

You will follow a bespoke curriculum designed and developed to enrich and enhance your understanding of key contemporary moral issues including Citizenship, Health, Relationships and Sex Education, Careers, Study Skills and Religious Beliefs. This course will provide you with the opportunity to make informed decisions about 21st Century issues and help you develop a variety of skills such as debating, evaluating and analysing which can be selected and applied in other areas of study.

The Personal Development curriculum includes these themes:

- Building on your self-esteem and respect for others
- Gaining self confidence
- Understanding how school rules apply to the real-world

- Building relationships
- Communicating with others
- Relationships and Sex Education

Career Education, Information, Advice and Guidance 2025

Mr. Delf is the Careers Lead and you can email him if you require any information, guidance or support with your progression using the address:

info@biddickacademy.co.uk

We also have a Careers Advisor available who can support you in Key Stage 4 to make plans for your future and to help you realise your ambitions.

When making Options choices, it is important to consider and ask yourself the following questions:

- What are my favourite subjects and why?
- Are there any subjects or topics I would like to study in more detail?
- Do I enjoy classroom learning or practical hands-on activities?
- Do I prefer project-based coursework or theory?
- Which subjects would I like to study beyond Year 11?
- Will my chosen subjects allow me to fulfil my educational and career aspirations?

Prior to making decisions about your future, it is important that you use the information contained in this booklet to understand the content covered in each subject and the key skills required for each course. The following websites and resources also provide appropriate information to support you in deciding your options:

- ICloud – provides useful video clips and quizzes on your Options
- National Careers Service – outlines a variety of careers and lists qualification requirements under job profiles
- Studential – gives in depth information and advice for all students on GCSE's, A Levels, Apprenticeships, Enterprise and University
- Career Pilot – offers useful information for choices at ages 14-18
- Unifrog – provides a tool to support planning for your work experience placement as well as interactive information about career areas and career related skills.

CHOOSING YOUR OPTIONS – THE PROCESS

Throughout the process there are lots of opportunities to find out more about the courses you are interested in studying:

- Year 9 Options assembly
- Year 9 Options Evening
- This Year 9 Options booklet for subject information
- Discussions with class teachers and Faculty Leaders during lessons

After the Options Evening all students will complete an options decision form online. This will be emailed to Parents using our Group Call messaging service.

PLEASE NOTE: IF THE OPTIONS DECISION FORM IS HANDED IN LATE, YOU ARE LESS LIKELY TO GET YOUR PREFERRED OPTIONS.

Completed Options Decision Forms will be checked to ensure that you have chosen a broad and balanced range of subjects allowing you to access as wide a range of careers as possible in the future.

If there is a problem with any of your choices, we will discuss this with you in an Options Interview. Otherwise, you will start your chosen courses in Year 10. Please contact Mrs C Simpson, Deputy Headteacher or Mr T Wilkinson, Head of Year 9 if you have any questions.



ART: ART AND DESIGN

Art and Design is a course that is primarily concerned with visual and tactile modes of expression.

AREAS OF STUDY

Learners will investigate art and design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes. Projects are designed to develop a range of creative skills and will include activities such as drawing, painting, supportive photography, printmaking, 3-D techniques, experimentation with media and techniques, annotation using specialist vocabulary, and studying the work of artists, designers and craftspeople.

Learners will develop and produce art and design work in response to a creative brief, concept or topic provided by the exam board. This provides evidence of the students' ability to work independently within specified time constraints, realise intentions that are personal and meaningful, and explicitly address the assessment objectives.

LEARNING OUTCOMES

Art and Design will encourage students to:

- Actively engage in the creative process of art, craft and design to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artifacts and products
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

FUTURE OPTIONS

Next Steps: A lot of students who study Art and Design go on to study multimedia design, fashion, furniture design, graphics, theatre set design, photography, 3D design, vehicle design, animation, computer game design, surface design, curation, prop creation, film, media and marketing.

Possible Careers: artist, architect, photographer, car designer, colourist, illustrator, interior designer, landscaper, product designer, graphic designer, blacksmithing, silversmithing, textile design, pattern maker, editor, cartoonist, film and TV, games designer, retail and purchasing, fashion and beauty, fashion designer, make-up artist, special effects, set design, costume design, animator, tattoo artist, advertising.

ASSESSMENT

Unit 1 – 60% Internal assessment

Unit 2 – 40% - Externally set assessment

ART: DIGITAL ART

Digital Art allows you to express your creative side using a computer. For each project you will be given a theme as a starting point but from there your work will be inspired by your own personal interests and imagination.

AREAS OF STUDY

In Digital Art you will learn lots of interesting and exciting techniques and skills using Adobe Photoshop.

This will involve:

- Creating your artwork digitally.
- Taking your own photographs to use in your artwork.
- Mixing up drawing and digital work if you want to.
- Manipulation of photographs and using photomontage techniques.
- Drawing or painting digitally.

All these new skills will be taught at the start of the course, so even if you have not studied Digital Art previously this won't hold you back.

The majority of your lesson time will be spent on an Apple Mac computer producing a digital preparation portfolio and final artwork. Learners will develop and produce art and design work in response to a creative brief, concept or topic provided by the exam board. This provides evidence of the students' ability to work independently within specified time constraints, realise intentions that are personal and meaningful, and explicitly address the assessment objectives.

