



BRIDGEWATER

HIGH SCHOOL | LEARNING WITH PRIDE AND JOY

THE NATIONAL CURRICULUM KEY STAGE 4 2025-2027 The Curriculum for Years 10 and 11

Information Booklet for Students and Parents

*Please retain this booklet for reference purposes
during Years 10 and 11*

| **Kindness** |

Precision |

Inclusivity |

Pride |

Collaboration |

Integrity |

For further information please contact the school:-

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Appleton

Warrington

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Principal: Mr K Powell

Headteacher: Mrs T Hatton



CONTENTS

3	Preparing for Year 10	
4	The Curriculum at Key Stage 4	
5	Examinations/Tiering in Examinations	
6	Guidance for Students	
7	Making the Choice	
9	Option Choice Form	
10	CEIAG Advice	
11	KS4 Options Key Questions	
13	Careers, Citizenship, Personal, Social and Health Education	
14	English / English Literature	GCSE
16	Mathematics	GCSE
17	Science	GCSE
19	Physical Education Core Curriculum	GCSE
20	Religious Education Core Curriculum	GCSE
22	BTEC Digital IT	Btec
24	Computer Science	GCSE
25	Btec Enterprise	Btec
27	Art	GCSE
29	Performing Arts Dance Btec Award	Btec
31	Graphic Products	GCSE
34	Product Design	GCSE
36	Food Preparation	GCSE
38	Btec Tech Award Performing Arts (Acting)	Btec
40	Geography	GCSE
42	History	GCSE
44	Modern Languages (French and German)	GCSE
46	Music	GCSE
49	Btec Tech Award Performing Arts (Musical Theatre)	Btec
51	Religious Education Full Course	GCSE
53	Physical Education Full Course	GCSE
56	Physical Education Sports Studies	Cambridge National
59	Textile Design	GCSE
61	Health & Social Care	OCR
63	Email contacts	GCSE

PREPARING FOR YEAR 10

Dear Parents/Carers and Students,

This booklet is for students and their parents/carers. It is just part of the advice and guidance available to ensure that each student selects a balanced programme appropriate to his or her needs and aspirations. While the date of a specific opportunity for consultation is given below, please regard this letter as an invitation to seek additional advice, from any member of staff. Mr P Jones Deputy Headteacher in charge of the Curriculum will be pleased to make any arrangements for you.

Throughout Key Stage Three (Years 7-9), the school has aimed to provide all students with a balanced education, developing their skills and understanding across a broad curriculum. As students move into Year 10, it is necessary to reduce the number of subjects slightly to ensure adequate preparation for those vital examinations. However, balance and breadth remain important and the curriculum for Years 10 and 11 has two distinct parts to ensure that students have some freedom of choice within a carefully structured programme.

Compulsory Subjects:

These subjects will be followed by our students: English; Mathematics; Science; Physical Education; Citizenship; Religious Education; Personal, Social & Health Education; Careers Education.

Entitlement Subjects:

In addition to the compulsory subjects, students will select further subjects. Detailed notes for guidance are given later in this booklet.

In Year 10 pupils are expected to choose to study (at least) one of the following subjects:

French

German

Geography

History

Separate
Science

The overriding advice must be that all students should retain a wide range of subjects and not limit their opportunities at 16 by making inappropriate choices now. However, we do encourage students to consider our strong provision in Foreign Languages and Humanities.

This year the Options Event will take place on Wednesday 15th January 2025. The Options Event will begin with presentations from Mr Powell and Mr Jones. Following this there will be the opportunity to visit subject staff in their departments where you can find out more details of the option choices available.

In school, subject staff and form tutors will be advising students and, later on, will examine their final choices in detail. Mr Jones will contact parents if changes to proposed choices are required. Whilst we pride ourselves on our ability to meet the first choices of almost all our



students, you will appreciate that sometimes we have to move to a second choice. Where this occurs, it will only follow discussion with Mr Jones.

Students will soon be embarking on a demanding programme of study leading to their national qualifications at the end of Year 11. Accordingly, parents/carers and students should not hesitate to contact staff for further advice and assistance at any time.

THE CURRICULUM AT KEY STAGE 4

At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all, through strong EBacc subject pathways, specific teaching of metacognition in all key stages and academic and pastoral support for those students who may be disadvantaged through social or SEND circumstances.

As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students' character and personal development and aims to use this to complement traditional pathways.

The planned curriculum aims to develop students personally, through planned tutorial programmes and the taught curriculum. The curriculum intent is to educate students to live safe, healthy and fulfilling lives, and have the confidence to make a positive contribution to society and become responsible citizens.

The arrangements for the Key Stage 4 Curriculum allows students the opportunity to study:

English	Maths	Science	Religious Studies	Physical Education	Sex & Relationship Education	Careers Education	PSHE & Citizenship
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This range of subjects is designed to prepare young people for adult life, including further study and employment.

In addition, students can select additional subjects from comprehensive option blocks. They allow students to broaden the base of their studies and educational experience.

The school week at Bridgewater consists of 25 one-hour periods. The provisional hours of study in KS4 are allocated as follows:

No. of Hours per week	National Curriculum Subjects
3.5	English (which will include English Literature for most students)
4	Mathematics
5	Science (which includes Biology, Chemistry and Physics)
1.5	Physical Education
1	Religious Studies
10	Option Subjects
	Students select subjects from the Option Pool arrangements (see page 8) to complete their curriculum. Option subjects involve a total of 20 hours over two weeks. (Each individual option block has 5 hours over two weeks).
25 hours	

Banding Procedures

Please note that for the compulsory subjects, pupils will be taught in bands which are different to Year 9. However, all pupils will remain in their existing tutor groups.

