



BENTON PARK SCHOOL

KEY STAGE 4 CURRICULUM 2025-2027

CREATING A CLIMATE FOR GREAT LEARNING, SUCCESS AND OPPORTUNITY

WELCOME TO THE PATHWAYS PROCESS

As Headteacher at Benton Park School, it is my role to provide a nurturing, supportive and challenging environment where all students reach their full potential. As a school, we pride ourselves on valuing each and every one of our students, and as leaders, we ensure they are at the centre of everything we do. I am immensely proud to lead a school with such a successful and vibrant Key Stage 4. As you will see from this booklet, we offer all students a broad and balanced curriculum in order to equip them for life in our Sixth Form, college, university or in work-based learning.

The range of courses on offer and opportunities presented can sometimes be daunting for students. To assist with this, there is a comprehensive support programme in place to ensure students are fully informed and confident in their choices. Our staff work tirelessly to provide learning, careers and personal support. If you have any questions about Options pathways, future destinations, or just need clarification on minor details, then please do not hesitate to ask.

At Benton Park School, our students are undoubtedly our greatest asset. The school's efforts are focused on providing the very best opportunities for their all-round development. I feel extremely privileged to be leading this school and look forward to working with all students and parents and carers to ensure even greater successes in Key Stage 4.

Mr Nicholas Skilton
Headteacher

MAKING THEIR CHOICES

Your child needs to think carefully about their subject choices and speak to you as parents and carers about their intentions. They are strongly encouraged to seek advice from subject teachers and visit curriculum areas that they are interested in on the Options website, focusing on:

- Subjects that they enjoy
- Subjects that they perform well in
- Subjects that they may require for a chosen career path

They should also find out about subject content and assessment via the Options Booklet or by speaking to a subject teacher. They may want to research the necessary subject requirements for any career in which they are interested. We can also arrange for them to speak to one of the Sixth Form Team or our Careers Advisor, Mr Manning, to discuss progression pathways.

GUIDED PATHWAYS

All students will study the CORE curriculum, which is outlined on the following pages. The CORE curriculum consists of English, Maths and Science along with Personal Development and Core PE. Personal Development and PE are compulsory lessons for all students, but students will not receive a qualification in these subjects.

Students then have some choices to make regarding the subjects they want to study in greater depth at Key Stage 4. These choices can be difficult to make and, in order to support students, they will be guided into one of three different routes before they make their choices.

The initial decision about the allocation of a student to a particular route will be made using information about their achievement and progress during years 7, 8 and 9. Key members of staff will advise on these decisions before students are informed. We firmly believe that individual students do better with different styles of curriculum. In particular, some students will do better with vocational courses as part of their curriculum. These courses have certain advantages:

- Flexibility in the timing and style of assessment
- Clear relevance to the real world outside school
- Emphasis on practical skills and useful knowledge

The three routes are summarised below:

EBACC

Students who follow this route will study the core curriculum plus a choice of FOUR specialisms. One of these **MUST** be a Language subject, and one **MUST** be a Humanities subject, either Geography or History.

This Pathway will give students a broad academic education. It is designed for those students who thrive on the challenge of following a wide range of GCSE subjects and who can be successful through the traditional academic route. Students can achieve 9 GCSEs (or equivalent) at grades 9 - 1 by the end of Year 11. Progression from this route Post-16 is to either academic or vocational Advanced Level courses at Sixth Form or at college.

OPEN

Students who follow this pathway will follow the core curriculum, plus a choice of FOUR specialisms. Students **MUST** choose one Humanities subject, either Geography or History, OR a Languages subject, either French, German, or Spanish.

This pathway will give students the option of taking a range of GCSE subjects or a combination of GCSE and vocational qualifications. Students can achieve 8-9 GCSE (or equivalent) qualifications at grades 9 - 1 by the end of Year 11. Progression from this route Post-16 is to either academic or vocational Advanced Level courses at Sixth Form or at college.

Skills

Students who follow this pathway will follow the core curriculum plus a choice of up to THREE specialism subjects.

Students can achieve up to 8 GCSE (or equivalent) qualifications at grades 9 - 1 by the end of Year 11. Students will also complete a work skills qualification that will equip them with the necessary skills and abilities to be successful in a range of employment situations. Post 16 progression from this route is into further education at Sixth Form or college to gain higher level qualifications, or into further training.

Making an informed choice of subjects is very important. Students are strongly encouraged to talk to subject teachers, family and friends as well as students presently in years 10 and 11 about their choices.





BENTON PARK SCHOOL

CORE CURRICULUM

BENTON PARK

GCSE

ENGLISH LANGUAGE

COMPULSORY CORE SUBJECT AQA / 8700

DIRECTOR OF ENGLISH: MRS LYNN WEARING

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The GCSE English Language exams are both 'unseen' and test the reading skills of information retrieval, inference, analysis of writers' choices, challenging opinions and comparison of texts. When preparing for the exams, students will be given extracts from a wide variety of texts from the 19th, 20th and 21st Centuries and be encouraged to break down the texts through 'active reading' strategies, investigating vocabulary choices and exploring structure. The English Language course synergises effectively with English Literature as many of the same skills are tested and students can expect much crossover between the two subjects over the two year course. The aim of the course is to widen young people's experience of fiction and non-fiction texts and students will study examples from fiction writers such as Graham Greene, George Orwell and Jane Austen, and non-fiction examples from historical figures such as Charles Darwin, Florence Nightingale and Nelson Mandela. In addition to the reading experience, students will also develop and hone their writing skills as they prepare for descriptive and narrative fiction writing and argumentative and persuasive non-fiction writing. Students will learn to manipulate language for effect by making excellent choices in sentence structure and vocabulary.

COURSE STRUCTURE

PAPER ONE: Explorations in Creative Reading and Writing - 50% of GCSE

Section A: One fiction extract to read and four questions to answer; 40 marks.

Section B: Choice of two questions: a description of a picture or a narrative piece (such as the opening of a story). Students will need to ensure they make appropriate choices in terms of vocabulary, sentences and techniques as well as paying close attention to

using correct spelling, punctuation and grammar; 40 marks.

PAPER TWO: Writers' Viewpoints and Perspectives - 50% of GCSE

Section A: Two non-fiction extracts to read and four questions to answer; 40 marks.

Section B: Students will need to complete one writing task writing a formal non-fiction article explaining and arguing a point of view; 40 marks.

In addition to the exam components of English Language, students will also need to complete an individual presentation debating a point of view. This is recorded and sent to the exam board and students will receive a grade which will be separate to their GCSE English Language grade.