LEARNING OUTCOMES

Digital Art will encourage students to:

- Be committed and hardworking students
- Develop computer skills
- Work independently through their portfolio of work

FUTURE OPTIONS AND CAREERS

A lot of students who study Digital Art continue studying Art and Design at local colleges such as Gateshead, Newcastle and Sunderland where they offer Level 2/3 courses in Art and Design, Creative Arts, Fine Art and Photography.

Possible Careers: Graphic Designer, Illustrator, Artist, Photographer, Advertising Arts, Digital Content Artist, Social Media Manager, Interior Designer, Architect, Teacher, Software Developer, Web Designer, Web Developer, Web Editor, Game Designer, Game Artist.

ASSESSMENT

Coursework: worth 60% of the final grade

Final project: worth 40% of the final grade

ART: FINE ART

During the Fine Art course, you will develop your ability to draw from observation and use the formal elements of Art (line, tone, texture, shape, form and depth) to create the element of realism within your Fine Art work. You will develop your ability to be creative, imaginative and demonstrate you can think and develop your ideas. You will revisit key skills from Key Stage 3 and explore a wide variety of new materials and techniques that you can then apply to your ideas. You will look at and analyse a range of artwork from a variety of genres, cultures and time periods. You will then demonstrate that you understand what the artwork is trying to communicate to the audience, how it was made and how it fits with the work that you are currently producing.

AREAS OF STUDY

The work you will produce during the course will be inspired by your interests; you take ownership of your artwork and create work that motivates you and maintains your own interest and enthusiasm.

Coursework 1: Still Life Project - This is a skills-based project where we revisit skills from Key Stage 3 and build onto these with new knowledge and skills. You will then be expected to apply this knowledge to your second and third piece of coursework.

Coursework 2: Heroes & Villains Project- This piece of coursework will be inspired by someone you like or admire.

Coursework 3: View Through a Window- This project requires lots of imagination, you will be expected to think outside of the box and show your creative skills.

FUTURE OPTIONS AND CAREERS

You can continue to study Art and Design at local colleges such as Gateshead, Newcastle and Sunderland where they offer Level 2/3 courses in Creative Arts, Fine Art and Photography.

Possible Careers: There are a wide range of careers within this industry some of which include: Illustrator, Graphic Designer, Special Effects Technician and Theatre Designer.

ASSESSMENT

At the end of each piece of coursework your work will be marked against four GCSE Assessment Objectives with coursework being 60% and a Terminal Test being 40% of your overall grade.

There is no written exam – this assessment takes place in the classroom where you are given 10 hours to independently complete your assignment under controlled conditions. This assessment is completed in 2.5-hour sessions across a two-week period.

ART: TEXTILES

You will learn how to use a range of interesting and exciting textile techniques to design and create fashion garments. You will begin the course with an initial theme which will lead to your initial design ideas and experiments. You will take inspiration from other designers to develop your ideas and knowledge of the textile and fashion industry.

AREAS OF STUDY

This course requires a lot of dedication and effort, you will be required to complete work in your own time regularly, however it is an exciting and enjoyable course. You will gain the skills to create your own fashion garments using a wide range of textile skills. As you progress through the course, you will be given more freedom to explore your theme in a way that interests you.

LEARNING OUTCOMES AND ASSESSMENT

You will complete two coursework projects, which make up 60% of your overall GCSE. These projects are used to explore different techniques and experiment with them. You will then complete an exam project which will make up 40% of your overall grade. This is not like an exam in other subjects though. It is just like your coursework projects; however, you have less time to complete it in; you need to use this opportunity to show off your strengths.

For each project, you will be given a theme to work from as a starting point. You will be assessed on your design ideas, analysis of other designers, experimental samples, presentation of your work and your final product.

FUTURE OPTIONS AND CAREERS

You can continue studying Art and Design at local colleges such as Gateshead, Newcastle and Sunderland where they offer Level 2/3 courses in Creative Arts, Fine Art and Photography. This course will teach you the skills and design processes needed for several careers including: fashion designer, interior designer (wallpaper and furnishing fabrics), gift designer (wrapping paper, cards and gifts), fashion buyer or merchandiser.

CREATIVE IMEDIA

This vocationally related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

AREAS OF STUDY

Creative iMedia in the media industry – Externally assessed written exam. You will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

Visual identity and digital graphics – Internally assessed assignment. You will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

There is one additional internally assessed component that will be determined by teaching staff, based upon the skills of our pupils. This course includes a large percentage of coursework. Much of the work completed in class is counted towards the final grade.

LEARNING OUTCOMES

Pupils will understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations.

Thinking creatively, innovatively, analytically, logically and critically, you will develop independence and confidence in using skills that would be relevant to the media industry and more widely, designing, planning, creating and reviewing digital media products which are fit for purpose meeting both client and target audience requirements.

FUTURE OPTIONS AND CAREERS

Next Steps: Students could move to Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are vocational qualifications that offer an alternative to A-levels for students aged 16+). Students could also consider moving into AS and A Level Computer Science.

Possible Careers: An IT-based qualification is suitable for careers in software application development, computer programming, cyber security, graphics designer, ICT manager and many more.

ASSESSMENT

Unit 1 - 40%: External Written Exam (R093: Creative iMedia in the media industry)

Unit 2 – 30%: Internal Controlled Assessment (R094: Visual identity and digital graphics)

Unit 3 - 30%: Internal Controlled Assessment (R095: Characters and Comic Books)

COMPUTER SCIENCE

In a digital age, computers are a major part of life. Computer scientists have designed, developed and applied the hardware and software for the programs we all use today. Computing teaches problem solving, technical skills and allows creativity, all of which can be used in everyday life.

