THE ADEYFIELD ACADEMY

YEAR 9 OPTIONS BOOKLET 2026-2028

Learning Without Limits

COURAGE DIGNITY AMBITION COMPASSION RESPECT

Ambition Education Trust

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INTRODUCTION FROM THE HEADTEACHER

As you are all very aware, there have been many changes in the school during the past year, one of which was the change to the structure of Key Stage 3 and Key Stage 4. During the year we have also spent time revisiting the curriculum and the subjects on offer to you as students.

This has led to the expansion of the curriculum and the introduction of some exciting new subjects for Key Stage 4 study - opportunities that previously were not available to students. This new, more diverse curriculum will enable you to choose subjects that will be enjoyable, stimulating, challenging and valuable in progressing towards your intended career.

Choosing subjects that you may need in the future is, of course, important but choosing a subject because you enjoy it is also important.
All of us wish to see you succeed and will do everything we can to help you.
We all want you to in learn without limits - in subjects you love.

Enjoy this evening and please do not hesitate to ask us any question that you may have.

Kind regards

Dawn Mason
Headteacher

GCSE OPTIONS TIMELINE

DATE	EVENT
Wednesday 14th January 2026	Options Evening 4.30pm-6.00pm
Friday 30th January 2026	Year 9 GCSE Taster Day
Monday 2nd - Tuesday 11th February 2026	Individual meetings with students to finalise choices (parents welcome to attend)
Wednesday 23rd February 2026	Deadline for options form to be handed in.
May 2026	Letter sent to parents and carers confirming students' Key Stage 4 option choices.

RAISING THE PARTICIPATION AGE

All young people are now required to stay in education and training until they reach the age of 18.

DO I NEED TO STAY ON AT SCHOOL?

No. There are a number of choices and these include:

- Full-time education such as school or college
- Work-based learning, such as an apprenticeship
- Part-time education or training if you are employed, self-employed or volunteering for 20hours or more a week

It is important that you start thinking about what you want to do now so that you can make the right decisions for you. Your parents and teachers are here to provide guidance and speaking to Connexions can also be helpful.

WHERE CAN I FIND INFORMATION ABOUT STAYING IN EDUCATION AND TRAINING UNTIL I AM 18?

www.ychertfordshire.org	This website brings together many different services which all work together to job, a course, an Apprenticeship - or thinsupport young people. Whether you are deciding on a future career, looking for a gs to do, places to go, need some advice or want to find information about local services, this is the place to look.
www.apprenticeships.org.uk	An Apprenticeship is a real job with training so you can earn while you learn and pick up recognised qualifications as you go. If you live in England, are over 16 and not in full-time education, you can apply. Apprenticeships take between one and four years to complete and cover 1400 job roles in a wide range of industries, from things like engineering to financial advice, veterinary nursing to accountancy. • **Intermediate Apprenticeship:** Equivalent to GCSE study • **Advanced Apprenticeship:** Equivalent to A-level study • **Higher and Degree Apprenticeships:** Equivalent to university study
www.ucasprogress.com	UCAS Progress is a national online prospectus of courses for 16-19 year olds including those offered in Hertfordshire schools and colleges.

YC HERTFORDSHIRE

YC Hertfordshire (previously Youth Connexions Hertfordshire) forms part of Hertfordshire County Council's Services for Young People. It is a service that aims to provide information and advice, guidance and support, and personal development opportunities for all 13-19 year olds (up to 25 years for young people with learning difficulties and/or disabilities).

Within these agencies there are staff called Personal Advisers: professional staff who are trained to help young people to make the most of their lives, whatever their issues.

There are also a number of Access Points across the country where young people can pop in to ask for advice or information. Local centres are based in:

	WATFORD ACCESS POINT	HEMEL HEMPSTEAD ACCESS POINT	ST ALBANS ACCESS POINT
ADDRESS:	Watford Young People's Centre 206-210 Lower High Street Watford WD17 2EL	Hemel Hempstead Young People's Centre XC Centre (First Floor) Jarman Park – First Floor Hemel Hempstead HP2 4JS	St Albans Young People's Centre 41 Catherine Street St Albans AL3 5BN
TELEPHONE NUMBER:	01923 482828	01442 454060	01442 454060
EMAIL:	youthconnexions.watford@hertfordshire.gov.uk	youthconnexions.dacorum@hertfordshire.gov.uk	youthconnexions.stalbans@hertfordshire.gov.uk
OPENING HOURS:	Monday to Friday Booked appointments or drop-in: 2.00-5.00pm on Mon, Tue, Thu, Fri 2.00-6.00pm on Wed	Monday to Friday (except Wednesday) Booked appointments or drop in: 2.00-5.00pm on Mon, Tue, Thu, Fri	Monday to Friday (except Wednesdays) Booked appointments or drop in: 2.00-5.00pm on Mon, Tue, Thu, Fri

Further information about YC Hertfordshire can be found online at:
https://www.ychertfordshire.org/

NEW GCSE GRADES 1-9

In all new GCSE courses (please see previous page) including English and Maths, students will be awarded **new 9-1 grades**.

Higher and Foundation tiers remain only in Maths, Science and Modern Languages, meaning that there is a possibility of all students achieving the full range of grades in all other subjects.

The table summarises how these new grades equate to the current A*-G grades.

OLD GCSE GRADE	NEW GCSE GRADE
A*	9
	8
A	7
B	6
	5
C	4
D	3
E	2
F	1
G	

THE ENGLISH BACCALAUREATE (EBACC)

WHAT IS THE ENGLISH BACCALAUREATE (EBACC)?

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The core components are

- English language and Literature
- Maths
- Science (2)
- Geography or History
- Language

SUBJECTS

English To count towards the English part of the EBacc, students need to take both English literature and English language GCSE exams.

Science Students need to take one of the following options:

- GCSE combined science – students take 2 GCSEs that cover the 3 main sciences, biology, chemistry and physics
- 3 single sciences at GCSE – students choose 3 subjects from biology, chemistry, physics and computer science

Humanities Students can opt for Geography or History GCSE.

Languages Taking Spanish or any ancient or modern foreign language GCSE counts towards the languages part of the Ebacc.

EBACC IMPACT

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

IS THE EBACC WORTH DOING?

Choosing the EBacc at GCSE gives students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

GCSE OPTIONS PATHWAYS

INTRODUCTION

As students begin to shape the next stage of their learning journey, choosing the right GCSE options is an important step. At our Adeyfield, we offer a range of pathways designed to support every learner in achieving their potential and preparing for their future aspirations.

THE YELLOW PATHWAY (EBACC)

Our Yellow Route provides a traditional EBacc-focused pathway, ensuring students study a broad academic curriculum that keeps a wide variety of post-16 opportunities open. This route is well suited to students who enjoy and excel in a strong core of academic subjects.