EXAMINATIONS

Please note all information is correct at the time of writing. For some courses the Department of Education and the relevant exam boards may not finalise details until later in the Spring Term. Consequently, we may need to change details of the courses we deliver after the Options Night. Where this occurs, we will ensure details are passed on to pupils and parents as soon as possible.

Bridgewater students study their Compulsory and Option Subjects between the ages of 14 and 16. At the end of the two year course they will take examinations in a number of subjects. The examination taken will normally be a GCSE (General Certificate of Secondary Education) or a Btec Award. It is also possible to gain Units of Accreditation.

Tiering in GCSE Examinations

Tiering is used in some subjects but not others. For example, there is no tiering for GCSE English. Maths however will be examined through a Higher and Foundation Tier—the distribution of the grades 1 to 9 between the two tiers is 4 to 9 for Higher and 1 to 5 for Foundation.

Why is tiering used in some GCSE examinations?

Tiering provides students with the opportunity to show what they know, understand and can do by presenting them with question papers that are targeted at a band of attainment. For each tier of entry, the written question papers will:

- Be at an appropriate level of difficulty for the range of grades available at that tier
- Prompt the more able to respond at a greater depth
- Provide opportunities for the less able to show what they know
- Use appropriate language

Who will decide on the tier of entry?

Students will be entered for the tier that will give the best opportunity to show their ability. Teachers will know their work very well by the time decisions have to be made. Parents will be kept fully informed of their daughter or son's progress and the likely tier of entry. In many instances it will be clear from the outset which will be the appropriate tier. In other instances, a final decision will not be able to be made until after the mock examinations at Christmas of Year 11. Where changes are made the school will inform the parents, and subject and Year team staff will be willing to discuss the reasons for, and the implications of, any change.

What happens to a student who does not meet the minimum requirements for the lowest grade in a tier?

A pupil who does not achieve the minimum grade for a tier of entry will be un-graded. It is essential, therefore, that care is taken to enter pupils for the tier that is most appropriate for their level of attainment. The overlap of grades between tiers provides a safety net. However, it is in the student's interest that a sensible decision is made, in the light of all the evidence available, at the time of entry. The professional judgement of teaching staff is important here.

GUIDANCE FOR STUDENTS

Subjects and Combinations

Even though much of your Key Stage 4 curriculum is compulsory, that still leaves a number of important decisions for you to take. At Bridgewater none of the option subjects are compulsory in themselves. However,

- We encourage pupils to make choices that would provide a broad and balanced Curriculum, including Btec Courses as well as GCSEs.

- It is not compulsory to take either French or German. However, some Universities currently encourage applications from students who have taken a GCSE in a Modern Language.

In making these decisions, you should ask yourself the following questions:

In which subjects do I do well?

Make sure that any option subject is geared towards your strengths. If not, you might find yourself studying courses on which you are unlikely to succeed.

Which subject do I enjoy?

You will work much better in those subjects which you find interesting and enjoyable. There is a real link between enjoyment and success.

Does my choice of subjects continue to give me a good balanced education?

A balanced range of subjects at this stage will allow for later flexibility of choice. Few students, at this stage, have a clear picture of the career they would like to follow. A balanced choice means that you do not shut the door on any educational or career opportunities.

What do I know of the subjects being offered?

Different subjects make different demands on pupils, their abilities and their time. Certain subjects are assessed by a Final Examination whilst in others Controlled Assessment plays a vital part in determining the grade obtained. Be careful about only choosing subjects which are only examined at the end of the course. This could leave you with a heavy pressure of revision to manage at the end of Year 11. Read through the subject statements and, if you are in any doubt, seek the advice of subject teachers.

MAKING THE CHOICE

Guidance for Students

Who can advise me?

Discuss your choice of subjects as widely as possible. During the Autumn and Spring Term, teachers, particularly those of 'new' subjects, will speak to you about the nature and content of their courses. You must discuss your choices with your parents/carers and they in turn, will be able to discuss them with teaching staff. If you are not sure about which subjects to take, then see your Form Tutor and your Subject Teachers.

When will I have to submit my choice of subjects?

The Option Evening for you and your parents has been arranged for **Wednesday 15th January 2025** when staff will provide subject specific advice about the Courses available next year. You and your parents will be asked to complete an options form after the Year 9 Parents' Evening in January.



We make every effort to ensure that students are able to take their selected subjects, and in recent years have been able to provide the vast majority of student selections. However, there can be circumstances where this might not be possible (if, for example, very few students opted for a subject) or might not be advisable. In such circumstances students will receive help and guidance from the school.

What are Higher Education Entry Requirements?

Currently the requirement to achieve grade 4 in English and Maths GCSE is widely spread amongst Higher Education providers. In addition high GCSE grades in subjects directly linked to the Higher Education course are obvious requirements. Some University courses require a GCSE in a Modern Language. It is recommended that young people consider possible HE ambitions in year 9 and look at the entry requirements to inform option choices. The UCAS website (www.UCAS.com) is useful in providing information on the current situation.

The English Baccalaureate

This is a school performance measure that counts any pupil who achieves a GCSE 4 or 5 grade pass or better in all of the following subjects:

Maths/English/Two Sciences (including Computer Science)/ a Language /History or Geography

There are no current guidelines saying pupils in England must take all these subjects. However, in the future universities and employers may look more favourably on pupils who have taken qualifications broadly in line with the English Baccalaureate subjects but at the time of writing there are no specific guidance or recommendations with regard to this. We recommend you equally consider all your option choices in terms of balance, your interests and your academic strengths and any long term intentions you may already have.

Please Note

Do choose carefully. Once you have made your choices, the nature of GCSE courses makes it difficult to change those choices. You will be expected to stay with your choices through to the end of Year 11.