AREAS OF STUDY

Computer Systems – Externally assessed written exam focusing on computer systems, covering the physical elements of computer science and the associated theory. Studying how processors work and investigating computer memory and storage, including understanding how we store data within a computer in binary form, students will also explore modern network layouts and how they function. This will also help build skills in the ever-important realm of cyber security. You will develop knowledge of how types of software are used within computer systems, as well as exploring some more technical content through the understanding of Boolean algebra.

This unit will also stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

Computational Thinking, Algorithms and Programming - Externally assessed written exam focusing on the core theory of computer science and the application of computer science principles. Students will study fundamental algorithms in computer science and build a firm foundation in programming techniques. They will learn how to produce programs through diagrams and thoroughly test programs making them resistant to misuse.

There will also be dedicated practical lessons, where you will learn the fundamentals of computer programming and how to code using a text-based language. A range of practical tasks will be completed and you will develop the knowledge, skills and understanding required for Component 2.

LEARNING OUTCOMES

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

FUTURE OPTIONS AND CAREERS

Next Steps: GCSE (9-1) Computer Science is effective preparation for a range of qualifications including AS Level Computer Science, A Level Computer Science, Cambridge Technicals – IT Level 3 or Digital Media Level 3. **Possible Careers:** Engineering, software application development, computer programming, cyber security, graphics designer, ICT manager and many more.

ASSESSMENT

Unit 1 - 50%: External Written Exam - Computer Systems

Unit 2 - 50%: External Practical Exam - Computational Thinking, Algorithms and Programming – Coding in the Python Language

DESIGN TECHNOLOGY

The course is designed to introduce students to the industry of Engineering Design. Everyday products like pull cord handles, electric drills, pumps and speakers are analysed fully, own ideas are developed, and a prototype will be created.

AREAS OF STUDY

Students will study the following four stages of the design process:

- Design briefs, design specifications and user requirements - This unit explores the relationship between the design brief and the design specification and how the specification is used to develop a new product.
- Product Analysis and Research- Students learn how commercial production methods impact on the design of products and components.
- Developing and presenting engineering designs - Students build on their existing knowledge of free hand sketching in 2D and 3D to develop and generate ideas using a range of techniques including: rendering and using shade, tone and texture to communicate ideas.
- 3D design realisation - To realise a 3D prototype, pupils must consider different planning processes that help to consider specification, time, availability of resources/ materials, safety and testing prior to manufacturing.

LEARNING OUTCOMES

Students will develop their technical knowledge and skills over the two-year course. They will learn how to effectively communicate design ideas while refining and developing designs. Students will need to be critical thinkers to allow for continuous progress and development. Students will actively engage in the process of designing through 2D and 3D sketching and design realisation.

FUTURE OPTIONS AND CAREERS

Next Steps: Students could move on to A Level Engineering, A Level Design & Technology, T levels, the Cambridge Nationals Level 3 Engineering Diploma or apprenticeships.

Possible Careers: Architect, built environment, construction (joiner, plumber, electrician), product designer, games design, engineer- mechanical, electrical, material and structural, retail and purchasing, fashion and beauty, art and design, advertising.

ASSESSMENT

Unit 1 - 40%: R038: Principles of engineering design. Written exam - 1 hour written exam.

Unit 2 - 30%: R039: Communicating designs. Controlled assessment

Unit 3 - 30%: R040: Design, evaluation and modelling. Controlled assessment

DRAMA

The Drama course is practical, engaging and creative. It will provide opportunities to explore performing and gives students the opportunity to work independently to create their own performances. Students are encouraged to be independent, critical thinkers and effective decision-makers. These personal attributes make students stand out as they progress through their education and into employment.

AREAS OF STUDY

The lessons will be mostly practical rehearsing and performing sessions, however, there will be frequent written tasks to complete to prepare you for the assessed units where you must write about your performances under controlled conditions.

LEARNING OUTCOMES

This course allows you to:

- Experience different styles of performance and unlock your own creativity
- Develop your acting or design skills through improvised, devised and scripted work
- Plan and rehearse performances to live audiences, working with others
- Perform effectively on-stage in an acting role
- Design lighting/sound/costume/set to be used within a performance
- Analyse and evaluate your own acting or design skills and provide feedback to others
- Analyse scripts and learn rehearsal techniques to bring a text and character to life
- Experience professional live theatre as an audience member

FUTURE OPTIONS AND CAREERS

Next Steps: GCSE Drama is effective preparation for a range of qualifications including Drama and Theatre Studies at AS and A2 level or BTEC National Performing Arts or RSL Level 3 Creative and Performing Arts.

Possible Careers: The skills gained from studying Drama can be transferred to any career

ASSESSMENT

Unit 1 - 40%: Non-examined Assessment Devising Theatre

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.

Unit 2 - 20%: Non-examined Assessment Performing from a text

Learners will be assessed on either acting or design. Learners study two extracts from the same performance text. Learners participate in one performance using sections of text from both extracts.

Unit 3 - 40% Written Examination - 1 hour 30 minutes Interpreting Theatre

Section A: Set Text A series of questions on the 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.

ENGLISH LANGUAGE

The specification offers two equally balanced papers. Each paper has a distinct identity, looking at how writers use narrative and descriptive techniques to engage the interest of readers and how different writers present a similar topic over time. The unit will also draw on good practice of students' verbal skills. However, this does not contribute to the overall GCSE result.