In addition to core subjects, options include:

- Spanish
- Geography or History or Triple Science
- Two additional choices from the booklet

THE GREEN PATHWAY

Our Green Pathway offers a balanced and flexible curriculum, allowing students to explore a wider choice of subjects while still maintaining a robust academic foundation. This route supports students in tailoring their education to their individual strengths and interests.

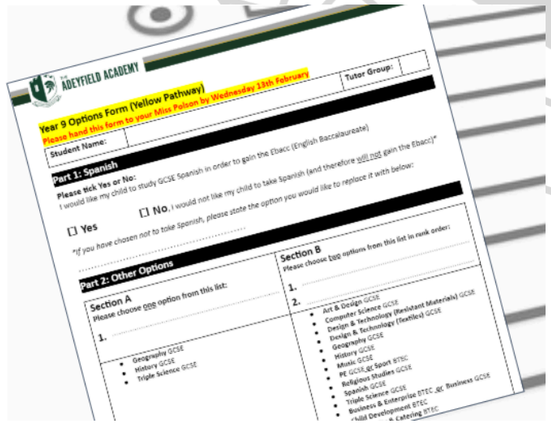
In addition to core subjects, options include:

- Spanish or Geography or History or Triple Science
- Three additional choices from the booklet

BESPOKE PATHWAYS

We also recognise that some students will benefit from a more bespoke curriculum. For these learners, we offer personalised pathways that may include Additional English, The King's Trust programmes, and External Vocational Qualifications. These options provide practical, skills-based learning experiences that build confidence and prepare students for further education, apprenticeships, or employment.

Whichever pathway students follow, our aim is the same: to provide a curriculum that inspires, challenges, and supports them to succeed in the next stage of their education and beyond.



ADEYFIELD ACADEMY

Year 9 Options Form (Yellow Pathway)

Please hand this form to your Miss Paisson by Wednesday 13th February

Tutor Group:

Student Name:

Part 1: Spanish

Please tick Yes or No:

I would like my child to study GCSE Spanish in order to gain the Ebacc (English Baccalaureate)

☐ Yes

☐ No, I would not like my child to take Spanish (and therefore will not gain the Ebacc)*

*If you have chosen not to take Spanish, please state the option you would like to replace it with below:

Part 2: Other Options

Section A
Please choose one option from this list:
1.
- Geography GCSE
- History GCSE
- Triple Science GCSE

Section B
Please choose two options from this list in rank order:
1.
2.
- Art & Design GCSE
- Computer Science GCSE
- Design & Technology (Resistant Materials) GCSE
- Design & Technology (Textiles) GCSE
- Geography GCSE
- History GCSE
- Music GCSE
- PE GCSE or Sport BTEC
- Religious Studies GCSE
- Spanish GCSE
- Triple Science GCSE
- Business & Enterprise BTEC or Business GCSE
- Child Development BTEC
- Food & Catering BTEC

OVERVIEW OF SUBJECTS

The options process for you starts here. This booklet provides you with information about subjects which are both core **(every student is required to study them)** and optional **(where students can choose).**

CORE SUBJECTS

- English Language
- English Literature
- Maths
- Combined Science
- Physical Education (Core)
- PSHCE (Personal, Social, Health, Citizenship & Economic Education)
- REP (Religion, Ethics & Philosophy)

OPTIONAL COURSES

ENGLISH FACULTY

- Media (GCSE)

SCIENCE & MATHS FACULTY

- Further Maths (AQA Level 2 Certificate) - additional subject, not an option choice.
- Triple Science (GCSE)

GLOBAL STUDIES FACULTY

- Citizenship Studies (GCSE)
- Spanish (GCSE)
- Geography (GCSE)
- History (GCSE)
- RS (GCSE)

CREATIVE ARTS & SPORTS FACULTY

- Music (GCSE)
- Physical Education (GCSE)
- Performing Arts: Dance Pathway (BTEC)
- Performing Arts: Drama Pathway (BTEC)
- Sport & Coaching Principles (WJEC)

THE CREATIVE INDUSTRIES FACULTY

- Art & Design (GCSE)
- Business (GCSE)
- Computer Science (GCSE)
- Design & Technology: Raw Materials (GCSE)
- Design & Technology: Textiles (GCSE)
- Hospitality & Catering (WJEC)
- Children's Play, Learning & Development (BTEC)

ENGLISH LANGUAGE (GCSE)

COURSE CONTENT

Paper 1: Explorations in Creative Reading & Writing: 20th Century Fiction (50% of qualification). You will love this part of the course because it focuses on a selection of short prose extracts and asks you to explore how writer's use language and structure to effectively engage readers. Students often enjoy the creative writing element of the course that asks you to develop imaginary worlds and narratives.

Paper 2: Writers' Perspectives & Viewpoints: 19th and 21st Century Non-Fiction. (50 % of qualification). Transactional/Persuasive Writing: This part of the course involves the study of 19th and 21st Century non-fiction texts and exploring how writers' use language effectively to express their perspectives and viewpoints on a range of subject matter. The writing section of this paper then allows you to develop your own viewpoints and opinions on a selection of given topics.

Spoken Language (non-exam assessment)
During the course of your study, you will be given opportunities to practise speaking and listening. A particular focus will be placed on developing your presentation techniques.

MODE OF ASSESSMENT

100% Written examination

WHY STUDY THIS COURSE?

We all need English for everything we do in life. Don't you want to be able to write a well-structured letter of application to get the job of your dreams? Don't you want to be able to write a well-worded letter that puts your point across well? We teach you life skills - that's why this course is of such high value.

PROGRESSION ROUTES

You can progress into English A Level which is highly valued by all Universities. All Sixth Form courses and the majority of college courses will expect a good grade in English GCSE. From wanting to go to college and learn a trade to going to university to study journalism, English GCSE is one of the most important GCSE's to have.

ENGLISH LITERATURE (GCSE)

COURSE CONTENT

Paper 1: Shakespeare and 19th Century novel (40% of qualification). You will study Macbeth – a play of ambition, greed and consequence. You will also study A Christmas Carol – a novel exploring social issues including inequality and responsibility.

Paper 2: Post-1914 Drama, Poetry Anthology and Unseen Poetry (60% of qualification). Should the rich exploit the poor? Should there be a division in the society? Are we all responsible for other people's actions? These are just some of the questions you will ask yourself when studying "An Inspector Calls". Power & Conflict are themes explored through the exploration of a collection of poetry.