MOVING FORWARD

For most Post 16 pathways, English Language, along with Maths, is an essential requirement as it proves the students' ability to read and write to a good standard. The skills developed in English, information retrieval, inference, analysis and accurate writing for an appropriate audience, are absolutely intrinsic to all courses and future careers. Gaining a good grade in English Language proves students' ability to communicate effectively.

GCSE

ENGLISH LITERATURE

COMPULSORY CORE SUBJECT AQA / 8702

DIRECTOR OF ENGLISH: MRS LYNN WEARING

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The GCSE English Literature exams cover an exciting and engaging range of texts and genres, including J.B. Priestley's iconic play exploring the importance of social responsibility, *An Inspector Calls*; Shakespeare's Scottish tragedy, *Macbeth*; and Robert Louis Stevenson's gothic tale of deceit and duplicity, *The Strange Case of Dr Jekyll and Mr Hyde*. All texts for study have been carefully chosen to complement one another and the exploration of their themes are further reinforced through the study of the *Power and Conflict* poetry anthology, covering works by Percy Bysshe Shelley, Carol Ann Duffy, Simon Armitage, Wilfred Owen and many more. This course allows students the opportunity to study both the language and the contexts of these texts in detail, exploring the writers' motivations and looking closely at the way they manipulate readers and audiences through their skilful writing. Students will learn to create critical arguments through extended essays using carefully chosen key quotations; the examinations are all closed book so work will be undertaken to develop memory and recall skills throughout the course. This is a culturally and emotionally enriching area of study for young people, promoting wider reading and exploring relevant themes and issues.

COURSE STRUCTURE

PAPER 1: Shakespeare and the 19th-Century Novel - 40% of GCSE

Section A: Shakespeare - *Macbeth*: students will answer one question on the chosen play. They will be required to write in detail about an extract from the play and then to write about the play as a whole; 34 marks.

Section B: The 19th-century novel *The Strange Case of Dr Jekyll and Mr Hyde*: students will answer one question on the novel. They will be

required to write in detail about an extract from the novel and then to write about the novel as a whole; 30 marks.

PAPER 2: Modern Texts and Poetry - 60% of GCSE

Section A: Modern texts: '*An Inspector Calls*': students will answer one essay question from a choice of two on the studied drama text; 34 marks.

Section B: Poetry: '*Power and Conflict*': students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster; 30 marks.

Section C: Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem; 30 marks.

MOVING FORWARD

The skills developed in English Literature of information retrieval, inference, comparison and accurate academic writing are intrinsic to many Post 16 courses and future careers. Gaining a good grade in English Literature proves students' ability to create coherent and well-structured arguments, as well as their ability to analyse and evaluate: essential skills for most A Level subjects and an excellent indicator of overall academic ability. An obvious successor to GCSE English Literature is A Level English Literature: a highly regarded, facilitating subject for Russell Group universities.

GCSE

MATHEMATICS

COMPULSORY CORE SUBJECT EDEXCEL / 1MA1**DIRECTOR OF MATHS: MR JAMES STUBBS**

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All students study Mathematics to GCSE level. The functional elements of Mathematics are embedded within this GCSE, allowing students to demonstrate their mathematical skills and problem solving abilities. This will include; number, algebra, ratio, proportion and rates of change, geometry and measures, probability, and statistics.

All content on the three papers is the same, but questions will be different depending on whether a calculator is permitted for the exam.

COURSE STRUCTURE

GCSE Assessment will be made through three terminal examinations.

PAPER 1: Non-Calculator

Content from any part of the specification may be assessed. 1 hour 30 minute written paper, 80 marks, 1/3 of the GCSE.

PAPER 2: Calculator Paper

Content from any part of the specification may be assessed. 1 hour 30 minute written paper, 80 marks, 1/3 of the GCSE.

PAPER 3: Calculator Paper

Content from any part of the specification may be assessed. 1 hour 30 minute written paper, 80 marks, 1/3 of the GCSE.

Students will be required to answer all questions on all papers.

The assessment structure will be the same for both foundation and higher tiers.

MOVING FORWARD

Mathematics GCSE supports many other courses and can ultimately lead to A Level Mathematics and A Level Further Mathematics. It is essential to access all Sixth Form and university courses as well as pathways outside of education. Mathematics is a gateway subject which can lead to a wide and varied range of career options including engineering, computer science, statistical analysis and developing new technologies.



GCSE

SCIENCE PATHWAYS

COMPULSORY CORE SUBJECT AQA

DIRECTOR OF SCIENCE: MR JONATHAN MAUDE

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Students embark on their GCSE studies from Year 9 to Year 11. In Year 9 and Year 10 students will cover units in Biology, Chemistry and Physics, building up their knowledge and skills over the two year period. Science provides us with mysteries to wonder about and beauty to consider. Advances in science are transforming our world at an incredible pace. The curriculum gives students an opportunity to discover the world around them, through practical investigations and contextualising their learning in the 'real world'. In Year 11, based on evidence built up in Year 9 and Year 10, students will consolidate their understanding of the three sciences.

COURSE STRUCTURE

There are two pathways: Combined Science (worth 2 GCSEs) and Triple Science (worth 3 GCSEs). In both pathways students will sit six examinations (2x Biology, 2x Chemistry and 2x Physics) but the length of the examinations will differ based on the pathway.

In Combined Science, students will sit two papers in Biology, Chemistry and Physics that are 1 hour and 15 minutes in length, with a foundation and higher tier entry.

In Triple Science, students will sit two papers in Biology, Chemistry and Physics that are 1 hour and 45 minutes in length, with a foundation and higher tier entry.

SUBJECT CONTENT

Biology: Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: 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.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism.

MOVING FORWARD

Science provides you with a vast array of transferable skills and a solid foundation for any career path. The majority of careers will have some degree of science underpinning them, whether it is directly or indirectly involved. From medicine to motor vehicle maintenance, Science is a subject that allows us to make sense of our world, develop problem-solving skills whilst allowing innovation and creativity to flourish. You will need at least a Grade 6 to study A Levels in Biology, Chemistry or Physics; whilst a Grade 5 is the entry requirement for A Level Applied Science. It also important to note that a student can do A Level Sciences at Benton Park School, by taking either pathway as long as they meet the entry requirements.