AREAS OF STUDY

Students will read and analyse a range of texts from the 19th, 20th and 21st Centuries. There are two pieces of extended writing in the examinations. For the Spoken Language component, students will be expected to present, ask and respond to questions using standard English.

LEARNING OUTCOMES

Students will learn to:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st Centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- 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, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken standard English effectively.

FUTURE OPTIONS AND CAREERS

Next Steps: English is a facilitating subject and is necessary for most post-16 courses. Students who achieve a good grade in English Language at GCSE could continue to study A-Level Language or Literature at Sixth Form.

Possible Careers: The ability to analyse sophisticated ideas and communicate them fluently supports progression into a variety of professions including: medicine, engineering, veterinary sciences and law. Subject specific careers include marketing, public relations and journalism as well as work in the wider creative industries.

ASSESSMENT

Unit 1 - 50%: Examination - 1 hour 45 minutes. Explorations in Creative Reading & Writing.

Unit 2 - 50%: Examination - 1 hour 45 minutes. Writers' Viewpoints and Perspectives.

Unit 3 - 0%: Internal Assessment. Externally Moderated Range of Spoken Language tasks.

ENGLISH LITERATURE

GCSE English Literature encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge from some of the best thinkers and writers. Studying GCSE English Literature encourages students to read widely for pleasure and is preparation for studying literature at a higher level.

AREAS OF STUDY

Students will study a range of poetry, prose and drama texts, including:

- A Shakespeare play
- Modern drama or novel
- 19th century novel
- A cluster of 15 thematically linked poems associated with power and conflict or love and relationships and written between 1789 and the present day
- A selection of 'unseen' poems in preparation for the 'unseen' element of the Paper 2 examination

LEARNING OUTCOMES

Students will learn to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in-depth, with critical and evaluative processes, so that they can discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of our English literary heritage
- Write accurately, effectively and analytically about their reading, using standard English
- Acquire and use a wide range of vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

FUTURE OPTIONS AND CAREERS

Next Steps: English is a facilitating subject. The ability to analyse sophisticated ideas and communicate them fluently. Students who achieve a good grade in English Literature at GCSE can go on to study A-Level Language or Literature at Sixth Form. Possible Careers: English supports progression into a variety of professions including: medicine, engineering, veterinary sciences and law. Subject specific careers include: marketing, public relations and journalism as well as work in the wider creative industries.

ASSESSMENT

Unit 1 - 40%: Written examination: 1 hour 45 minutes.
Paper 1: Shakespeare and the 19th-century novel.

Unit 2 - 60%: Written examination: 2 hour 15 minutes.
Paper 2: Modern texts and poetry.

ENTERPRISE & MARKETING

Enterprise and Marketing encourages students to develop the practical skills and applied knowledge they'll need in the business and enterprise sector. Students put their learning into practice and develop valuable transferable skills.

AREAS OF STUDY

- Applying real life business techniques to understand your customers and develop a product
- How businesses attract and keep their customers
- Researching and designing your own business proposal – complete with facts and figures how to research potential customers, present data and act on feedback
- Preparing a business proposal and pitching your idea
- How to develop a brand identity and promote your product.

Students can gain a pass, merit or distinction grade for each of the units completed.

LEARNING OUTCOMES

- Understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

FUTURE OPTIONS AND CAREERS

By developing applied knowledge and practical skills in setting up and running a successful business enterprise, this course will help give you the opportunity to progress on to A Level Business, a Cambridge Technical in Business, a T Level in Digital Business, or an apprenticeship before starting university or work.

Careers in Business could take you anywhere – from working in top city offices to launching your own business and being an entrepreneur.

ASSESSMENT

Unit 1 R067 Written exam 40% of final grade

Unit 2 R068 Design a business proposal Coursework – 30% of final grade

Unit 3 R069 Market and pitch a business proposal Coursework – 30% of final grade

HEALTH AND SOCIAL CARE

This course is suitable for students who want a vocationally focused introduction to Health and Social Care. Students will learn about how we grow and develop throughout our lives; they will get to know how the Health and Social Care industry works and the core values that underpin it. You will also investigate what 'being healthy' means to different people and how to improve someone's health and wellbeing.

AREAS OF STUDY

You will explore the theory of human development from birth to death, types of health promotion activity as well as learning the skills needed to work in all care settings.

You will study three units:

- Human Lifespan Development
- Health and Social Care Services and Values
- Health and Wellbeing

The vocational course is assessed through coursework and a case study-based exam. Students gain a Pass, Merit or Distinction for their work and must pass all three units to attain the award.

LEARNING OUTCOMES

Students will explore case studies in the UK and newly-emerging countries. Students build a bank of theoretical knowledge about a variety of Health and Social Care settings and practices and develop transferable skills in collaborative practice and communication, needed to work in these settings.

FUTURE OPTIONS AND CAREERS

Next Steps: Health & Social Care can lead to the study of a Level 3 BTEC course at Sixth Form and colleges which can progress to further higher education opportunities. Possible Careers: Nurse, Dietician, Radiographer, Health Visitor, Paramedic, Teacher, Nursery Manager, Childcare or Occupational Therapist.

ASSESSMENT

Unit 1 - 30%: Internally-Assessed Assignments

Complete a series of tasks to create a portfolio of evidence to explain how individuals grow and develop through the life stages, factors and life events that influence development and how people cope with the changes caused by life events.

Unit 2 - 30%: Internally-Assessed Assignments

Complete a series of tasks to create a portfolio of evidence to explain the range of health and social care services that individuals use and the barriers they may experience in accessing these services. Investigate and evaluate the care values that underpin current practice in health and social care.