OPTION CHOICE FORM KEY STAGE 4 2025-2027

STUDENT NAME:		FORM	9
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Choose (at least) one of the following subjects written in capitals in the grid:-

FRENCH GERMAN GEOGRAPHY HISTORY SEPARATE SCIENCE

Option A	Option B	Option C	Option D
Art	Performing Arts Acting (Btec)	Performing Arts Acting (Btec)	Art
Business Enterprise (Btec)	Art	Business Enterprise (Btec)	Business Enterprise (Btec)
Computer Science	Business Enterprise (Btec)	Food Preparation	Food Preparation
FRENCH	Food Preparation	Dance (Btec)	Computer Science
GEOGRAPHY	FRENCH	FRENCH	Dance (Btec)
Health & Social (OCR)	GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
HISTORY	GERMAN	Graphic Products	Graphic Products
Music	Health & Social (OCR)	HISTORY	HISTORY
Performing Arts Musical Theatre (Btec)	HISTORY	Music	Digital IT Btec
Product Design	Digital IT (Btec)	Religious Studies	Physical Education (GCSE)
Religious Studies	Product Design	SEPARATE SCIENCE	Physical Education (Cambridge National)
SEPARATE SCIENCE	SEPARATE SCIENCE	Textiles	Religious Studies
			SEPARATE SCIENCE

	Option A	Option B	Option C	Option D
1st Choice				
2nd Choice(s)				

Due to similarity in course content, only choose one of: -

- Art or Textiles (GCSE Art & Design)
- Musical Theatre or Acting (Btec Performing Arts)
- Graphic Products or Product Design (GCSE Design Technology)

Parental agreement:

Signed



CEIAG ADVICE



Careers Education, Information, Advice and Guidance

Dear Parents/Carers and Year 9 students,

As the CEIAG & Alumni Officer at Bridgewater High School and a Level 6 Qualified Careers Adviser, I was asked to provide some advice about making decisions on GCSE/BTEC choices. The first crucial bit of information I want to mention, is that all GCSE and BTEC courses will be good general preparation for further learning and the world of work. There are a few things that I think you should bear in mind when choosing.

- **Which subjects do you enjoy doing?**

Choosing subjects that you think you will enjoy will involve researching the content that you will study on the course. You could ask subject teachers or other older students who you know well for advice.

- **Which subjects are you good at?**

Choosing subjects that you think you will be good at will also mean you are more likely to enjoy them. Think about the style of learning that the course you are considering requires.

- **Which subjects will suit my future ambitions?**

If there are subjects which will be useful for a chosen career path, then you should be strongly considering them. Do you need to do a particular University Degree to follow your chosen career path? If so, work backwards and research the entry requirements for that course. If you are unsure of Careers and future ambitions at this stage, make sure you choose a balanced programme. Choose subjects that will provide you options later in your journey.

- **Which subjects are right for me and me only?**

Don't choose based on friends or favourite teachers – make your own decisions

Making informed choices

During the school's Careers Week in October, Year 9 students listened to talks from a range of different employers and have had assemblies from Post-16 providers in the last few months. Subject departments will have organised themselves not only to show you the course content, but what Key Skills and Experiences their courses offer. We have also

recently implemented the Skills Builder's Universal Framework into our Personal Development curriculum.



Each essential skill is high transferable and support students to do any job, anywhere. Those with stronger essential skills have been shown to enjoy greater life satisfaction and can earn up to 12% more than their peers. For more information on Skills Builder and the Universal Framework <https://www.skillsbuilder.org/universal-framework>

It may be useful to go to the nationalcareersservice.direct.gov.uk and complete the skills health check. Each check takes about 15 minutes, but will help you identify skills, interests, motivations, and personal style. There are also some useful resources on the school website including sessions on Decision Making, SWOT, Thinking Hats and Cost/Benefit Analysis. Please access the PowerPoints through the school website here

- 1) <http://bridgewaterhigh.org/wp-content/uploads/2023/12/1.-Introduction-to-making-decisions.pptx>
- 2) <http://bridgewaterhigh.org/wp-content/uploads/2023/12/2.-Decision-making-process-SWOT-analysis.pptx>
- 3) <http://bridgewaterhigh.org/wp-content/uploads/2023/12/3.-Decision-making-process-Thinking-hats-process.pptx>
- 4) <http://bridgewaterhigh.org/wp-content/uploads/2023/12/4.-Decision-making-process-Cost-benefit-analysis.pptx>

Yours sincerely,

Mr J Ridgway
CEIAG & Alumni Officer
j.ridgway@bridgewaterhigh.com

KS4 OPTIONS KEY QUESTIONS

- Which subjects do you enjoy doing? (keeps me motivated)
- Which subjects are you good at? (can I be successful at this subject?)
- What skills and experiences does a subject give? (makes me more employable)
- What interests you? (what is going to keep me working hard?)
- What career might you follow, and so which subjects do you need to choose? (what does my career path need?)
- Think: successful career paths require – skills, experiences, attitudes, qualifications, motivation.



What are Btecs and why study them?

The General Certificate of Secondary Education (GCSE) and the Business and Technology Education Council (Btec) are both academic qualifications that are awarded in the United Kingdom. The main difference is that Btec are awarded for vocational subjects, and the GCSE is awarded for a large number of other subjects.

Btecs are designed to be high quality, hands-on qualifications applicable for the real world of work. Btecs emphasise learning by allowing students to put what they learn into practice in a work related situation. Throughout the course, pupils work on a series of assignments set in real-life scenarios, developing the practical knowledge and skills employers and universities are looking for.

With their focus on practical, skills-based learning, Btec courses are designed around a number of themed units. Rather than testing everything together at the end of the course, Btecs give students the opportunity to show what they have learned in each unit, and build on their achievements as they progress through the course. This means there are plenty of chances to learn, improve and succeed.