GCSE

SCIENCE

TRIPLE OPTIONS PATHWAY AQA

DIRECTOR OF SCIENCE: MR JONATHAN MAUDE

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Triple Science is an option block subject. Along with the compulsory 10 lessons of Science a fortnight there will be an additional 6 lessons a fortnight of Science. This allows the students time to study the extra subject content and examination skills required to excel in Science. Triple Science students will obtain 3 GCSE grades for Science; a biology, chemistry and physics grade on their GCSE certificate. **Due to the demanding, academic nature of the course, Triple Science will not be available to all students, and only to those on the EBACC pathway.** Students who receive the option to choose Triple Science are selected based on their prior attainment, assessment results and KS4 target grades.

COURSE STRUCTURE

In Triple Science, students will sit two papers in Biology, Chemistry and Physics that are 1 hour and 45 minutes in length, with a foundation and higher tier entry.

SUBJECT CONTENT

Biology: Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: 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.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space physics.

MOVING FORWARD

Science provides you with a vast array of transferable skills and a solid foundation for any career path. The majority of careers will have some degree of science underpinning them, whether it is directly or indirectly involved. From medicine to motor vehicle maintenance, Science is a subject that allows us to make sense of our world, develop problem-solving skills whilst allowing innovation and creativity to flourish. You will need at least a Grade 6 to study A Levels in Biology, Chemistry or Physics; whilst a Grade 5 is the entry requirement for A Level Applied Science. Triple Science is a great pathway into A level Sciences as some of the additional content taught in triple is part of the A level specification.



GCSE

PERSONAL DEVELOPMENT AQA

LEADER OF PERSONAL DEVELOPMENT: MRS ALLANA HOWARD

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CURRICULUM INTENT

PSHE (Personal, Social, Health and Economic) education is an essential part of every student's education at Benton Park. It gives young people access to critical information about themselves and an understanding of the diverse world around them, giving them a toolkit in which to keep themselves safe, respect others and enable them to access great learning, success and opportunity within school and beyond. We aim to enable students to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We equip our students with inclusive knowledge, skills and values to understand and to be able to cope with physical and emotional changes as well as develop a strong understanding of healthy relationships (including sex education). Students are provided with opportunities to on and clarify their own values and attitudes, and aspire to be responsible, happy and successful adults. The information provided is relevant and appropriate to the age and maturity of pupils.

At Benton Park School, we agree that Personal, Social, Health, and Economic Education is an integral part of the curriculum we provide. We ensure that all students receive PSHE guidance throughout their time at our school, as it is part of our core curriculum offer in Years 7-11 and into Key Stage 5, where this is delivered through Student Continued Professional Development time, which has a particular focus on careers and British Values. We know that in order to create a climate for great learning, success and opportunity, the PSHE curriculum needs to underpin all other subjects within our school. Some elements of the guidance, which was statutory from September 2020, are delivered through PSHE as well as other areas of the curriculum such as Science, Religious Studies and Computer Science. Some content may also be covered during Form Time, A4A, assemblies and external speakers where possible.

BENTON PARK SCHOOL VALUES

PSHE students:



Students show resilience through critical discussions around key topics, including those of discrimination, respect, health and wellbeing and relationships.



Students collaborate throughout their lessons, working in pairs and groups to discuss, debate and question key ideas.



Students endeavour to be tolerant and respectful in every lesson, asking questions to understand more about themselves as individuals and each other.



Students show compassion through case studies and examples of a wide variety of people, backgrounds and situations, helping them to develop tolerance, respect and an inclusive attitude to each other.



The PSHE curriculum is designed to inspire students by discovering how students can live physically and mentally healthy lives in a global community based on a firm foundation of safe and responsible relationships.

The Personal Development curriculum is taught in a weekly lesson across all year groups (7-13). The lessons include a wide variety of topics, linked to our school values and designed to support our students to develop to be successful worldwide citizens. Topics include statutory PSHE and RSE topics at an age-appropriate level, as well as lessons on careers, financial literacy, citizenship and community, and faith and beliefs. Lessons are designed to allow students to develop skills in oracy and debate, and encourage students to ask questions of the wider world.



BENTON PARK SCHOOL

OPTIONAL SUBJECTS

BENTON PARK

GCSE

ART, CRAFT AND DESIGN AQA / 8201

LEADER OF ART: MR STEPHEN BROWN

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WHY STUDY ART?

We aim to teach students how to make art, to be independent learners, to be creative, to develop critical analysis skills, to be reflective practitioners, to cultivate self-discipline and to be intrinsically motivated. The department aims to provide a broad and enriching artistic experience through the study of a wide range of artistic styles, materials and techniques. Students will learn and apply visualisation skills, research and analyse the work of other artists, develop creative thinking and problem-solving skills, and learn how to experiment in order to realise their ideas and achieve a successful outcome. Students are encouraged to take creative risks and to be as imaginative, creative and as original as possible when applying the traditional skills they have learned.

COURSE STRUCTURE

COMPONENT 1: Portfolio of work, worth 60% of final grade

You must submit, as a minimum, one sustained project PLUS a selection of further work. You must carefully select the work for submission from that completed in Year 10 and early Year 11, ensuring evidence of all assessment objectives.

COMPONENT 2: Non-exam assessment - externally set assignment worth 40% of final grade

In January of Year 11, students will select an area of study from a range of starting points and begin work on a final sustained project. Following a period of preparatory time of approximately 9 weeks, they will be required to create a final unaided outcome during a 10-hour period of supervised time under exam conditions.

MOVING FORWARD

An art education offers skills for the workplace of the future, including engagement in analytical and creative thinking, the ability to develop and deliver a product, a disciplined approach to personal skill development and a collaborative work skill set. 21st-century workplace skills will require sophisticated visual understanding.

You can progress onto the following courses after you have completed your Art GCSE:

- GCE A Level Art and Design, Fine Art, Graphics, Textiles or Photography
- BTEC Nationals in Art and Design or Photography

This means you can go on to study Art or Photography in the Sixth Form or go to Further Education Colleges. Career opportunities are vast: architecture, animation, illustration, product design, fashion, textiles, ceramics, silver-smithing, jewellery, visual media, graphics, sculptor, painter, photography and game design, to name a few. New technologies are creating a whole new range of courses where Art and Design is being used in many new and innovative ways.



GCSE

ART AND DESIGN PHOTOGRAPHY

AQA / 8206

LEADER OF ART: MR STEPHEN BROWN

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WHY STUDY PHOTOGRAPHY?