Unit 3 - 40%: Exam

You will be given a case study and be required to assess an individual's health and wellbeing. You then need to design an improvement plan to help them become healthier.

HOSPITALITY AND CATERING

Hospitality and Catering enables learners to gain knowledge, understanding and skills relating to the hospitality and catering industry as well as supporting learners to develop essential employability skills. Knowledge and understanding will relate to businesses that provide food, beverages and accommodation services.

AREAS OF STUDY

Unit 1: The Hospitality and Catering Industry

Unit 2: Hospitality and Catering in Action

LEARNING OUTCOMES

Unit 1: The Hospitality and Catering Industry

Students apply their learning by considering all aspects of the hospitality and catering sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. You will be able to use your learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision, kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners' appreciation of the whole vocational area beyond the kitchen environment.

FUTURE OPTIONS AND CAREERS

This qualification could lead to a Level 3 Diploma in Food Science and Nutrition, Level 3 Hospitality & Catering. It is also helpful for learners studying BTEC Health and Social Care. Possible Careers: Chef / cook, hotel manager, restaurant manager, waiter / waitress, home economist, food scientist, food technologist, food product development, environmental health officer, nutritionist, food production operative, food quality controller, food taster.

ASSESSMENT

Unit 1 - 40%

Short and extended answer questions based around applied situations. Learners will be required to use stimulus materials presented in different forms to respond to questions.

Unit 2 - 60%: Controlled Assessment

Plan nutritional dishes based on a brief. Written assessment – 6 hours.

Safely prepare, cook and present nutritional dishes. Practical Exam – 3 hours

MODERN FOREIGN LANGUAGES: FRENCH

As part of the global society, learning a second language offers a distinct advantage for employees. In competitive business, the ability to converse, translate and communicate in a second language is a highly desirable skill. Studying a language also develops social and inter-personal skills, promotes confidence in learners and encourages respect for others.

AREAS OF STUDY

The GCSE French course builds and progresses the skills already acquired at Key Stage 3. It is divided into three themes which comprise:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

The 4 key linguistic skills of Listening, Speaking, Reading, and Writing will be covered across the topics.

LEARNING OUTCOMES

During the GCSE French course, you will advance your linguistic skills and gain a key understanding of the way that languages work.

The skills acquired through the course will allow you to:

- Apply grammatical rules to create language independently
- Translate short phrases and texts from and to the target language
- Understand and relate key information from written and spoken target language texts
- Give your opinion and point of view about a range of topics

FUTURE OPTIONS AND CAREERS

A qualification in French at GCSE can progress into an A Level course for those who wish to continue their language learning in Sixth Form. French is a facilitating subject, giving you a distinct advantage when applying for places at the top universities.

Possible Careers: Air traffic controller, intelligence specialist, art dealer, international account representative, banking correspondent, international banking officer, bilingual educator, international consultant, civil service employee, international trade economist, interpreter, copywriter, investment analyst, cultural attaché, linguist, cultural officer, loan officer, customs-immigration officer, doctor, police officer, financial planner, foreign correspondent, pharmaceutical representative, foreign diplomat, sports agent, foreign exchange trader, teacher, foreign service officer, tour organiser, translator, travel agent, travel writer, intelligence researcher, software.

ASSESSMENT

Unit 1 - 25% Listening Examination - Foundation or Higher entry.

Unit 2 - 25% Speaking Examination (with teacher). Foundation or Higher entry.

- Role-play
- Reading aloud task and short conversation
- Photo card discussion

Unit 3 - 25% Reading Examination. Foundation or Higher entry.

Unit 4 - 25% Written Examination. Foundation or Higher entry

MODERN FOREIGN LANGUAGES: SPANISH

As part of the global society, learning a second language offers a distinct advantage for employees. In competitive business, the ability to converse, translate and communicate in a second language is a highly desirable skill. Studying a language also develops social and inter-personal skills, promotes confidence in learners and encourages respect for others.

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ASSESSMENT

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Unit 2 - 25% Speaking Examination (with teacher). Foundation or Higher entry.

- Role-play
- Reading aloud task and short conversation
- Photo card discussion

Unit 3 - 25% Reading Examination. Foundation or Higher entry.

Unit 4 - 25% Written Examination. Foundation or Higher entry.

GEOGRAPHY

This exciting course combines physical and human geography, offering a global perspective through case studies from the UK, higher income countries (HICs), newly emerging economies (NEEs), and lower income countries (LICs). Key topics include: climate change, poverty, deprivation, global shifts in economic power, and sustainable resource use.

AREAS OF STUDY

Unit 1: This unit explores the dynamic nature of physical processes, systems, and human interactions across various environments and scales. Students will study key processes in tectonics, geomorphology, biology, and meteorology, emphasising sustainability and the need for effective management of human impacts on Earth.

Unit 2: This unit examines human processes, systems, and outcomes, exploring how they vary across places and over time. It covers locations at different development stages, including higher income countries (HICs), lower income countries (LICs), and newly emerging economies (NEEs).

Unit 3: The Geographical Applications unit brings together knowledge, understanding, and skills from the entire course. It emphasises the interrelationships between different aspects of geography and provides an opportunity for students to demonstrate their breadth of understanding.