Btecs can also be studied in Years 12 and 13 once pupils have left Bridgewater. More and more students are applying to universities with Btecs—Level 3 National provide the UCAS points students need for their university application just like A levels and AS levels do. Students also choose to progress to a Btec Higher National Certificate (HNC), which is equivalent to the 1st year of university, or a Higher National Diploma (HND), which is equivalent to the 1st and 2nd year of university, before progressing to the final year of a full degree. Sixth Form colleges and careers advisors can provide further advice on appropriate courses.



CAREERS/CITIZENSHIP/PERSONAL SOCIAL, HEALTH ECONOMIC EDUCATION



Our approach to Personal Development aims to keep all students in education and to provide them with the lifelong skills to access both the taught curriculum and develop their personal qualities. We aspire for students to be resilient, confident and independent to empower them to continue to live safe, healthy and fulfilling lives as they contribute to modern Britain.

Across the two-week timetable, pupils take part in tutorial sessions covering: -

- **PSHE - Personal Social Health & Economic Education (including Careers Guidance)**
- **Assembly—Delivery of key messages and current topics.**
- **Love of Reading —A session to encourage and promote a 'love of reading' using a variety of different texts to instil a real passion for reading.**
- **Student Agency - A session to encourage pupils to develop their knowledge and skills and to take ownership of their own learning journey with an understanding of how this will prepare them for the ever-changing world**

We regard Personal Development as equally important as the taught curriculum as this will provide the skills and nurture the qualities needed for all pupils to make the most of future opportunities.

For further details contact: -

Mr A Roberts

a.roberts@bridgewaterhigh.com

ENGLISH/ENGLISH LITERATURE

We teach the Eduqas GCSE specification. All pupils will follow Language and Literature courses, resulting in the award of two separate GCSEs.

English Language is assessed through two examinations.

Paper 1 (1hour 45 minutes)

Worth 40% of the total GCSE in English Language

Section A (20%) is a comprehension task based on a literature extract.

Section B (20%) is a creative writing task, chosen from 4 options.

Paper 2 (2 hours)

Worth 60% of the total GCSE in English Language

Section A (30%) a comprehension task based on two pieces of non-fiction writing, including one written in the 19th Century.

Section B (30%) requires students to produce two pieces of non-fiction writing.

Note, there are no longer any Controlled Assessment components in English Language; students will still be assessed in Speaking and Listening.

English Literature is assessed through two examinations.

Paper 1 (2 hours) Worth 40% of the total GCSE in English Literature.

Section A (20%) assesses students on the study of a Shakespeare play (Romeo & Juliet) through a question on a particular extract followed by a whole-text essay question.

Section B (20%) assesses students on their analytical responses to a named poem studied from the Eduqas anthology. Students are then required to compare this with a poem of their choice from the same anthology.

Paper 2 (2 hours 30 minutes)

Worth 60% of the total GCSE in English Literature

Section A (20%) 45 minutes and assesses students on their response to an extract from a work of post 1914 prose or drama that they will have studied in full. (An Inspector Calls by J B Priestley). They will also be expected to demonstrate whole-text knowledge.

Section B (20%) 45 minutes and assesses students on their response to an extract from a work of pre 1914 prose that they will have studied in full (War of the Worlds by H G Wells). They will also be expected to demonstrate whole-text knowledge.

Section C (20%) 60 minutes and assesses students on their responses to previously unseen poetry. Initially students have 20 minutes to respond to one poem, then a further 40 minutes to compare it with a second poem.

Note, there are no longer any Controlled Assessment components in English Literature. Students are not allowed to take any texts into the examinations.