Through studying Photography you will be introduced to a variety of experiences, exploring a range of photographic media, techniques and processes. You will be made aware of new technologies and you will explore relevant images, artefacts and resources relating to photography and a wider range of art and design, from the past and from recent times. This will be integral to the investigating and making process. Your responses to these examples must be shown through practical and critical activities, which demonstrate your understanding of different styles, genres and traditions.

COURSE STRUCTURE

COMPONENT 1: Portfolio of work, worth 60% of final grade

You must submit, as a minimum, one sustained project PLUS a selection of further work. You must carefully select the work for submission from that completed in Year 10 and early Year 11, ensuring evidence of all assessment objectives.

COMPONENT 2: Non-exam assessment - externally set assignment worth 40% of final grade

In January of Year 11, students will select an area of study from a range of starting points and begin work on a final sustained project. Following a period of preparatory time of approximately 9 weeks, they will be required to create a final unaided outcome during a 10-hour period of supervised time under exam conditions.

MOVING FORWARD

A visual education offers skills for the workplace of the future, including engagement in analytical and creative thinking, the ability to develop and deliver a product, a disciplined approach to personal skill development and a collaborative work skill set. 21st-century workplace skills will require sophisticated visual understanding.

You can progress onto the following courses after you have completed your Photography GCSE:

- GCE A Level Photography
- BTEC Nationals in Photography

Career opportunities are vast – qualified and talented photographers are in demand in a variety of fields:

- Press and Photojournalism – newspapers and other online news publications
- Editorial and Advertising – magazines, adverts and photo libraries
- Fashion – creative photography of models and clothing for magazines and catalogues
- Social – family, wedding and celebrations photography
- Corporate (industrial/commercial) – company promotional material
- Scientific or Medical – recording scientific research, or medical conditions and treatments

GCSE

BUSINESS

 EDEXCEL / 1BS0**LEADER OF SOCIAL STUDIES: MRS CLARE ELSLEY**

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WHY STUDY BUSINESS?

Studying Business will provide you with an invaluable insight into the world of Business. You will learn about how new business ideas come about and how these ideas develop into real ventures. Over the course of your time studying Business you will investigate how small enterprises can flourish into global businesses providing you with all the skills and knowledge required for whatever the future holds. Every organisation is run like a business nowadays and understanding how they operate will provide you with an invaluable tool set when you start to build your career. Not only will you build a clear understanding of how businesses work, but you will also develop skills that will support you in promoting yourself in the future to universities and potential employers.

COURSE STRUCTURE

The course is split into two themes. Theme One is covered during the first year, during which you will be introduced to the world of small businesses and will look at what makes someone a successful businessperson. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

In the second year of study you'll cover Theme Two, focusing on how small businesses can develop into large global companies. You will be studying how a business successfully markets itself, meets customer needs, and manages its finances and people effectively while also thinking about the wider world in which a business operates.

The course culminates in two 90-minute exams with each exam focusing on one Theme. The exams are based on a combination of business theory and the ability to apply your understanding to real businesses and the

contexts in which they operate.

MOVING FORWARD

Studying Business will provide you with a whole host of opportunities moving forwards. The GCSE course provides an exceptional foundation for studying Business and Economics at A Level. GCSE Business also provides a great grounding on which to pursue apprenticeships in Business and study vocational qualifications to further develop your understanding of how businesses work and the varying roles you could fulfil in an organisation post-education.



GCSE

COMPUTER SCIENCE

 OCR / J277**LEADER OF COMPUTING AND ICT: MR STEPHEN ELSLEY**

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WHY STUDY COMPUTING?

Students who take this course will gain an in depth knowledge and understanding of how computers work and how they communicate across all sorts of network, both wired and wireless. Students will start the course by learning the fundamental principles of computing; binary and hexadecimal.

COURSE STRUCTURE

The course is assessed by exam, the content of which the students will learn through Years 10 and 11. The topics covered in the exams include:

- Systems architecture, memory and storage
- Wired and wireless networks
- System software and security
- Ethical, legal and environmental concerns
- Algorithms
- Programming
- Logic and languages
- Data representation

In addition to the exams, students will undertake a compulsory programming project using the "Python" programming language. Students will design, program and test a computer application that they will have made themselves.

MOVING FORWARD

Students who take this course are likely to want to pursue a career in technology. It allows progression on to A Levels in Computing.



GCSE

GEOGRAPHY

 AQA / 8035**LEADER OF GEOGRAPHY: MS LEAH SMALLEY**

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WHY STUDY GEOGRAPHY?

The AQA Geography GCSE course offers an exciting, modern and enquiry-based approach to studying Geography. There is a large selection of engaging and interesting topics that are studied with the opportunity to conduct fieldwork in both Year 10 and Year 11. The course is structured around three key elements; Living with the Physical Environment, Challenges in the Human Environment and Geographical Applications.

COURSE STRUCTURE

PAPER 1: Living with the Physical Environment - 35% of the GCSE - Written Examination

Topic 1 The Challenge of Natural Hazards -

This topic looks at the evidence and impacts of climate change and mitigation of climate change. Tropical cyclones, their formation and one case study. Tectonic processes (volcanoes and earthquakes) and two case studies about earthquakes.

Topic 2 Living World - This topic looks at the distribution of global biomes and how the biosphere provides vital support systems for the people who live on it. It also looks at the interactions between abiotic and biotic factors that create the dynamic biome systems. Students will look at two contrasting biomes - the tropical rainforest and hot deserts; and the characteristics of these biomes, and how we can conserve and manage the biomes so they are not lost for future generations.

Topic 3 Physical Landscapes in the UK - This topic looks at the location of upland and lowland areas of the UK. Students will then look at river processes and flooding and the issues this creates, followed by coasts and how the coastline is a constantly changing dynamic landscape.

PAPER 2: UK Geographical Issues - 35% of the GCSE - Written Examination

Topic 4 Urban Issues and Challenges - Students look at the global pattern of urban growth and the rise of megacities. Students will investigate one NEE city (Rio de Janeiro) where they will focus on the importance of the city, the opportunities, and challenges that urban growth has created. They will investigate a contrasting city in an HIC (Leeds) where they will investigate the challenges and opportunities and one urban regeneration project.

Topic 5 The Changing Economic World - This topic looks at the global variations in development and quality of life. Students will explore strategies that could reduce the development gap, such as tourism. We will then investigate a NEE country (Nigeria) where they look at how the rapid urban growth has created significant social, economic, cultural and environmental change. Students will then look at a contrasting country (UK) and explore how their economy has changed and how this impacted employment patterns and economic growth.