LEARNING OUTCOMES

This course encourages students to:

- Expand their knowledge of locations, places, environments, and processes across different scales
- Develop an understanding of interactions between people and environments
- Build competence in fieldwork, map skills, GIS, and researching secondary evidence
- Apply geographical knowledge and skills creatively to real-world contexts, contemporary issues, and fieldwork, forming well-evidenced arguments (applying geography).

FUTURE OPTIONS AND CAREERS

A GCSE in Geography is excellent preparation for studying Geography at A Level and complements other advanced Sixth Form courses. As a facilitating subject, Geography enhances university applications, offering a distinct advantage when applying to top institutions.

Possible Careers: Town planner, surveyor, structural engineer, landscape architect, meteorologist, forest worker, ecologist, food scientist, geologist, renewable energy researcher, mining engineer, water consultant, teacher, environmental officer, transport planner, planning officer, pilot, tour manager, travel consultant.

ASSESSMENT

Unit 1 - 35%: Written Exam - 1 hour 30 minutes. Living With The Physical Environment.

Unit 2 - 35%: Written Exam - 1 hour 30 minutes. Challenges In The Human Environment.

Unit 3 - 30%: Written Exam - 1 hour 30 minutes. Geographical Applications.

HISTORY

The GCSE History course will be of interest to anyone who wants to learn more about the past and understand how the past enables us to understand the present day on a local, national and global scale.

AREAS OF STUDY

Unit 1

This unit aims to develop students' understanding of the historic environment in a thematic approach by investigating continuity and change in crime and punishment over time, incorporating source skills.

Unit 2

This is a combination of a period study on The American West, c1835-c1895 and a British depth study on Early Elizabethan England 1558-88.

Unit 3

This is a modern depth study on Weimar and Nazi Germany, 1918-39, incorporating source skills and analysis of interpretations of history.

LEARNING OUTCOMES

Students should develop and extend their knowledge and understanding of key events in local, British and wider world history and of the wide diversity of human experience.

They should engage in historical enquiry as independent learners and critical and reflective thinkers. Learners should develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

Also, students should develop an awareness of why people, events and developments have been accorded historical significance and why different interpretations have been constructed about them. They should organise and communicate their historical knowledge and understanding in different ways, reaching substantiated conclusions.

FUTURE OPTIONS AND CAREERS

Next Steps: A GCSE in History is suitable for anyone wishing to study History at A Level and complements any Sixth Form advanced course of study. History is also a facilitating subject, giving you a distinct advantage when applying for places at the top universities. Possible Careers: lawyer, researcher, school teacher (both primary and secondary), curator, librarian, journalist, museum guide, archaeologist, public relations, reporter and presenting.

ASSESSMENT

Unit 1 - 30%: Written Exam - 1 hour 15 minute exam.

Medicine Through Time c1250 - present and the British sector of the Western Front, 1914-18, injuries, treatments and the trenches.

Unit 2 - 40%: Written Exam - 1 hour and 45 minute exam paper.

Early Elizabethan England, 1558-88 and the American West, c1835-c1895.

Unit 3 - 30%: Written Exam - 1 hour and 20 minute exam paper.

Weimar and Nazi Germany, 1918-1939

MATHEMATICS

Mathematics is an interconnected subject in which we expect our students to be able to build on their learning in the early stages of Key Stage 3 to further develop their fluency, mathematical reasoning and competence in solving increasingly difficult problems.

AREAS OF STUDY

There will be a mixture of formal, practical and investigation work in the lessons covering the areas of:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

This will lead to students being assessed by 3 terminal examination papers taken at the end of Year 11:

- Higher Tier paper will allow students to gain grades from 4 to 9
- Foundation paper will allow students able to gain grades from 1 to 5

LEARNING OUTCOMES

By studying Mathematics, it is expected that our students will be able to develop and consolidate connections across mathematical ideas through the three aims of the curriculum:

- Develop their fluency. Consolidate their numerical and mathematical capability from Key Stage 3. Be able to select and use appropriate calculation strategies and use mathematical language and properties precisely
- Be able to reason mathematically. Extend their ability to assess the validity and accuracy of a given way of presenting information. Reason deductively in geometry, number and algebra
- Solve Problems. Develop their knowledge through solving problems and evaluating the outcomes, including multi-step problems. Make and use connections between different parts of Mathematics to solve problems.

FUTURE OPTIONS AND CAREERS

Maths is a facilitating subject and is necessary for most post-16 courses and many jobs. Students who achieve a good grade in Maths at GCSE can go on to study A-Level Maths at Sixth Form.

Possible Careers: Every single job and every aspect of life involves some element of Maths, it is a vital and intrinsic part of society, whether this be basic numeracy, complex algorithms, or any level of problem solving.

ASSESSMENT

Unit 1 - 33% Examination (90 minutes) Foundation and Higher Tier

Written papers to assess knowledge and understanding of syllabus. Requires mental calculation.

Unit 2 - 33% Examination (90 minutes) Foundation and Higher Tier

Written papers to assess knowledge and understanding of syllabus. Requires complex calculation.

Unit 3 - 33% Examination (90 minutes) Foundation and Higher Tier.

Written papers to assess knowledge and understanding of syllabus. Requires complex calculation.

MUSIC

GCSE Music gives students an insight into Performing Arts. The focus is on performing, composing and an appreciation of music ranging from the Baroque period to the most current styles and everything in between.

AREAS OF STUDY

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

LEARNING OUTCOMES

Learners will develop their performing skills both as part of an ensemble and as a solo performer, compose in a range of styles responding to different briefs and appraise both familiar and unfamiliar music applying knowledge of musical elements, context and language.