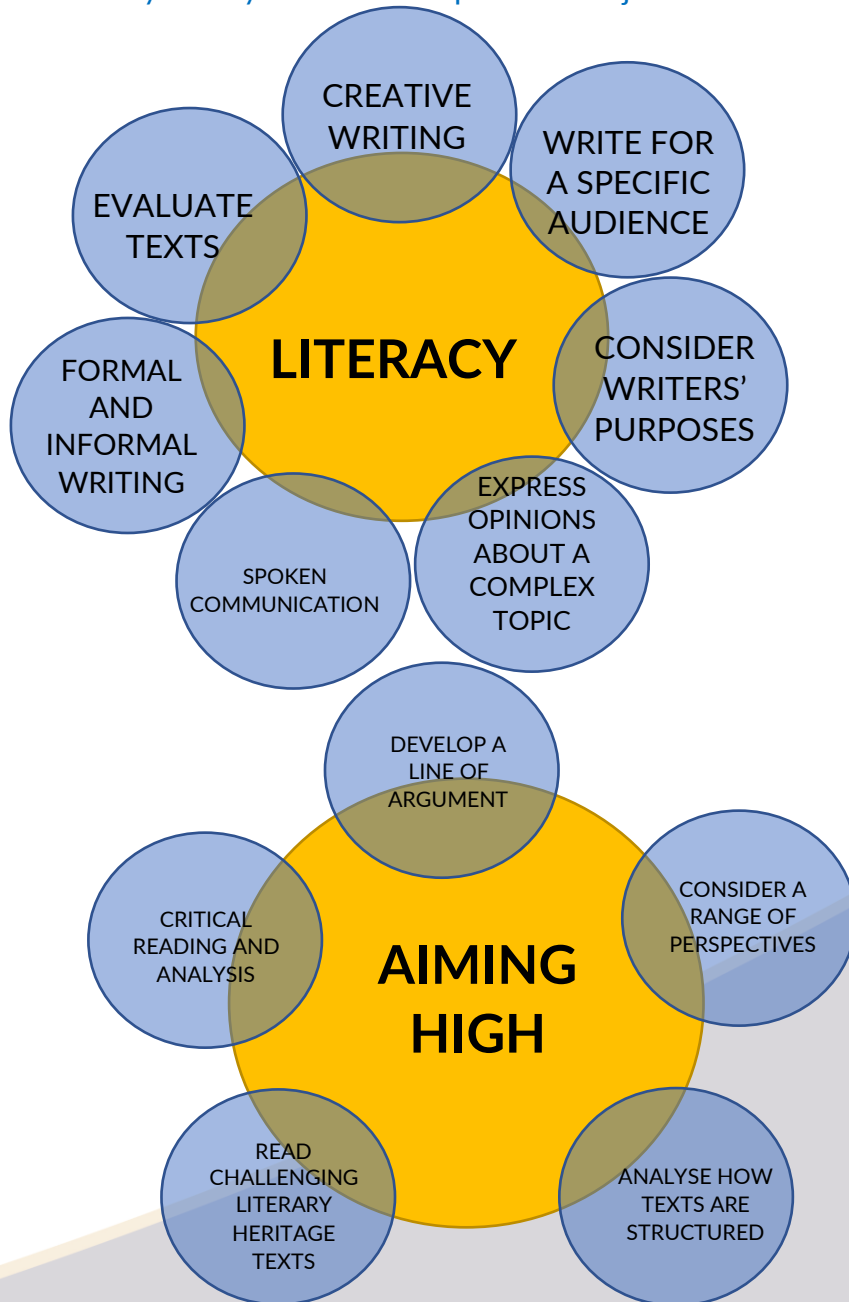
For further details contact: -

Miss J Maunder (Head of English Faculty)

j.maunder@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

<https://uk.indeed.com/career-advice/finding-a-job/jobs-with-english-degree>

<https://www.port.ac.uk/news-events-and-blogs/blogs/study-and-student-life/what-jobs-can-you-get-with-an-english-literature-degree>

MATHEMATICS

Mathematics is studied by all students at KS4. Maths GCSE is a demanding course that tests on fluency, reasoning and problem solving. The curriculum is split up into number, algebra, ratio and proportion, shape and space and probability and statistics. We teach the EDEXCEL specification.

The GCSE course is assessed by three written exam papers at the end of Year 11. The papers are equally weighted and last 1 hour 30 mins each. The first paper is without a calculator. Any topic can be tested on any paper.

The exams can be sat at either Foundation or Higher Tier.

Foundation Tier: Grades 1 to 5

Higher Tier: Grades 4 to 9

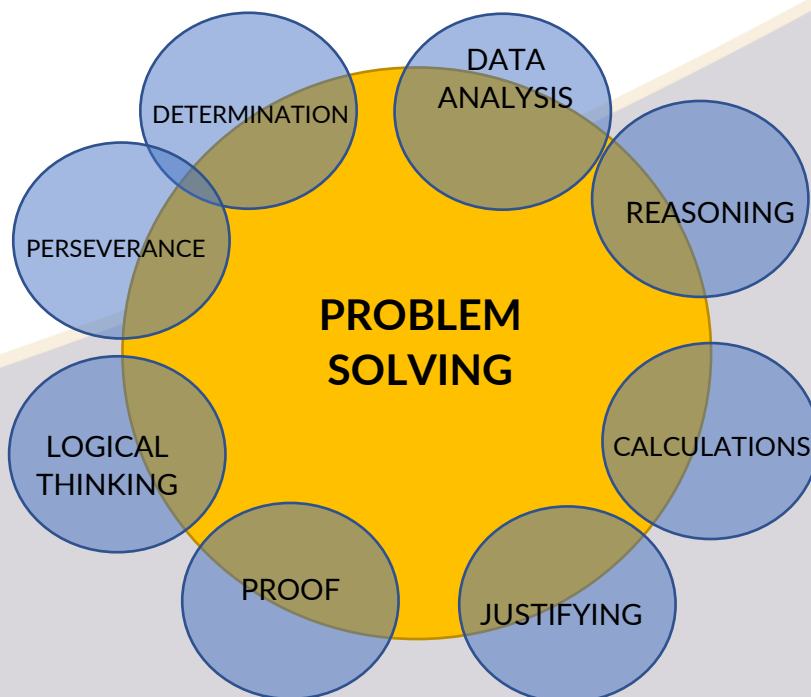
Pupils will be entered for the tier that is most appropriate to the individual, based on progress in class, at home and test data. There is no controlled assessment element to GCSE Mathematics.

For further details contact: -

Miss C Beswick

c.beswick@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

<https://www.mypathcareersuk.com/maths-why-bother>

<https://www.mathscareers.co.uk/>

SCIENCE

Science is a core subject of the National Curriculum, and all students study the subject for at least five periods a week in Years 10 and 11. Bridgewater's Science Faculty provides a range of courses to offer the most appropriate path for our pupils.

Students who do not opt for Separate Sciences will study:

AQA GCSE Combined Science: Trilogy

Students will be taught by three specialist teachers (Biology, Chemistry and Physics) and will gain two GCSEs at the end of the course.

Students will be assessed at the end of year 11. There are six papers: two Biology, two Chemistry and two Physics (each 1hr 15minutes long).

Each of the papers will assess knowledge and understanding from distinct topic areas.

Papers consist of a mixture of multiple choice, structured, closed short answer, and open response.

This course is offered at Higher and Foundation tiers.

At Bridgewater Science at KS4 is mixed ability.

Throughout both years students will be tested at regular intervals and individual performances closely monitored. Intervention will be offered as necessary.

For the more dedicated students we are pleased to offer:

AQA Separate Sciences

This is an option choice and therefore students will be allocated an extra five hours per fortnight (making a total of 15 hours over two weeks). At the end of the course students will receive three separate GCSE's – Biology, Chemistry and Physics.