Topic 6 The Challenge of Resource Management - This topic explores how food, water and energy are fundamental for human development. Students will look at how demands on resources have changed over time and the challenges this creates. We will then explore how, while food resources are rising globally, insecurities concerning their supply could lead to conflict.

PAPER 3: Geographical Application - 30% of the GCSE - Written Examination

Issue Evaluation - This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from one of the topics they have learnt. A resource booklet will be provided 12 weeks before their exams so that students have the opportunity to work through the resources and be familiar with them.

Fieldwork - We will conduct two pieces of fieldwork over the course of the year. In Year 10, we will look at Coastal/River processes, and in Year 11, at Urban Challenges. This section of the paper will assess data collection and will evaluate the results and methods used.

MOVING FORWARD

This course offers a clear progression to study A Level Geography. We follow the Edexcel A Level course which allows students to continue to build on the knowledge they have gained from GCSE. The GCSE is also useful for the following jobs: meteorologist, environmental consultant, international aid and development worker, teacher, planning and development surveyor, transport planner, and town planner, to name a few.



GCSE HISTORY AQA / 8145

LEADER OF HISTORY: MR KEVIN THORPE

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WHY STUDY HISTORY?

History allows students to make sense of the world in which they live, by helping them to develop an identity and an affinity with others. Through learning about the lives of those who came before them, students also develop an empathetic understanding of the actions and views of others and gain the ability to think for themselves. History is about the understanding of the past; of how events have created change and development over time and how different events can be seen differently through the eyes of different people. History also seeks to develop the core skills of analytical thought and communication that are not only central to the study of History, but also essential in the wider world.

COURSE STRUCTURE

The AQA qualification enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. Students are able to undertake not only a thematic study and two depth studies, but also a period study and a study of the historical environment. We have chosen topics from the AQA specification which are extremely engaging and cover a wide range of different periods in History.

PAPER 1: Understanding the Modern World. 50% of the GCSE, written examination

Section A: Germany, 1890 – 1945: Democracy and Dictatorship. This period of study focuses on the development of Germany during a turbulent half-century of change.

Section B: Wider World Depth Studies: Conflict and Tension 1918-1939. This study enables students to understand the complex and diverse interests of different individuals and states, including the Great Powers.

PAPER 2: Shaping the Nation. 50% of the GCSE, written examination.

Section A: Thematic Studies: Health and the people: c1000 to the present day. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Section B: British Depth Studies: Norman England, c1066–c1100. This option allows students to study in depth the arrival of the Normans and the establishment of their rule.

MOVING FORWARD

The AQA History specification is designed with the depth and breadth of study to ensure that it helps students towards further and higher education in the subject. History can lead to a range of careers such as: law, the media, national and local government, teaching, archaeology and charity work.



GCSE

MEDIA

 EDUQAS WJEC / 603/1115/0

LEADER OF MEDIA STUDIES: MR CHARLIE HAYES

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WHY STUDY MEDIA?

Media Studies is an engaging, exciting and evolving course, highlighting the UK's most sought-after profession. Being a Media Studies student allows you to see all aspects of the media industry, giving you theoretical and practical approaches to help secure a future career. The course is highly academic and well regarded by both employers and higher education institutes. There is never a more important time to study media, with Channel 4 on our doorstep, and universities locally and nationally seeking the next talent that Leeds has to offer.

COURSE STRUCTURE

The course is broken down into three components, which offer students opportunities to look at the media in various exciting ways; students will complete two exams and one piece of non-exam assessment with the weighting at 70% exam and 30% non-exam assessment. The units are as follows:

PAPER 1: Students will focus on media industries, media audiences, media language and media representations as they answer questions on these aspects in relation to current media products such as radio, advertising and video games, which the exam board provides for us. The exam is 1 hour 30 minutes in length and equates to 40% of the final GCSE grade. The questions are a selection of multiple choice, short answers and extended responses. 35% of the final grade.

PAPER 2: Students will focus on media forms and media products, as they explore the different areas of television and music. They will be expected to know the context of the products, as well as having the ability to analyse extracts with a focus on media

language, representations and audience. This exam is also 1 hour 30 minutes in length and also equates to 35% of the final GCSE grade. The exam combines multiple choice questions with some short answer questions and some extended response questions.

NON-EXAM ASSESSMENT: The exam board will provide us with a brief, in which students will select a form of media they wish to create. Options include: TV production, music video, radio, newspapers, magazines, advertising and marketing or video games. Students can choose the form which they are most interested in creating. The piece of media has to appeal to a specific target audience and look entirely professional; students will be trained how to use the equipment in a professional manner. This is worth 30% of the final grade.

MOVING FORWARD

The media industry is a vast and creative field with opportunities as diverse as directing, presenting, set design, lighting and sound effects amongst many others. The course will display the many opportunities the media industry offers and allow students to focus on something they would wish to specialise in, if they go into the industry. The course is very interesting and rewarding; students will develop their own critical analysis of the media and have a deeper understanding of it, which will be beneficial if pursuing a career in the media industry or wanting a deeper appreciation of how media works.

GCSE MUSIC EDUQAS

LEADER OF MUSIC: MR DAVE PRITCHARD

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WHY STUDY MUSIC?

- It will help you to develop your solo and group playing skills
- If you want to expand your musical knowledge
- It provides a sound foundation for continuing your musical studies into the Sixth Form and a career in music
- You learn how to compose complete pieces of music and have the opportunity to use music technology

To study this course students must have a keen interest in playing an instrument or singing, have peripatetic lessons and be able to practise between lessons

COURSE STRUCTURE

PERFORMING 30%

A solo and an ensemble performance adding up to 4 minutes (both controlled assessments)

COMPOSING 30%

Two compositions (both controlled assessments)

LISTENING AND APPRAISING 40%

This is a 1 hour 15 minute written paper where you will listen to extracts from the following Areas of Study : Musical forms and devices, music for ensemble, film music and popular music. The two set works are Africa by Toto and Badinerie by J.S. Bach.

MOVING FORWARD

This is a very practical course which will suit students who have a genuine musical interest. It provides students with the opportunity to gain self-confidence through performing and develops team-working skills through performing with others. Studying Music develops students' creative skills through composing music and encourages the understanding of the importance of continuous evaluation and refinement in any process. Having individual instrumental or vocal lessons is essential for this course. This course is beneficial for students wishing to pursue a career in the Music industry or just wanting to learn more about instruments and the wider aspects of music.