FUTURE OPTIONS AND CAREERS

Having completed this course students are able to progress to A Level music or Performing Arts at Sixth Form or BTEC Music or Performing Arts qualifications at College. Possible Careers: Learners gain essential performing, composing and appraising skills essential for a career in the music industry. Further career options include Lawyer, Broadcaster, Musician, Business Management, Performer.

ASSESSMENT

Unit 1 - 30%: Internally-Assessed Assignments Performing (4-6 minutes)

Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform at least 2 pieces one of which must be part of an ensemble, the other can be a solo or ensemble piece. Learners need to be taking regular lessons on their chosen instrument/voice to access this course.

Unit 2 - 30%: Internally-Assessed Assignments Composing (3-6 minutes)

All learners are required to compose two pieces of music. Composition 1 is in response to a brief set by Eduqas related to the areas of study. Composition 2 is a free composition where learners compose in a style of their choice.

Unit 3 - 40%: Written Examination

This component encourages learners to develop skills in appraising music through the exploration of a wide variety of music linked to the four areas of study. Each area of study includes a list of terms focusing on particular musical knowledge and understanding.

RELIGIOUS STUDIES

Religion permeates every aspect of our world and heavily influences debate. A good understanding of religion, philosophy and ethics will help you appreciate the rapidly changing world in which we live. Students with an inquisitive mind who enjoy thinking about and debating topical, moral and philosophical issues will find this subject particularly appealing.

AREAS OF STUDY

Unit 1: Students will gain an understanding of different beliefs and teachings in Modern Britain focusing specifically on Christianity and Buddhism. Students will explore key teachings and how believers follow their faith in a modern 21st Century world.

Unit 2: Students will explore how religion can be applied to a number of ethical topics looking specifically at religion and life; relationships and families; human rights and social justice; and crime and punishment. Key issues include abortion, animal experimentation, euthanasia, the death penalty, sexual ethics and terrorism.

LEARNING OUTCOMES

Students will develop their knowledge and understanding of religious beliefs and practices in the world around them. They will develop skills in analysis, application of beliefs and critical evaluation. The subject will develop students' ability to construct well-argued, informed and balanced arguments.

FUTURE OPTIONS AND CAREERS

Universities are keen to accept students who have acquired philosophical skills. It is a popular A level choice and features in the subjects accepted by many departments at universities. The skills gained are highly transferable as the subject encompasses writing, communication, empathy, analysis and evaluation.

Possible Careers: Medicine, nursing, legal work, prisons, working with animals, charity work such as the red cross or humanitarian aid charities, politics, public services, advice worker, archivist, charity fundraiser, counsellor, civil service administrator, community development worker, editorial assistant, newspaper journalist, police officer and youth worker.

ASSESSMENT

Unit 1 - 50%: Written exam. The Study of Religions: Beliefs, Teachings and Practices.

Unit 2 - 50%: Written Exam. Religious, Philosophical and Ethical Themes

RELIGIOUS STUDIES/ PERSONAL DEVELOPMENT

At Biddick Academy, all students are required to study core RE in order to promote the spiritual, moral, cultural, mental and physical development of pupils. RE is a legal requirement for all students until they leave school, and the intentions of the subject are to prepare our students for their responsibilities and experiences as adults.

AREAS OF STUDY

Term 1 - What makes us human?

Topics: Our place in the universe, Human nature, The differences in human culture, Human purpose, Free will, Hedonism, Human rights.

Term 2 - Harm no living thing

Topics: Caring for the environment, Beliefs about the environment, The value of animals, The experience of animals vs humans, Is human life sacred?, Should we ever take human life?

Term 3 - How does the media portray religion?

Topics: The influence of the media on our ideas, Stereotypes, Religion in the media, Dangers of media bias, Religion as entertainment.

LEARNING OUTCOMES

There are no examinations in core RE. As a result of studying the subject, students will develop a deeper understanding of the world around them, understanding what it means to be a global citizen. They will develop the ability to engage in healthy debates with others whilst respecting their views and refining their own reasoning.

SCIENCE TRILOGY

The course places a strong emphasis on exploring the science that underpins day-to-day life and encourages students to think about what science can tell them about themselves, the environment and the universe. It provides the opportunity to acquire the scientific skills, knowledge and understanding necessary for life.

AREAS OF STUDY

Biology

Unit 1 Cell biology, Organisation, Infection and response and Bioenergetics

Unit 2 Homeostasis and response, Inheritance, variation, evolution and Ecology

Chemistry

Unit 1 Atomic structure Periodic table, Bonding, structure and properties, Quantitative chemistry, chemical changes and energy changes

Unit 2 The rate of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics

Unit 1 Energy, Electricity, Particle model of matter, atomic structure,

Unit 2 Forces, Waves and Magnetism and electro-magnetism. (Space physics is taught in the physics Triple award).

LEARNING OUTCOMES

Students will study all three Science subjects throughout Years 10 and 11 leading to a GCSE in Combined Science: Trilogy. This qualification is worth 2 GCSEs. At the end of Year 11, students will take six exams in total. Each of the papers will assess knowledge and understanding from distinct topic areas. The final grades will be awarded from the total marks achieved across all six papers.

FUTURE OPTIONS AND CAREERS

At the end of this GCSE you will be ready to play your part in scientific and technological advances in society.