Students opting for Separate Sciences must show dedication to the subject and will be tested at the end of Year 11 by six papers (each 1hr 45 minutes long) - two for each subject.

Each of the papers will assess knowledge and understanding from distinct topic areas containing additional content to that in the Combined Science qualification.

Papers consist of a mixture of multiple choice, structured, closed short answer, and open response.

There is no controlled assessment component in either set of qualifications; instead pupils' practical skills will be tested through the written examination papers.



Both the Combined Science: Trilogy (non-option) course and the Separate Sciences option can lead on to AS/A levels in Biology, Chemistry, Physics or Psychology.

For further details contact: -

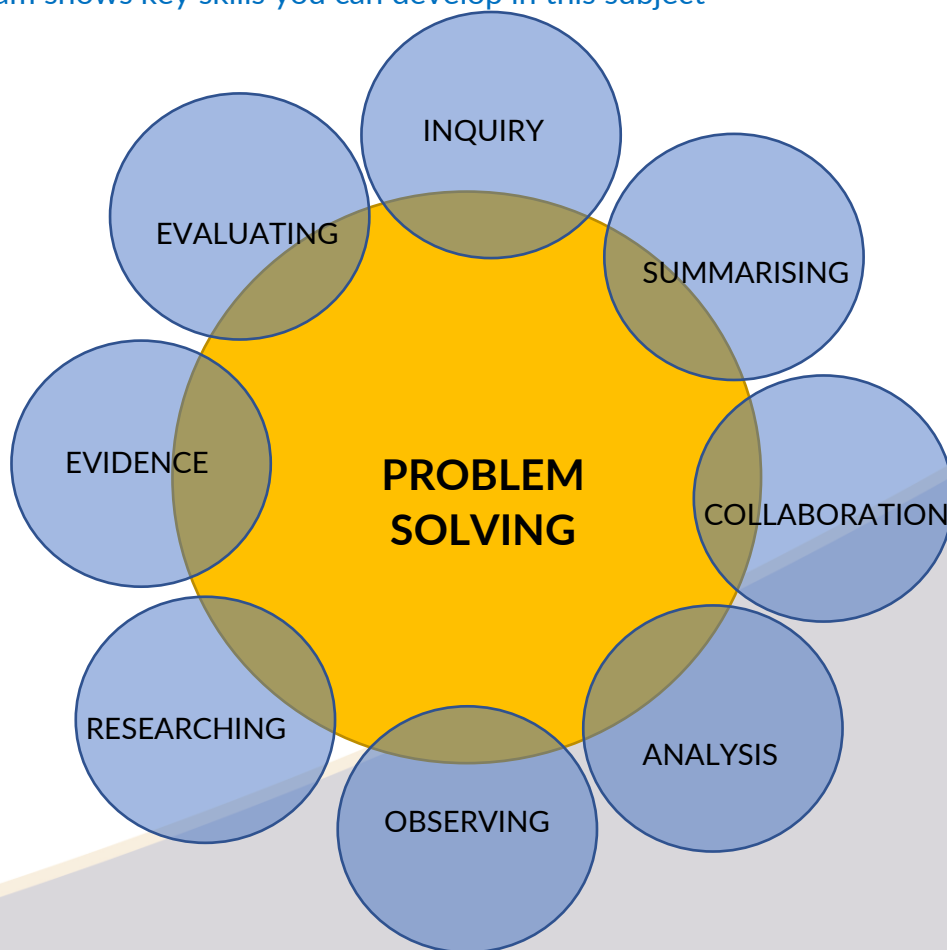
Ms E Shaw

e.shaw@bridgewaterhigh.com

Mr A McMahon

a.mcmahon@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

<https://www.nature.com/naturecareers/>

<https://edu.rsc.org/future-in-chemistry/career-options>

<https://www.iop.org/careers-physics>

PHYSICAL EDUCATION CORE CURRICULUM

All pupils from Years 10 and 11 follow the National Curriculum in Physical Education. This is a structured programme of physical activities that provides a variety of opportunities and experiences for pupils to develop physically, mentally and socially.

Activities offered include:

Athletics, Badminton, Basketball, Cricket, Football, Handball, Health and Fitness, Hockey, Rounders, Rugby, Tchoukball, Table-Tennis, and Tennis.

All pupils should be properly and safely dressed for Physical Education:

The compulsory items are listed below but there will be the opportunity to purchase a wide range of 'optional' PE items which will include leggings, tracksuit bottoms, rain jackets, base layers and performance tops.

Boys' Kit

Navy Blue and Red Reversible Shirt
Navy Blue and Red Shorts
Navy Blue and Red Socks
Astro Trainers & Moulded Football Boots

Girls' Kit

Navy Blue and Red Polo Shirt
Navy Blue and Red Shorts or Skort
Navy Blue and Red Socks
Navy Leggings
Astro Trainers & Moulded Football Boots

Many activities within the programme have been covered to a good basic standard in the previous three years, but it is expected that all pupils endeavour to raise their level of performance in all activities. The emphasis changes somewhat from basic skills to tactical play. This involves a more theoretical application of various principles of play.

The promotion of health-related exercise continues with a specific programme of health and fitness but it is expected that each individual will become aware of their own personal exercise requirements and capabilities. The Physical Education Faculty provides many opportunities through which this self-evaluation process can take place.

Throughout Year 10 and 11 the Faculty of Physical Education continues to expect a continuation of the high standards of personal presentation and behaviour that were evident in Years 7, 8 and 9. It is hoped that the range of activities on offer, making full use of our excellent sporting facilities, ensures that all pupils find at least one sporting activity sufficiently enjoyable to encourage participation after leaving school. The staff in the faculty will, on request, provide you with any additional information, if possible, on any aspect of P.E. which you may be interested in.