GCSE

PHYSICAL EDUCATION (9-1) J587

ACTING DIRECTOR OF SPORT: MS DANIELLE WHITTEL

DANIELLE.WHITTEL@BENTONPARK.NET

Students will be entered into either GCSE PE or the Cambridge Nationals Sport Studies course depending on suitability.

WHY STUDY PHYSICAL EDUCATION?

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study, learn how to improve your performance through application of the theory. Studying GCSE Physical Education will open your eyes to the amazing why we do things, and why some people outperform others, both mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

COURSE STRUCTURE

COMPONENT 1: Physical Factors Affecting Performance - Written exam, 1 hour, 30%

- Anatomy and Physiology
- Physical Training

COMPONENT 2: Socio-Cultural Issues and Sports Psychology - Written exam, 1 hour, 30%

- Sports Psychology
- Socio-cultural Influences
- Health, Fitness and Wellbeing

COMPONENT 3: Practical performance in three sporting activities in competitive situations, equally weighted at 20 marks each - Internally assessed, 30%

Analysing and Evaluating Performance (AEP) - Written coursework, 10%

MOVING FORWARD

GCSE Physical Education is not just an excellent base for A Level PE or a vocational Level 3 sport qualification, it can also take you much further. For those of you fascinated by the human mind, why not carry on to Psychology? For people interested in studying about the human race, this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences, with the intention to move through into medicine or physiotherapy routes. Beyond A Level, the study of Physical Education can lead on to university degrees in Sports Science, Sports Management, Healthcare, or Exercise and Health. Physical Education can also complement further study in Biology, Human Biology, Physics, Psychology, Nutrition, Sociology, Teacher Training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking, are also useful in any career path you choose to take.



GCSE

RELIGIOUS STUDIES AQA / 8062

LEADER OF RELIGIOUS STUDIES: MRS REBECCA WRIGHT

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WHY STUDY RELIGIOUS STUDIES?

- Is it ever acceptable to end someone's life?
- Should the UK re-introduce capital punishment?
- How should we respond to terrorism?
- How and why are we here?

Religious Studies challenges students to consider how religion, philosophy and ethics influence our lives today. Students are encouraged to assess their own views and the opinions of others when considering religious beliefs and ethical issues. In addressing complex dilemmas, Religious Studies develops students' critical thinking skills, thereby preparing them well for further study.

COURSE STRUCTURE

PAPER 1: 50% of the GCSE – Written examination

Religion 1: Buddhism: This section gives students an understanding of a range of Buddhist beliefs, teachings and practices and how they influence individuals, communities and societies

Religion 2: Christianity: This section gives students an understanding of a range of Christian beliefs, teachings and practices and how they influence individuals, communities and societies.

PAPER 2: 50% of the GCSE – Written examination

Theme A: Relationships and Families: This section of the course considers issues related to family life, including sexuality, sex before marriage, divorce and gender equality.

Theme B: Religion and Life: The first part of this topic explores the origins and value of the universe, including the relationship between religion and science. Students then consider the value of human life, including arguments surrounding abortion, euthanasia and life after death.

Theme C: Religion, Peace and Conflict: This topic considers a range of issues including the causes of war, religious attitudes to conflict and responses to terrorism.

Theme D: Religion, Crime and Punishment: In this section students consider the causes of crime and the aims of punishment, including capital punishment, prison and corporal punishment.

MOVING FORWARD

The AQA Religious Studies specification is designed to ensure students have the knowledge and skills to study Religious Studies and Philosophy at higher levels. It can lead to a wide range of careers such as journalism, law, teaching, health care, social work and charity work.





BENTON PARK SCHOOL

LANGUAGES

BENTON PARK

GCSE

FRENCH

 AQA / 8652**DIRECTOR OF MODERN FOREIGN LANGUAGES: MR HENRY CONNOR-CRABB**

HENRY.CONNOR-CRABB@BENTONPARK.NET

WHY STUDY FRENCH?

GCSE French will equip you with the skills to communicate confidently across a range of topics in French; from buying train tickets at the station to ordering food in a restaurant! You will become an independent and confident language learner of one of the most widely spoken languages in the world. You will also have the opportunity to try out what you have learnt in the classroom during the Y10 trip to France!

COURSE STRUCTURE

UNIT 1 - Listening: Understanding and responding to different types of spoken language - 25% of the overall mark.

UNIT 2 - Speaking: Communicating and interacting effectively in speech for a variety of purposes - 25% of the overall mark.

UNIT 3 - Reading: Understanding and responding to different types of written language - 25% of the overall mark.

UNIT 4 - Writing: Communicating effectively in writing for a variety of purposes - 25% of the overall mark.

You will cover the following topics, which can be assessed in each unit:

- Personal identity - relationships, hobbies, interests
- School and education
- Future plans and the world of work
- Local area and the world around you
- Travel and tourism

MOVING FORWARD

With over 300 million French speakers across the world, continuing with French beyond GCSE really will boost your career opportunities on a global scale. Beyond GCSE, you will have the opportunity to build on the skills you have already developed and start to understand French culture through literature and film. Studying French at university can lead to exciting careers in the travel industry; interpretation and translation, international relations, politics, accountancy and teaching to name but a few; with French, le monde t'appartient!



GCSE GERMAN AQA / 8662

LEADER OF GERMAN: MS KAT THORLEY

KAT.THORLEY@BENTONPARK.NET

WHY STUDY GERMAN?

GCSE German will equip you with the skills to communicate confidently across a range of topics in German: from ordering food at a restaurant, buying travel tickets at the station to having conversations with people from the German-speaking world. You will become an independent and confident language learner of one of the most widely spoken languages in the world. You will also have the opportunity to try out what you have learnt in the classroom during the Y10 trip to Germany!

COURSE STRUCTURE

UNIT 1 – Listening: Understanding and responding to different types of spoken language - 25% of the overall mark.

UNIT 2 – Speaking: Communicating and interacting effectively in speech for a variety of purposes - 25% of the overall mark.

UNIT 3 – Reading: Understanding and responding to different types of written language - 25% of the overall mark.

UNIT 4 – Writing: Communicating effectively in writing for a variety of purposes - 25% of the overall mark.

You will cover the following topics, which can be assessed in each unit:

- Personal identity - relationships, hobbies, interests
- School and education
- Future plans and the world of work
- Local area and the world around you
- Travel and tourism

MOVING FORWARD

German is the second most commonly spoken language in Europe. With nearly 130 million German speakers across the world, continuing with German beyond GCSE really will boost your career opportunities on a global scale. Beyond GCSE, you will have the opportunity to build on the skills you have already developed and deepen your understanding the culture of the German - speaking world through literature and film. Studying German at university can lead to exciting careers in field such as engineering, science and research, law, the travel industry: interpreting, and translation, international relations. With German, liegt ihnen die Welt zu Füßen!