MODE OF ASSESSMENT

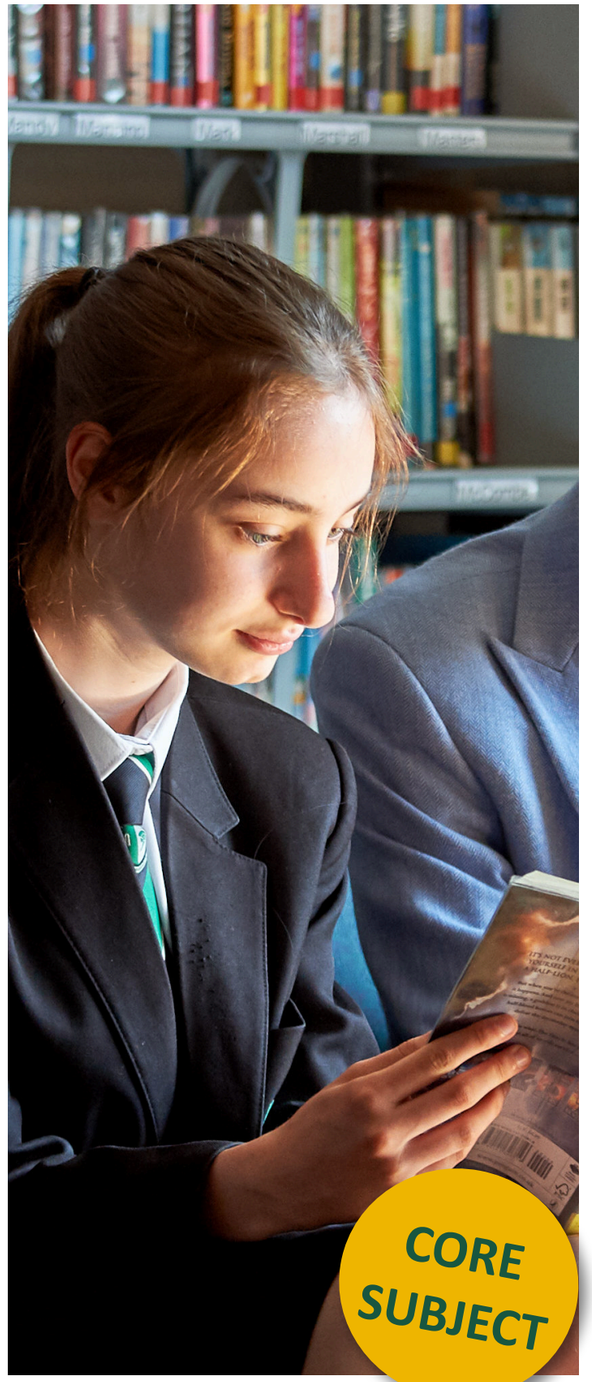
100% Written examination

WHY STUDY THIS COURSE?

English Literature is all about developing your habit of reading widely. When studying English literature, you will appreciate the depth and power of the English literary heritage. You will also have the opportunity to discuss a wide range of topics and express your opinion. After all, it's all about being a critical thinker.

PROGRESSION ROUTES

Developing your thinking skills is at the heart of the course so you will find it particularly helpful if you are considering studying A level subjects such as English Literature, Creative Writing, History, Politics and Media.



MATHEMATICS (GCSE)

COURSE CONTENT

The assessments will cover the following content headings:

- Number: for example, fractions, decimals, percentages and accuracy in arithmetic
- Algebra
- Ratio, proportion and rates of change: e.g. time, length, area, volume/capacity, mass, speed, rate of pay, prices, density and pressure
- Geometry and measures: area, volume, Pythagoras' Theorem and Trigonometry
- Probability and Statistics

There will be a heavy focus on problem solving, drawing conclusions and communicating.

MODE OF ASSESSMENT

- The qualification consists of three equally-weighted written examination papers
- Paper 1 is a non-calculator assessment
- Papers 2 & 3 are calculator papers
- Each paper is 1 hour and 30 minutes long and will cover all Assessment Objectives—so there will be no need to 'second guess' what topics may or may not be examined
- Foundation tier will cover grades 1 to 5 whilst the Higher tier will cover grades 4 to 9.

WHY STUDY THIS COURSE?

Maths is the language of commerce, engineering and other sciences - physics, computing, biology etc. It helps us recognise patterns and to understand the world around us. Mathematics plays a vital, often unseen, role in many aspects of modern life, for example: Space travel, safeguarding credit card details on the internet, modelling the spread of epidemics, predicting stock market prices and business decision making.

As society becomes more technically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A degree in mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. This leads to careers that are exciting, challenging and diverse in nature.

PROGRESSION ROUTES

Students can progress from this qualification to Level 3 qualifications in numerate subjects such as:

- Core Mathematics (a new qualification A Levels in Mathematics and / or Further Mathematics; Science; Geography; Psychology; and Economics.

CORE SUBJECT

COMBINED SCIENCE: TRILOGY (2 GCSE GRADES)

GENERAL INFORMATION

A student who does **Combined Science** at GCSE studies physics, chemistry and biology as a single subject, but they are credited with having achieved **two GCSEs.** Students also have the option to study Triple Science (3 GCSE's).

This course is taught by 2 teachers sharing the teaching of Biology, Chemistry and Physics. 10 lessons per week.

COURSE CONTENT

See table below.

Please note, these topics are also taught in triple science with some additional units, and more practical lessons.

BIOLOGY	CHEMISTRY	PHYSICS
• Cell Biology • Organisation • Infection and response • Bioenergetics • Homoeostasis and response • Inheritance, variation and evolution • Ecology	• Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources	• Energy • Electricity • Particle model of matter • Atomic structure • Forces • Waves • Magnetism and electromagnetism

CORE SUBJECT

MODE OF ASSESSMENT

6 exams - 1 hour 15 minute;
2 biology, 2 chemistry and 2 physics.
The combined science course is worth **two GCSEs.**

Each exam paper is out of **70 marks** and consist of multiple choice, structured, closed short answer, and longer open response questions.

As well as assessing subject knowledge and understanding, pupils will also be assessed in the skills required in **working scientifically, maths** and **practical assessments.**

PROGRESSION ROUTES

Students can enter A-Level Biology, Chemistry and Physics after either Combined or Triple Science

ART & DESIGN (GCSE)

COURSE CONTENT

The Art and Design GCSE is made up of two different marked sections. The first is Coursework, this is done through year 10 and the beginning of year 11. This work allows students to explore different materials, which develops their skills and allows them to demonstrate a wide range of techniques. This work is always related to a theme or topic, but gives students some freedom to develop their own personal responses. The coursework units account for 60% of their final grade.