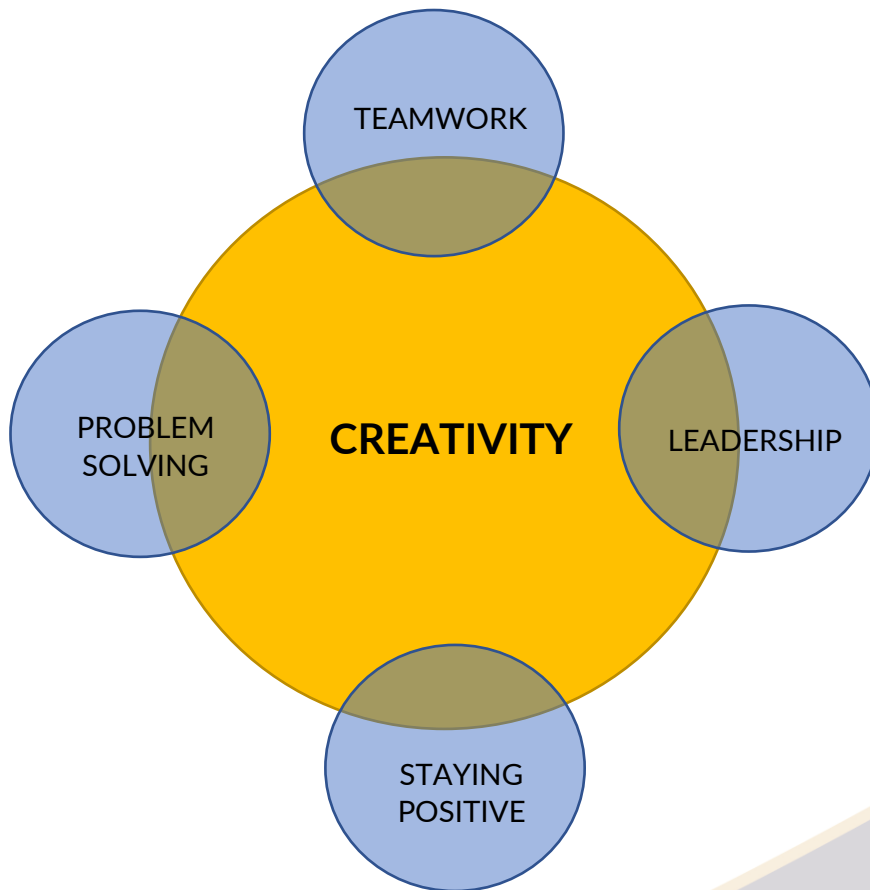
For further details contact: -

Mr P MacKay

p.mackay@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- [Careers in Sport | News, jobs and career advice for Sport \(careers-in-sport.co.uk\)](https://careers-in-sport.co.uk)
- [Home | UK Sport](#)
- [Careers advice - job profiles, information and resources | National Careers Service](#)

RELIGIOUS EDUCATION CORE CURRICULUM

Religious Education is a compulsory component of the curriculum and is studied by all students for one period per week throughout Year 10 and 11.

All students in Year 10 and 11 will follow a bespoke course for Core Religious Education. The programme of study has been written specifically for students at Bridgewater High School. The aim of the Core RE programme is to build on the themes and skills that students have been developing throughout Key stage 3.

Students will continue to be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and world issues.

Employment & Career Value

In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to work with a range of people with diverse backgrounds and beliefs. These are all skills which are developed and enhanced through studying the beliefs, value and worldviews of people through Core RE. If you want to work with people, in caring professions, teaching, journalism, publishing, law, policing, with children, health, catering, leisure and tourism or to work abroad then Core RE will be an invaluable tool to help you in whatever career you choose.

Taking it further

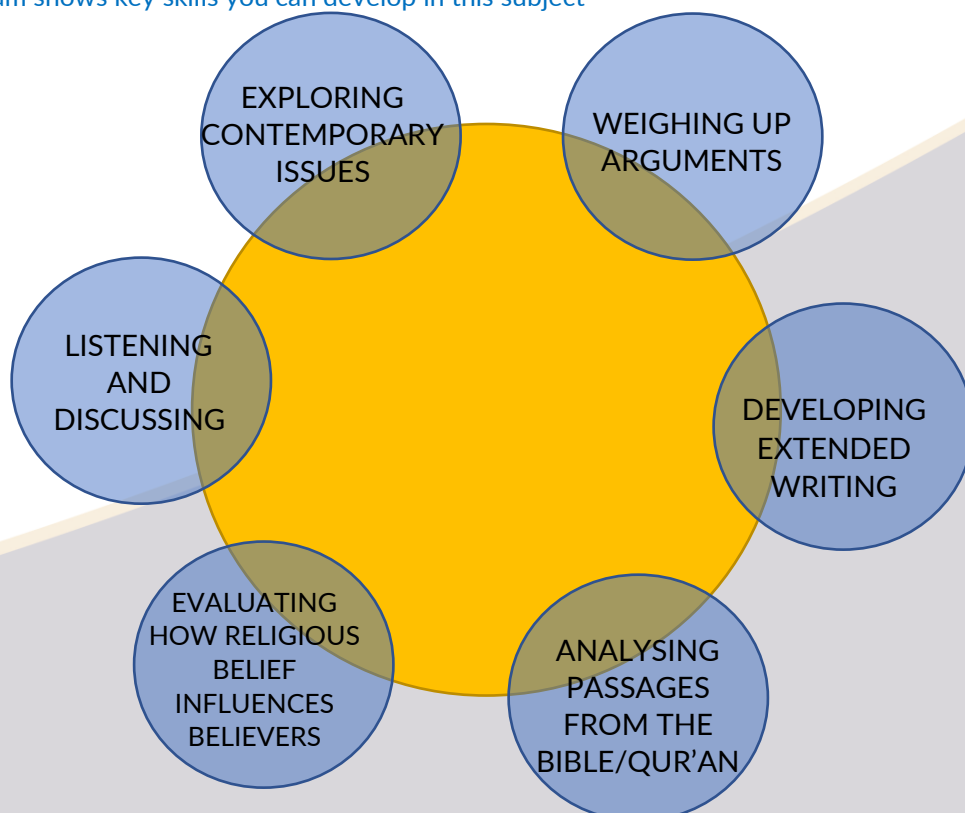
In addition to the Core RE programme, Religious Studies is also available as an option subject and details of the GCSE course can be found on page 51.