GCSE SPANISH AQA / 8692

DIRECTOR OF MODERN FOREIGN LANGUAGES: MR HENRY CONNOR-CRABB

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WHY STUDY SPANISH?

GCSE Spanish will equip you with the skills to communicate confidently across a range of topics in Spanish; from buying train tickets at the station to ordering food in a restaurant. You will become an independent and confident language learner of one of the most rapidly growing languages in the world. You will also have the opportunity to try out what you have learnt in the classroom during the Y10 trip to Cádiz, Spain!

COURSE STRUCTURE

UNIT 1 – Listening: Understanding and responding to different types of spoken language - 25% of overall mark

UNIT 2 – Speaking: Communicating and interacting effectively in speech for a variety of purposes - 25% of overall mark

UNIT 3 – Reading: Understanding and responding to different types of written language - 25% of overall mark

UNIT 4 – Writing: Communicating effectively in writing for a variety of purposes - 25% of overall mark

You will cover the following topics, which are assessed in each unit:

- Personal identity - relationships, hobbies, interests
- School and education
- Future plans and the world of work
- Local area and the world around you
- Travel and tourism

MOVING FORWARD

With over 400 million Spanish speakers across Europe and South America, continuing with Spanish beyond GCSE really will boost your career opportunities on a global scale. Beyond GCSE, you will build on the skills you have already developed and start to fully understand Hispanic culture through literature and film. Studying Spanish at university can lead to exciting careers in the travel industry, interpretation and translation, international relations, the civil service, politics, banking and teaching to name but a few; with Spanish, it comes el mundo!





BENTON PARK SCHOOL

TECHNOLOGY

BENTON PARK

GCSE

DESIGN TECHNOLOGY: FASHION AND TEXTILES PATHWAY

AQA / 8552

LEADER OF DESIGN TECHNOLOGY: MR THOMAS LONGLEY

TOM.LONGLEY@BENTONPARK.NET

WHY STUDY FASHION AND TEXTILES?

The Fashion and Textiles pathway will give students the experience, skills and confidence required to design and make products using a range of textile materials. Designing and making tasks will be centred around the concept of iterative design, so you will have many opportunities to experiment and develop your own design ideas. This GCSE has been developed to ensure it equips students with the skills and knowledge demanded by employers and further education establishments.

COURSE STRUCTURE

The course is assessed as follows:

NON EXAM ASSESSMENT: 50% of overall qualification

This will take 30-35 hours and will be assessed by your teacher. You will be asked to design and make a product of your own. In doing so, you will be tested on your technical knowledge, together with your designing and making skills.

EXAM PAPER: 50% of overall qualification

This will be a 2 hour formal written exam at the end of Year 11. The exam will be a combination of multiple choice, short and extended response questions. You will be tested on your breadth of knowledge, your depth of knowledge and your skills as a designer.

MOVING FORWARD

GCSE Design Technology: Fashion and Textiles, can lead on to a diverse range of careers and further education opportunities.

Progression could include:

- A range of Post 16 courses
- Clothing and textiles manufacture
- Fashion design
- Pattern design
- Visual merchandising
- Costume design
- Retail fashion buying

In addition to the above, you will gain a range of transferable skills that will benefit you in all walks of life.



GCSE

FOOD PREPARATION AND NUTRITION

AQA / 8585

LEADER OF FOOD TECHNOLOGY: MRS LAUREN LINNETT

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WHY STUDY FOOD AND NUTRITION?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

COURSE STRUCTURE

The course is assessed as follows:

NON EXAM ASSESSMENT: 50% of overall qualification

Task 1: Food investigation - 30 marks

Students' understanding of the working characteristics, functional and chemical properties of ingredients

Task 2: Food preparation assessment - 70 marks

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

EXAM PAPER: 50% of overall qualification

This will be a 1 hour and 45 minute formal written exam at the end of Year 11. The exam will be a combination of multiple choice, short

and extended response questions. You will be tested on your theoretical knowledge of food preparation and nutrition.

MOVING FORWARD

GCSE Food Preparation and Nutrition can lead on to a diverse range of careers and further education opportunities.

Progression could include:

- A range of different further education courses
- Apprenticeships within the food industry
- After Sixth Form, a wide range of degrees leading to careers in food related industries

In addition to the above, you will gain a thorough understanding of how to prepare and cook food properly and safely, which is an essential life skill!



GCSE

DESIGN TECHNOLOGY: PRODUCT DESIGN PATHWAY AQA / 8552

LEADER OF DESIGN TECHNOLOGY: MR THOMAS LONGLEY

TOM.LONGLEY@BENTONPARK.NET

WHY STUDY PRODUCT DESIGN?

In Product Design, students have the opportunity to realise their own creative design ideas in a range of different materials. We tackle real-life design problems to develop working solutions. The core principle is iterative design – that is, essentially, developing products through experimenting with numerous prototypes. You will gain the skills and knowledge to work with a wide range of materials, from polymers to alloys, timber and electronic components.

COURSE STRUCTURE

The course is assessed as follows:

NON EXAM ASSESSMENT: 50% of overall qualification

This will take 30-35 hours and will be assessed by your teacher. You will be asked to design and make a product of your own. In doing so, you will be tested on your technical knowledge together with your designing and making skills.

EXAM PAPER: 50% of overall qualification

This will be a two-hour formal written exam at the end of Year 11. The exam will be a combination of multiple choice, short and extended response questions. You will be tested on your breadth of knowledge, your depth of knowledge and your skills as a designer.

MOVING FORWARD

Design Technology GCSE can lead on to a diverse range of careers and further education opportunities.

Progression could include:

- A Level Product Design
- A range of technical further education courses or apprenticeships
- After Sixth Form, a wide range of degrees from Mechanical Engineering to Interior Design
- A whole host of different careers from product designer to civil engineer

In addition to the above, you will gain a range of transferable skills that will benefit you in all walks of life.





BENTON PARK SCHOOL

VOCATIONAL COURSES

BENTON PARK

GCSE

BTEC LEVEL 1/2 TECH AWARD IN PERFORMING ARTS J316

DIRECTOR OF PERFORMING ARTS: MRS LISA GOODALL

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The BTEC Tech Award in Performing Arts is a vocational and practical course. It focuses on developing the core skills and techniques required for success as a performer in the industry. If available you may get the chance to participate in workshops with real theatre/performing arts companies. Assessment is through practical coursework, there is no final written exam.