Possible Careers: Aerobiologist, aerospace engineer, agricultural scientist, acoustician, analytical chemist, applied mathematician, archaeologist, astronomer, atomic physicist, architect, astrophysicist, biochemist, bioinformatician, biology researcher, biomechanics engineer, biomedical engineer, biomedical researcher, biomedical scientist, biophysicist, biostatistician, biotechnologist, botanist, chemical engineer, chemical health and safety regulator, chemical physicist, cheminformatics, civil engineer, cosmetic chemist, crystallographer, food technologist, forensic scientist, geochemist and many more!

ASSESSMENT

Each paper is worth 70 marks, 420 in total, each worth 16% of the final grade.

Biology unit 1 - Written exam based on topics 1 - 4.

Biology unit 2 - Written exam based on topics 5 - 7.

Chemistry unit 1 - Written exam based on topics 8 - 12 Chemistry unit 2 - Written exam based on topics 13 - 17.

Physics unit 1 - Written exam based on topics 18 - 21. Physics unit 2 - Written exam based on topics 22 - 24.

SCIENCE TRIPLE AWARD

Students who have shown an aptitude for Science in Key Stage 3 will be selected to take this course. It allows students to experience a broader, more in-depth coverage of topics. At the end of the course, they will achieve separate qualifications in GCSE Biology, GCSE Chemistry and GCSE Physics, therefore leading to 3 GCSE qualifications. The grades will be awarded from the two papers from each discipline.

LEARNING OUTCOMES

In addition to the content learnt in Science Trilogy you will also learn about:

- Safely growing and measuring microbe growth
- How the brain and eyes work
- Methods for testing for different ions
- Different alcohols
- The chemical structure of DNA
- Space and evidence for the Big Bang
- Light and how it travels through different mediums

FUTURE OPTIONS AND CAREERS

Next Steps: At the end of this GCSE you will be ready to play your part in scientific and technological advances in society.

Possible Careers: Aerobiologist, aerospace engineer, agricultural scientist, acoustician, analytical chemist, applied mathematician, archaeologist, astronomer, atomic physicist, architect, astrophysicist, biochemist bioinformatician, biology researcher, biomechanics engineer, biomedical engineer, biomedical researcher, biomedical scientist, biophysicist, biostatistician, biotechnologist, botanist, chemical engineer, chemical health and safety regulator, chemical physicist, cheminformatics, civil engineer, cosmetic chemist, crystallographer, food technologist forensic scientist, geochemist and many more!

ASSESSMENT

Each paper is worth 100 marks, 200 in total, each worth 50% of the final grade, in each discipline.

Biology unit 1 - Written exam based on topics 1 - 4.

Biology unit 2 - Written exam based on topics 5 - 7.

Chemistry unit 1 - Written exam based on topics 8 - 12 Chemistry unit 2 - Written exam based on topics 13 - 17.

Physics unit 1 - Written exam based on topics 18 - 21. Physics unit 2 - Written exam based on topics 22 - 25.

PHYSICAL EDUCATION

This course gives students an in-depth understanding of factors which affect PE, sport and performance. The course is assessed through written examinations focusing on the human body and movement as well as socio-cultural influences and wellbeing. Students will also undertake practical lessons where they will have the opportunity to develop their sporting performance.

AREAS OF STUDY

- Unit 1 - Introduces students to content relating to the human body including movement analysis, physical training, and body systems. This unit will be assessed through a written examination.
- Unit 2 - Gives students an understanding of the socio-cultural influences as well as the impact and benefits of health, fitness, and well-being.
- Unit 3 - Focuses on the practical performance of students. Students will be assessed in 3 activities, one of which must be an individual activity and one of which must be a team activity.

Students will also complete a controlled piece of assessment where they will be required to identify the strengths and weaknesses of a sporting performance, then advise how to improve upon it. It is strongly recommended that students are participating regularly in their chosen practical activities at school, extra-curricular clubs and ideally at club level outside of school to meet the demands of their practical assessment.

LEARNING OUTCOMES

Students can demonstrate their understanding of factors which can affect sporting performance linked to physical, social, and mental wellbeing. They can also make informed decisions about partaking in a lifetime of healthy physical activity and the benefits of doing this. Students will know how to analyse and evaluate practical performance.

FUTURE OPTIONS AND CAREERS

This course provides a secure foundation for students going on to study Level 3 courses, particularly A Level PE and sport related BTEC National courses. Future careers include sports coach, fitness instructor, physiotherapist, dietitian/ nutritionist, teacher, and sports administrator.

ASSESSMENT

Unit 1- Written exam 30%

Unit 2 – Written exam 30%

Unit 3 – Practical Moderation and Controlled Assessment 40%

PHYSICAL EDUCATION - CORE

All Biddick Academy students will receive at least one hour of high-quality PE every week. Within lesson time we aim to deliver a broad and balanced curriculum which is designed to engage all students.

AREAS OF STUDY

Within core PE we aim to provide a broad and balanced curriculum to meet the needs of all students within each group. Activities taught during core PE include the following:

- Football
- Rugby
- Dance
- Netball
- Badminton
- Fitness
- Handball
- Table tennis
- Athletics
- Tennis
- Rounders
- Cricket
- Softball

LEARNING OUTCOMES

Core PE aims to develop students' understanding of the benefits of participating in physical activity and sport. Also, students are encouraged to be self-motivated and develop key transferable skills such as resilience, communication, leadership and adaptability.

FUTURE OPTIONS AND CAREERS

Students are encouraged to value and lead a healthy active lifestyle after compulsory education.

ASSESSMENT

All students will receive an effort level grade in line with each whole school grade update.