The second section is the external set exam work, which is set by the exam board during the January of Year 11. The students are given approximately ten weeks preparation time to create another body of work based on a theme given by the exam board. This body of work then supports the students' 10-hour exam in which they produce a final piece based upon their preparation work. The exam unit accounts for 40% of their final grade.

All the work is internally assessed before being externally moderated.

MODE OF ASSESSMENT

Both your coursework and Externally Set Task will be marked in the same way, using four Assessment Objectives. The assessment objectives are:

- •**AO1:** Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- •**AO2:** Refine ideas through experimenting and selecting appropriate resources, media, materials,techniques and processes
- •**AO3:** Record ideas, observations and insights relevant to intentions in visual and/or other forms
- •**AO4:** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual,written, oral or other elements

WHY STUDY THIS COURSE?

Art and Design is both a form of communication and a means of expression of ideas and feelings. It is a language that can complement literary, mathematical, scientific and factually based subjects. It is especially concerned with the development processes involved in visual perception and aesthetic experiences. Art and Design encourages creativity through self-expression, use of the imagination, conceptual thinking, and powers of observation, analytical abilities and practical skills. The subject can give great personal joy.

PROGRESSION ROUTES

It is a strong foundation for further progression to Art and Design related courses such as BTEC Art and Design and enhanced vocational and career pathways both at school and college.

BUSINESS STUDIES (GCSE)

COURSE CONTENT

A GCSE in Business Studies equips students with the skills and confidence to explore how different business situations affect decision-making. They develop their understanding of concepts, objectives and terminology, and the impact of contemporary issues on business operations.

Paper 1 - Influences of Operations and HRM on Business Activity

What's Assessed:

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2 - Influences of Marketing and Finance on Business Activity

What's Assessed:

- Business in the real world
- Influences on business
- Marketing
- Finance

MODE OF ASSESSMENT

Paper 1 - Written exam: 1 hour 45 minutes. 90 marks. 50% of GCSE Questions

Paper 2 - Written exam: 1 hour 45 minutes. 90 marks. 50% of GCSE Questions.

- Section A: multiple choice questions and short answer questions (20 marks)
- Section B: One case study / data response stimuli with questions (approximately 34 marks)
- Section C: One case study / data response stimuli with questions (approximately 36 marks)

PROGRESSION ROUTES

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. 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
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

CITIZENSHIP STUDIES (GCSE)

COURSE CONTENT

Citizenship Studies is the study of the world around us and aims to motivate and inspire students to engage within society and issues that arise from living in a multicultural society. It examines questions of power in society, individual and collective identities, how individuals can influence decisions and issues relating to how people and institutions interact. At Adeyfield we prepare the students to take the Pearson Citizenship GCSE examinations, which covers content and issues that directly affects the students lives and futures.

MODE OF ASSESSMENT

Students will sit two final written papers at the end of Year 11 of 1 hour 45 minutes each. Both papers are equally weighted at 50%:

Paper 1 assesses Living Together in the UK, Democracy and Law & Justice.
Paper 2 assesses Power & Influence and Taking Citizenship Action.
The papers have a range of assessment techniques including multiple choice answers, source based answers and extended answers.

Whilst the Taking Citizenship Action is an examined part of the course it also involves an extended group project where students work in teams to research their chosen issues and then deliver a social- action project or create an event to raise awareness and offer solutions to their chosen issue.

WHY STUDY THIS COURSE?

You will study a subject that encourages you to reflect on your own experience of the social world. It develops your knowledge of the rights and responsibilities of citizenship in order to encourage active participation in society, whilst learning skills that will not only help you at GCSE but also in everyday life. It offers the opportunities for students to work as part of a team to discover more about how to be active citizens.

The subject is engaging because its issues can be:

- real topics which affect people's lives
- topical, meaning that students enjoy up-to-date issues
- controversial, helping students to consider their own and other people's views

PROGRESSION ROUTES

The beauty of Citizenship Studies is that it can be applied to all walks of life and education choices. The skills learnt during the course are transferable and support your other subject choices. Students who study Citizenship can go on to University to study law, criminology, politics, theology and journalism to name a few. Universities like Citizenship Studies because of the transferable skills it equips young people with.

Join the conversation and study GCSE Citizenship Studies!

(GCSE) OPTIONAL SUBJECT

COMPUTER SCIENCE (GCSE)

COURSE CONTENT

Unit 1 Computer systems:
Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Unit 2 Computational thinking, algorithms and programming:
Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming
Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

MODE OF ASSESSMENT

Both units contribute 50% of the final grade. The units are assessed by written exam which are 90 minutes in length.

WHY STUDY THIS COURSE?

Digital skills are crucial in almost every role, and even if you don't need them day-to-day, you'll probably need them to get the job in the first place! 90% of jobs in the UK today require digital skills, and this number is only set to grow.

PROGRESSION ROUTES

You can progress into a Computer science course at A Level which is highly valued by all Universities. Computer science opens the door to future careers in the field of programming, networking and game design, this may be through University studies or Apprenticeships.

CHILD DEVELOPMENT LEVEL 1/2 (OCR)

COURSE CONTENT

This course is an excellent foundation to studying childcare. There are three broad topics of study:

- Health and wellbeing for child development
- Create safe environment and understand nutritional needs of children from birth to five years
- Understand the development of a child from one to five years

Students will begin to develop an understanding of the areas of development and the expected milestones for the different ages of children from birth to age 5, along with the stages of play and nutritional needs of a child. The course also looks at pre-conception, antenatal care, birth and childhood illnesses.

MODE OF ASSESSMENT

Currently the mode of assessment is 60% coursework and 40% examination. The majority of the course will focus on individual portfolio building through coursework.

WHY STUDY THIS COURSE?

If you have an interest in children and would like to understand more about their development, then this course will be suitable for you. The course will give you a greater understanding as to how children behave in the way that they do and will teach you basic skills and knowledge of pregnancy, birth and caring for young children.

PROGRESSION ROUTES

This course can lead to level 3 courses in Child Care and from there, there are numerous career opportunities in Teaching, Midwifery, Nursery Nursing and Social Work.

DESIGN & TECHNOLOGY: RAW MATERIALS (GCSE)

Exam Board : Edexcel

Design & Technology is a creative and practical subject where students learn how everyday products are designed and made. Students design ideas, use tools and equipment, work with materials and use CAD to create real products.

COURSE CONTENT

- How products are designed to meet people's needs
- How materials such as woods, metals, plastics, textiles and paper work
- Using tools, machines and equipment safely
- Using CAD and digital technologies (e.g., 3D printing, laser cutting)
- How to model, test and develop design ideas
- Sustainable design and how products impact the environment
- Students also specialise in one main material area (most often Timbers).