WHY STUDY DRAMA?

BTEC Tech award in Performing Arts is also useful in developing a number of social skills that will be invaluable to you in later life. You will learn all the practical techniques necessary to create performance work of a high standard.

COURSE STRUCTURE

The course is comprised of three different components, two of which are internally assessed by your class teacher, and a third that is externally assessed by the exam board.

COMPONENT 01 - Exploring the Performing Arts (30% - Internally Assessed)

In this component you will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

Component 1 is all about the study of existing repertoire and identifying job roles and responsibilities. You will have opportunities to watch live performance, meet and work with industry professionals and present your findings. A perfect way to learn more about this exciting industry!

COMPONENT 02 - Developing Skills in the Performing Arts (30% - Internally Assessed)

In this component you will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on your progress, your performance and how you could improve.

Component 2 shift the focus onto you as a performer or designer. You will identify the skills that you already have and set yourself targets to improve through practical workshops, rehearsals and performances. A real chance to develop your skills!

COMPONENT 03 - Performing to a Brief (40% - Externally Assessed)

In this component you will:

- use the brief and previous learnings to come up with ideas
- build on your skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to your chosen audience
- reflect on your performance in an evaluation report.

In Component 3 you will be given a brief and create a workshop performance based on that brief. You can use the ideas presented by the practitioners studied in Component 1, and apply the skills that you have developed in Component 2. You will also have the opportunity to evaluate and reflect on your rehearsal process and performance. A great culmination of the course!

MOVING FORWARD

BTEC Tech Award in Performing Arts is particularly useful for anyone interested in careers which involve skills such as self-confidence, teamwork, listening, cooperation, self-discipline, negotiation, problem solving, decision making and communication – almost every careers requires some or all of these skills! Students who are particularly keen on pursuing a career in the performing arts may choose to study Drama and Theatre Studies or Performance Studies at AS, A Level or similar. BTEC Tech Award in Performing Arts is a course for anyone who is looking to challenge themselves. It is a demanding and rewarding course requiring a high level of commitment



CAMBRIDGE NATIONAL CERTIFICATE IN HEALTH & SOCIAL CARE

OCR Level 1/Level 2

LEADER OF HEALTH & SOCIAL CARE: MRS CATHY MAWSON

CATHY.MAWSON@BENTONPARK.NET

WHY STUDY HEALTH AND SOCIAL CARE?

The Cambridge National Certificate in Health and Social Care offers a unique opportunity in the curriculum for students to develop the relevant knowledge and skills for working within the Health and Social Care industry. Students get to learn about what it is like to be a practitioner within the HSC sector and to understand the key issues that a practitioner must consider on a day-to-day basis. This helps students to develop an awareness of HSC systems and its impact on individuals of varying needs and backgrounds.

COURSE STRUCTURE

The course is 120 guided learning hours and is made up of one examined, and two coursework units:

UNIT 1: Principles of care in health and social care settings

This unit introduces you to key theory and legislation that is relevant to the Health and Social care sector, whilst also teaching you about effective communication tools and the importance of putting the client at the centre of the practitioner's work.

This is an examined unit and is 48 hours of the assigned 120 hours.

UNIT 2: Supporting individuals through life events

This is the first of two pieces of coursework. In this unit, students will learn about development through the lifespan, and the factors that affect their physical, emotional, intellectual and social development. You will also learn about how these factors affect the care they receive within the industry.

UNIT 3: Health promotion campaigns

This is the second of the two pieces of coursework. In this unit, students will learn about the importance of health campaigns in improving and maintaining the health and wellbeing of society. As part of this unit, students will have the opportunity to plan and implement their own health campaign.

MOVING FORWARD

The qualification contributes towards the knowledge you need to enter into the Health and Social Care sector. This includes a range of jobs, both in and out of the NHS. A few careers include nursing, occupational therapy, radiographers, audiology, podiatry, care worker, social worker, community services, amongst many, many more. This course also provides a strong framework of knowledge for anyone who wishes to work with vulnerable individuals.

BTEC TECHNICAL AWARD IN DIGITAL INFORMATION TECHNOLOGY 603/2740/6

LEADER OF COMPUTING AND ICT: MR STEPHEN ELSLEY

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WHY STUDY A TECHNICAL AWARD IN DIGITAL INFORMATION TECHNOLOGY?

This Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. It complements GCSE Computer Science as it gives the opportunity to practically apply knowledge and skills through project work.

COURSE STRUCTURE

COURSEWORK COMPONENT 1 - Exploring User Interface Design Principles and Project Planning Techniques (30%)

Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices. In this component, students will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

COURSEWORK COMPONENT 2 - Collecting, Presenting and Interpreting Data (30%)

Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a

dashboard to present and draw conclusions from information.

Organisations collect vast amounts of data from a range of different sources to help decision making. They need to use appropriate data-collection methods to ensure decisions are high quality. Students will learn the different data manipulation tools that can be used to change the way that information is presented. They will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions.

EXAM ASSESSMENT 3 - Effective Digital Working Practices (40%)

Students will explore how organisations use digital systems and the wider implications associated with their use, including how the developments students will explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. Students will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

MOVING FORWARD

Students who take this course are likely to want to pursue a career in Information Technology. It allows progression onto Level 3 qualifications in ICT.

CAMBRIDGE NATIONAL SPORTS STUDIES LEVEL 1/2

OCR / J829

ACTING DIRECTOR OF SPORT: MS DANIELLE WHITTEL

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The Sport Studies course is practical, accessible, fun to teach and exciting to learn. It inspires students to develop real-world skills to prepare them for their future. With a choice of optional NEA units and a re-submission opportunity for each NEA unit, the course is designed to meet the needs of every student.

MANDATORY

Unit	Marks	Duration	GLH*	
R184: Contemporary issues in sport	70	1 hour 15 mins	48	Written paper, OCR set and marked
R185: Performance and leadership in sports activities	80	Approx. 16 hours	48	Centre-assessed tasks, OCR moderated

OPTIONAL

There are a further two optional units. Students select one.

Unit	Marks	Duration	GLH*	
R186: Sport and the media	40	Approx. 8-10 hours	24	Centre-assessed tasks, OCR moderated
R187: Increasing awareness of outdoor and adventurous activities	40	Approx. 8-10 hours	24	







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