MODE OF ASSESSMENT

NEA- Design and Make Project 50%
Completed in Year 11. Students investigate a theme, design ideas, develop a final design, and make a final product. Includes a design folder with sketches, research, testing and evaluations.

Exam – 50% 1 hour 45 minutes.
Covers core D&T; knowledge plus questions on the chosen specialist material. Includes multiple-choice, short answers and design questions.

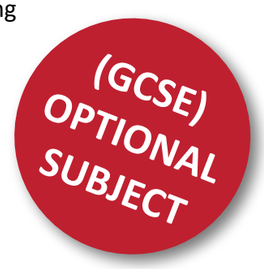
WHY STUDY THIS COURSE?

- Builds creativity, confidence and independence
- Develops strong problem-solving skills
- Offers hands-on learning and practical workshop skills
- Encourages teamwork, planning and design thinking
- Valued by employers and colleges
- Develop real-world problem-solving skills used in engineering, architecture, product design and manufacturing.
- Learn practical skills: woodworking, CAD, electronics, 3D printing, modelling and workshop techniques.
- Boost creativity and innovation through designing and prototyping.
- Ideal for students who enjoy designing, making and are keen problem solvers.

PROGRESSION ROUTES

- A Level Product Design
- Engineering (Level 2/3)
- Graphics or Art & Design
- Construction or Manufacturing courses

Possible careers include product design, architecture, engineering, interior design, robotics, carpentry, and model-making



DESIGN & TECHNOLOGY: TEXTILES (GCSE)

D&T Textiles is a creative and hands-on course where you design and make fabric-based products. You will learn how materials work, how clothes and textile products are made, and how to create your own designs using both practical and digital skills

COURSE CONTENT

Core D&T Skills

- How designers create products for real users
- How new technologies and materials are changing the world
- How to sketch, model and develop ideas
- How to design responsibly and sustainably

Textiles Specialism

You will focus on fabrics and textile products, including:

- Natural and synthetic fibres
- How fabrics are made (woven, knitted, bonded)
- Smart and technical textiles
- Dyeing, printing and decorative techniques
- Sewing skills and garment construction
- Pattern cutting and making high-quality products

MODE OF ASSESSMENT

50% – Design & Make Project (NEA)
In Year 11 you complete a major project. You will:

- Research a design problem
- Create ideas and develop them
- Test fabrics and techniques
- Make a final textile product
- Present your designs in a portfolio

50% – Written Exam (1 hour 45 mins)
Covers:

- D&T knowledge
- Textiles materials and processes
- Sustainability
- Designing and problem-solving

PROGRESSION ROUTES

Post 16 Courses:

- A Level Product Design
- A Level Textiles / Art & Design
- BTEC Fashion & Textiles

Future Careers;

- Fashion Design
- Textile Design or Technology
- Costume Design
- Interior Design
- Pattern Cutting & Garment Technology
- Fashion Marketing or Buying

(GCSE) OPTIONAL SUBJECT

FURTHER MATHEMATICS (AQA LEVEL 2)

Further Mathematics is offered to the highest-performing GCSE Maths students, selected by the top-set teacher, and is not an option choice but an additional course provided exclusively for top-tier mathematicians.

Examination Board: AQA

Qualification Type: Level 2 Certificate (equivalent to a GCSE)

Assessment: Two written examination papers (100% exam)

COURSE CONTENT

The AQA Level 2 Certificate in Further Mathematics is designed for students who demonstrate a strong aptitude and enthusiasm for mathematics. It bridges the gap between GCSE Mathematics and A Level Mathematics, offering students the opportunity to explore more challenging concepts and develop advanced problem-solving skills.

This qualification extends students' understanding beyond the standard GCSE curriculum, introducing new topics that are vital for success in higher-level study. It provides an excellent foundation for A Level Mathematics and will enhance GCSE Maths.

Students will build on the skills developed in GCSE Mathematics while exploring new areas of study, including:

- Algebraic manipulation and proof
- Quadratic, cubic, and higher-order functions
- Matrices and vectors
- Trigonometric identities and equations
- Differentiation
- Coordinate geometry and circle theorems

MODE OF ASSESSMENT

- **Paper 1:** Non-calculator (1 hour 45 minutes)
- **Paper 2:** Calculator allowed (1 hour 45 minutes)

Each paper contributes 50% of the final grade.

WHY STUDY THIS COURSE?

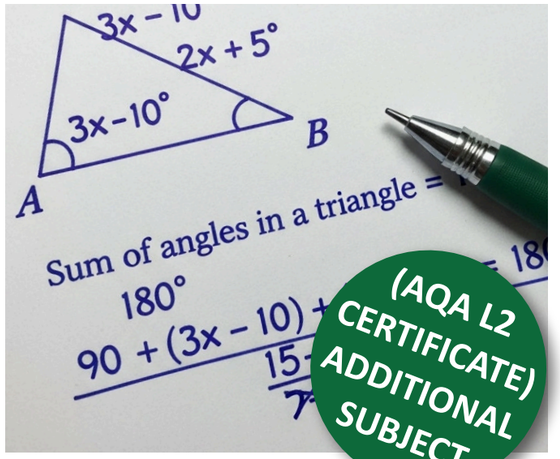
This course is ideal for students who:

- Are predicted to achieve a Grade 7 or higher in GCSE Mathematics
- Enjoy tackling challenging mathematical problems
- Are considering studying A Level Mathematics

PROGRESSION ROUTES

The AQA Level 2 Certificate in Further Mathematics provides an excellent stepping stone to:

- A Level Mathematics and Further Mathematics
- Physics, Engineering, Computer Science, and Economics
- University courses and careers that require strong analytical and quantitative skills



(AQA L2 CERTIFICATE) ADDITIONAL SUBJECT

GEOGRAPHY (GCSE)

COURSE CONTENT

Geography at The Adeyfield Academy prepares students to take the AQA Geography GCSE exam. This exam tests students' knowledge of both human and physical geography. Topics of study include climate change, natural hazards, poverty, deprivation, global shifts in economic power, urban environments, migration, mega-cities, coastal landscapes, globalisation and the challenge of sustainable resource use. Students will look at how people live in other parts of the world and compare this to their own lives and develop critical thinking and analysis skills, as well as having classroom debates. They will also have the opportunity to take part in field studies to get hands-on experience outside of the classroom.

MODE OF ASSESSMENT

Students will sit three written exams at the end of Year 11:

- **PAPER 1**: Living with the physical environment Time: 1 hr 30 mins (35% of GCSE)
- **PAPER 2**: Challenges in the human environment Time: 1 hr 30 mins (35% of GCSE)
- **PAPER 3**: Geographical applications Time: 1 hr 30 mins (30% of GCSE)

WHY STUDY THIS COURSE?

Students will travel the world from their classroom, exploring case studies in a variety of countries and regions. Geography is an academically robust subject which applies to both the humanities and the physical sciences and promotes a lifelong interest and fascination in how the world works. It is part of the academic group of English Baccalaureate GCSE subjects and A Level Geography has been described by top universities as a 'facilitating subject' meaning it opens up lots of further study and employment opportunities due to the extensive links with other subjects. You will also develop analytical, evaluation and critical thinking skills so that you can become a confident and well rounded individual. All of this means that Geography is an incredibly desirable subject for future employers and universities. As David Attenborough said: *"An understanding of the natural world is a source of not only great curiosity, but great fulfilment".*

PROGRESSION ROUTES

Geography is cited as the second most employable subject after maths so there are lots of future careers on offer through studying Geography. Notable careers include marine biologist, working in politics, working for charities, town planner, journalist, lawyer, teaching, tourism manager, economist, business owner, armed forces, meteorologist (studying weather), communications officer and much more!

(GCSE) OPTIONAL SUBJECT

HISTORY (GCSE)

COURSE CONTENT

We at Adeyfield believe in the importance of learning from our past. History enables students to study different aspects of the past, to be able to engage with key issues such as conflict and understand what drives change and how the past influences the present. History at the Adeyfield Academy prepares students to take the Edexcel History GCSE exam. Students will cover a Modern Depth Study of Weimar and Nazi Germany 1918-1945, a Thematic study of Medicine Through Time, c.1250 to present day with an Investigation into the British sector of the Western Front 1914-18, a period study on Superpower Relations and The Cold War 1941-91 and a British Depth Study into Early Elizabethan England 1558-88.

MODE OF ASSESSMENT

Students will sit three exams at the end of Year 11:

- **Paper 1:** 1 hour 15 minutes: 30% of the GCSE - Thematic Study and Historic Environment (Medicine& British Sector of the Western Front)
- **Paper 2:** 1 hour 45 minutes: 40% of the GCSE - Period Study and British Depth Study (Superpower Relations & Early Elizabethan England)
- **Paper 3:** 1 hour 20 minutes: 30% of the GCSE - Modern Depth Study (Weimar and Nazi Germany)

WHY STUDY THIS COURSE?

Studying GCSE History will help you to answer important questions such as why do wars happen? Why do we have a welfare system? and how have we come to live in a multicultural society? You will learn valuable transferable skills including excellent communication and writing skills, how to thoroughly research and investigate issues as well as developing your analytical and interpretation skills.

PROGRESSION ROUTES

History is a subject that works well in combination with many of the other option subjects. Additionally, as the qualification is part of the English Baccalaureate GCSE subjects, it will also be viewed very positively by many universities when applications are made. If university is not something you are considering, many employers like to see a History GCSE because of the skills the study of the subject provides you with such as critical thinking. History GCSE opens up a whole host of exciting career options including: journalism, law, business, politics, archaeology, marketing and teaching.
Achieving a grade 5 will also allow you to go on to study History at A Level.

(GCSE) OPTIONAL SUBJECT

HOSPITALITY AND CATERING (WJEC AWARD)

COURSE CONTENT

Students will learn a blend of practical cooking, nutrition, and industry knowledge. Topics include:

Practical Skills
- Safe and hygienic food preparation
- Cooking a wide range of dishes using different techniques
- Planning, preparing and presenting meals
- Working safely in a kitchen environment

Hospitality Industry Knowledge
- Types of hospitality and catering providers
- Job roles within the industry
- Health and safety in hospitality environments
- Food safety legislation
- Menu planning and dietary needs
- Factors affecting the success of hospitality businesses

MODE OF ASSESSMENT

Unit 1 – Hospitality & Catering Industry (40%)
Examined Unit – 90-minute written exam. Covers industry knowledge, job roles, kitchen operations, food safety and understanding how the industry works

Unit 2 – Hospitality & Catering in Action (60%)
Non-Exam Assessment (NEA). A practical task where students plan, prepare, cook and present two dishes to meet a brief. Includes a written portfolio showing research, planning, time plans, evaluation and practical outcomes

WHY STUDY THIS COURSE?

- Develops confidence, independence and real-life cooking skills
- Builds understanding of nutrition, health and safe food preparation
- Great for students who enjoy practical learning and making dishes
- Encourages teamwork, time management and organisation
- Provides a strong foundation for careers in food, hospitality, catering and customer service

It is ideal for students who:

- Enjoy cooking and learning new recipes
- Prefer hands-on, practical subjects
- Are interested in food, nutrition, or the hospitality industry
- Want a course assessed through a mix of practical and written work

MEDIA (BTEC)

COURSE CONTENT

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

Unit 1 – Exploring Media Products
- Investigate media products
- Explore how media products are created to provide meaning and engage audiences

Unit 2 – Developing Digital Media Production Skills
- Develop media production skills and techniques
- Apply media production skills and techniques
- Review own progress and development of skills and practices

Unit 3 – Create a Media Product in Response to a Brief
- Understand how to develop ideas in response to a brief
- Develop planning materials in response to a brief
- Apply media production skills and techniques to the creation of a media product
- Create and refine a media product to meet the requirements of a brief

MODE OF ASSESSMENT

- Exploring Media Products (Internally assessed, 10 hours supervised time).
- Developing Digital Media Production Skills (Internally assessed, 10 hours supervised time)
- Create a Media Product in Response to a Brief (Externally assessed, 10 hours supervised time).

WHY STUDY THIS COURSE?

This course complements the learning in GCSE qualifications, such as Design and Technology, Art and Design, and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

(BTEC) OPTIONAL SUBJECT

MUSIC (GCSE)

COURSE CONTENT

The GCSE Music course builds on skills learnt in Years 7, 8 and 9 concentrating on the skills of performing, composing and listening. Students will study, perform and compose a range of music from the following 4 areas of study. Two of the Areas of study will have a set work that the students will need to analyse.

AREAS OF STUDY

- Musical forms and devices (Western Classical Tradition 1650-1910)
- Music for ensemble (Chamber music, Jazz and Blues, Musical Theatre etc)
- Film music
- Popular music (pop, rock and pop, bhangra and fusion (of different styles).

MODE OF ASSESSMENT

GCSE Music is a combination of 2 non-examined assessments (60%) and 1 written exam (40%).

- **Performing 30% NEA** - Perform as a soloist and as a member of an ensemble. Students who prefer Music technology can submit a music technology performance instead.
- **Composing 30% NEA 2** - Create two compositions, one to a set brief, one free.
- **Appraising 40%** - 1 hour 15 minute Exam based on the four areas of study - two questions on each.

WHY STUDY THIS COURSE?

The GCSE Music course is extremely practical and creative and would suit any student who has an interest or flair for creating and performing music. Students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. There is the expectation that students will be part of a Music extra curricular activity.

ENTRY REQUIREMENTS

Students must have a keen interest in listening to music, performing music, and exploring music through composition in a wide variety of classical and popular styles. Students wishing to enrol on the music course should either be currently taking lessons on an instrument of their choice, be willing to start learning an instrument, or be a keen and enthusiastic singer. This can also include beat-boxing, with an option of using music technology as your performance instrument too.

PROGRESSION ROUTES

Achieving a grade 5 in this course will allow students to progress onto level 3 Music vocational and A level Music courses. It also is seen as highly desirable as it shows high levels of creativity, and is viewed very positively by many universities when applications are made. It can be linked to many other career paths outside of the Music industry such as business and law, Journalism, and theatre to name but a few.

PERFORMING ARTS: DANCE PATHWAY (BTEC)

COURSE CONTENT

The BTEC Course is split into three components - two are internally assessed and one is externally assessed.

Component 1: Students will be expected to explore the Performing Arts through developing their understanding by examining practitioners' work and the processes used to create performance. This component will help students to understand the requirements of being a Dancer across a range of performances and performance styles. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. Knowledge will be broadened through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. In this unit students will physically explore three Dance productions and learn the routines from each.

Component 2: Students will develop their skills and techniques in the Performing Arts through the reproduction of dance repertoire as performers. In this component, students will develop their Dance performing techniques and skills. Students will be expected to take part in workshops and classes where they will develop their technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performances, and review their own progress along the way.

Component 3: Students will be given the opportunity to work as part of a group to contribute to a workshop performance as a Dancer in response to a given brief and stimulus. In this component, students will be given a brief that outlines the performance requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Students will choreograph their own Dance production as well as be expected to independently review their own skills throughout the unit.

WHY STUDY THIS COURSE?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts Dance pathway is for learners who want to acquire technical knowledge and skills through vocational contexts by studying Dance as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, Performance knowledge and vocational attributes, and will broaden the learners experience and understanding of the varied progression options available to them.

PROGRESSION ROUTES

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
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas
- Auditioning for professional productions

(BTEC) OPTIONAL SUBJECT

PERFORMING ARTS: DRAMA PATHWAY (BTEC)

COURSE CONTENT

The BTEC Course is split into 3 components - 2 are internally assessed and one is externally assessed.

Component 1: Students will be expected to explore the Performing Arts through developing their understanding of the Performing Arts by examining practitioners' work and the processes used to create performance. This component will help students to understand the requirements of being a performer across a range of performances and performance styles. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. Knowledge will be broadened through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. In this unit students will physically explore three productions and will study scripts from each.

Component 2: Students will develop their skills and techniques in the Performing Arts through the reproduction of acting repertoire as performers. In this component, students will develop their Acting performing techniques and skills. Students will be expected to take part in workshops and classes where they will develop their technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performances, and review their own progress along the way.

Component 3: Students will be given the opportunity to work as part of a group to contribute to a workshop performance as an Actor in response to a given brief and stimulus. In this component, students will be given a brief that outlines the performance requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Students will devise and create their own production as well as be expected to independently review their own skills throughout the unit.

WHY STUDY THIS COURSE?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts Drama pathway is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying Drama as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, Performance knowledge and vocational attributes, and will broaden the learners experience and understanding of the varied progression options available to them.

PROGRESSION ROUTES

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
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas
- Auditioning for professional productions

PHYSICAL EDUCATION (GCSE)

COURSE CONTENT

The Physical Education GCSE specification combines both practical and theoretical content.

Theory (60% of total grade) Students will develop knowledge of the key body systems and how they impact on health, fitness and performance in physical activity and sport. Students will study the psychological factors that can affect performers in physical activity and sport.

Practical (40% of total grade) Students will be assessed in three different physical activities in the role of player/performer. They will be required to perform to a high level in a practical activity. Students will be assessed on their analysis and evaluation of performance.

MODE OF ASSESSMENT

There are 3 modes of assessment:

- **Paper 1:** The human body and movement in physical activity and sport - 1 hour 15 mins (30%)

  Topics include:
  - Applied Anatomy and Physiology
  - Movement Analysis
  - Physical Training
  - Use of Data

- **Paper 2:** Socio-cultural influence and well-being in physical activity and sport - 1 hour 15 mins (30%)

  Topics include:

  - Sports Psychology
  - Socio-cultural influences
  - Health, Fitness and well-being
  - Use of Data

- **Non - exam assessment (NEA):** Practical performance and performance analysis assessment (40%). This is assessed by teachers and moderated by AQA

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WHY STUDY THIS COURSE?

- Students will develop a broader understanding of healthy lifestyles, leadership, anatomy and physiology, the role sport has in society and to develop their practical skills
- This course incorporates both theory and practical elements
- This course provides excellent progression opportunities to study Sport or PE on a further education course after Year 11.
- Students will gain confidence in leading groups of people and developing their practical ability in a selection of sports that they can choose

PROGRESSION ROUTES

There are a number of progression routes students can take once they have completed this GCSE. At the Adeyfield Academy we offer the BTEC Level 3 in Sport and A Level PE. Both routes allow students to continue on to University if chosen and can lead to employment in Physiotherapy, Sports Injury, Sports Science, Personal Training and many other roles within the sports industry.

RELIGIOUS STUDIES (GCSE)

COURSE CONTENT

This is a course for students who wish to dig deeper into some of society's cultural, social and religious issues. Students who enjoy debate, discussion and thrive on engaging with their own views will flourish in an RS GCSE.

Skills gained in RS GCSE:

- Essay writing skills
- Debate
- Communication
- Justifying your opinion
- Discrediting opposing arguments
- Moral discussion
- Awareness of cultural affairs
- Ability to reason and explain different perspectives
- Religious understanding of the world today

COURSE CONTENT

The AQA course, is divided into two components:

Component 1: The Study of Religions: Beliefs, Teachings and Practices

Candidates will study two religions:

- Islam
- Christianity

Component 2: Thematic Studies

We study 4 themes from the following:

- Theme A: Relationships and Families
- Theme B: Religion and Life
- Theme C: The Existence of God and Revelation
- Theme D: Religion, Peace and Conflict
- Theme E: Religion, Crime and Punishment
- Theme F: Religion, Human Rights and Social Justice.

MODE OF ASSESSMENT

For the GCSE assessment, students will sit two exams at the end of Year 11. There is no coursework.

- Component 1: Written exam, 1 hour 45 minutes. 96 marks plus 6 marks for SPaG. 50% of the GCSE
- Component 2: Written exam, 1 hour 45 minutes. 96 marks plus 3 marks for SPaG. 50% of the GCSE

PROGRESSION ROUTES

Achieving a grade 5/6 would allow you to go on to study Religious Studies A level. This can then be pursued at further education. RS is useful for any job that requires lots of interaction with others. From studying RE you will have a grasp of different perspectives and worldviews, the importance of tolerance and appreciation of diversity. This is beneficial in a variety of job sections such as catering, law, and medicine to name a few. .

SPANISH (GCSE)

COURSE CONTENT

GCSE Spanish builds on the themes studied in Years 7, 8 and 9, but develops students' variety and complexity of language so they are able to express themselves on a variety of topics, including current social and global issues. Students will develop their spoken and written skills to a level where they would be able to deal with a range of real life situations in the countries where Spanish is spoken. Students will complete a 2 year course to gain a full GCSE. Entries for the final examination are tiered at Foundation (Grades 5-1) and Higher (grades 9-4).

MODE OF ASSESSMENT

Students will sit exams in all four language skills at the end of Year 11. These will be equally weighted at 25% each:

Paper 1: Speaking Asking / answering questions in Spanish via the following:

- Read aloud
- Role play scenario
- Photo task and follow on conversation

Paper 2: Listening Understanding of spoken language extracts. Question types: Section A (40 marks): Multiple choice and written responses. All answers in English. Section B (10 marks): Gap fill dictation into Spanish.

Paper 3: Reading Understanding of written language extracts. Question types: Section A (40 marks): Written responses (answers in English). Section B (10 marks): translation from Spanish to English.

Paper 4: Writing Translation into Spanish. Extended writing questions Spanish (50 word, 90 word, and 150 word responses in Spanish depending on if students are entered for Foundation or Higher Tier.)

WHY STUDY THIS COURSE?

This GCSE ensures that there is an emphasis on being able to use Spanish independently and for potential real life situations. A GCSE in Spanish is an asset to any student who wants to develop their communication and higher order thinking skills. Once you have learnt one language effectively then you will have the skills to learn another if you choose. In an age of increased globalisation there are greater opportunities than ever before to work abroad in the future. Students will have the potential advantage over other candidates for employment in the many companies which are either international or have international links in the UK. A student who opts for a modern foreign language shows motivation and commitment to a subject which can be both challenging and rewarding. These are qualities which are highly desirable to educational institutions and future employers.

PROGRESSION ROUTES

A GCSE at 6 or above will enable a student to continue studying Spanish to A Level and beyond at University. As the qualification is part of the English Baccalaureate GCSE subjects, it will also be viewed very positively by many universities when applications are made. Spanish can be combined with many other subjects at degree level or other higher qualifications at further education institutions such as Business, Engineering, Finance, Tourism and the Hospitality Industry to name but a few.

TRIPLE SCIENCE (3 GCSE GRADES)

GENERAL INFORMATION

A student who does **Single Science** as opposed to Combined Science, does physics, chemistry and biology as separate subjects, more in depth, and, if they pass all three, are credited with **three GCSEs.** This course is taught by 3 specialised teachers of biology, chemistry and physics. 15 lessons per week (5 biology, 5 physics and 5 chemistry).

COURSE CONTENT

See table below.

Units in **bold** below have more practical's than in Combined Science, Space (Physics) is only taught only in Triple.

MODE OF ASSESSMENT

6 exams - 1 hour and 45 minute;
2 biology, 2 chemistry, 2 physics.
The single course results in **3 separate GCSE grades.**

Each exam paper is out of **100 marks** and is worth 50% of each GCSE. They consist of multiple choice, structured, closed short answer, and longer open response questions.

As well as assessing subject knowledge and understanding, pupils will also be assessed in the skills required in **working scientifically, maths** and **practical assessments.**

PROGRESSION ROUTES

Students can enter A-Level Biology, Chemistry and Physics after either Combined or Triple Science.

BIOLOGY	CHEMISTRY	PHYSICS
• Cell Biology • Organisation • **Infection and response** • Bioenergetics • **Homoeostasis and response** • **Inheritance, variation and evolution** • **Ecology**	• Atomic structure and the periodic table • Bonding, structure, and the properties of matter • **Quantitative chemistry** • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • **Chemical analysis** • **Chemistry of the atmosphere** • **Using resources**	• Energy • Electricity • Particle model of matter • **Atomic structure** • **Forces** • **Waves** • **Magnetism and electromagnetism** • **Space physics (physics only)**

(GCSE) OPTIONAL SUBJECT

WJEC SPORT & COACHING PRINCIPLES (TECH AWARD)

COURSE CONTENT

The WJEC Sport and Coaching Principles (Tech Award) specification combines both practical and theoretical content.

Written Exam (40% of total grade) Students will develop knowledge of the key body systems and how they impact on health, fitness and performance in physical activity and sport. Students will study the training principles.

Non-Exam Assessment (60% of total grade) Students will be assessed in two different physical written assessments. They will be required to complete these written assessments electronically in school and will be under exam conditions.

MODE OF ASSESSMENT

There are 3 modes of assessment:

External Exam: Fitness for Sport - 1 hour 25 mins (40%) Topics include:

- 1.1 Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity
- 1.2 The importance of the components of fitness for different physical activities
- 1.3 The role of training in achieving improvements in fitness

Non-exam assessment Unit 2: Improving Sporting Performance - 4 hours total time (30%)
This is internally assessed and externally moderated. Topics include:

- 2.1 Factors affecting sporting performance
- 2.2 Analysis of sporting performance

Non-exam assessment Unit 3: Coaching Principles (40%)
This is internally assessed and externally moderated. Topic include:

- 3.1 Knowledge of the skills and responsibilities of a sports coach
- 3.2 Understanding the coaching process
- 3.3 How to coach
- 3.4 Reviewing coaching performance

WHY STUDY THIS COURSE?

- Students will develop a broader understanding of healthy lifestyles, leadership, anatomy and physiology, the role sport has in society and to develop their practical skills
- This course incorporates both theory and practical elements
- This course provides excellent progression opportunities to study Sport or PE on a further education course after Year 11.
- Students will gain confidence in leading groups of people and developing their practical ability in a selection of sports that they can choose

PROGRESSION ROUTES

There are a number of progression routes students can take once they have completed this WJEC Tech Award. At The Adeyfield Academy we offer the BTEC Level 3 in Sport and A Level PE. Both routes allow students to continue on to University if chosen and can lead to employment in Physiotherapy, Sports Injury, Sports Science, Personal Training and many other roles within the sports industry.

(WJEC) OPTIONAL SUBJECT