For further details contact: -

Ms P Griffiths

p.griffiths@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- www.ctvc.co.uk?work/digital/my-future-my-career-my-re
- www.successatschool.org/advice/where-can-a-religious-studies-a-level-take-me/1326
- www.prospectus.ac.uk/careers-advice/what-can-i-do-with-my-degree/theology-and-religious-studies

BTEC DIGITAL IT

The BTEC Tech Award in Digital Information Technologies has content to interest and engage our KS4 students. There is clear progression onto Level 3 study for students who want to explore digital information technology further. The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. With all of this in mind, Digital IT is a valuable qualification that will prepare them for future study and career opportunities.

The grading for this BTEC qualification is Pass (equivalent to a grade 4/5 at GCSE), Merit (equivalent to grade 6), Distinction (equivalent to a grade 7 at GCSE) and Distinction* (equivalent to grade 8+).

Mark Allocation 40% Examination 60% Controlled Assessment

Key Stage 4 Assessment

The qualification has three components. In Components 1 and 2 you will carry out controlled assessments that your teacher will mark but that are sat in exam conditions in the classroom. You will sit these controlled assessments in Jan/Feb of Year 10 and September of Year 11. Component 3 is externally assessed by Pearson/ Edexcel and assesses the knowledge and skills you have developed across all three components at the end of the course in Year 11. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

You will learn about different project planning techniques that can be used to both plan and deliver a project that meets a set of user requirements. The design of the user interface is crucial in ensuring that users are able to interact positively with the hardware devices. You will learn the different design principles that can be used to design effective user interfaces and apply appropriate planning techniques to create an interface that meets the user requirements.

Component 2: Collecting, Presenting and Interpreting Data

You will use make, decisions, collect data from a range of sources to take the appropriate measure to convert this data into information so that it is useful. It will be up to you to draw conclusions and present the information in an effective way using a range of presentation features so that it is clearly understood. This will help you to develop understanding of how to represent information in different ways to give it meaning.

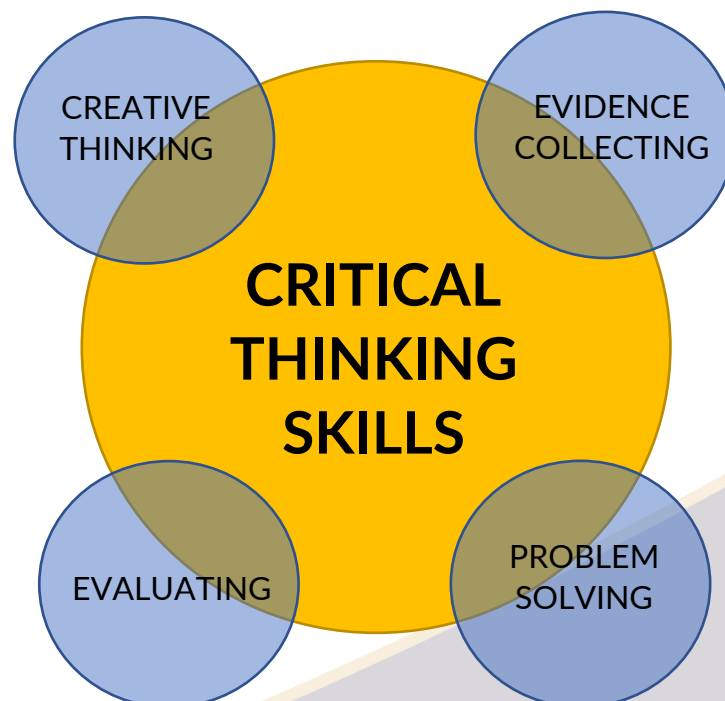
Component 3: Effective Digital Working Practices (External)

This unit will give you an opportunity to explore how the developments in technology over the recent years has enabled organisations to communicate and collaborate more effectively.

You will learn how organisations can use technology safely and responsibly including the cyber security issues when working in a digital organisation. Assessment for this unit is external so there will be an exam of 1hour 30 minutes with total of 60 marks available.

For further details contact: -
Miss. D. Price
d.price@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- [10 Digital Skills That Can Make Students Instantly Employable in 2022 \(digitalmarketinginstitute.com\)](https://digitalmarketinginstitute.com)
- [8 Career Paths Your Child Can Take With The Right Digital Skills - Jam Coding](#)
- [Computing technology and digital | Explore careers \(nationalcareers.service.gov.uk\)](https://nationalcareers.service.gov.uk)

COMPUTER SCIENCE GCSE

(100% written exam – two exams worth 50% each)

OCR's GCSE (9-1) in Computer Science will encourage pupils to:

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

- Analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

The assessment overview consists of students sitting two 50% written exams and being given the opportunity to develop their programming skills during their course of study.

You will study both computer systems and computational thinking, including designing algorithms and programming. The components are broken down into the following topics:

Component 1:

Computer systems. This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Component 2:

Computational thinking, algorithms and programming. This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages

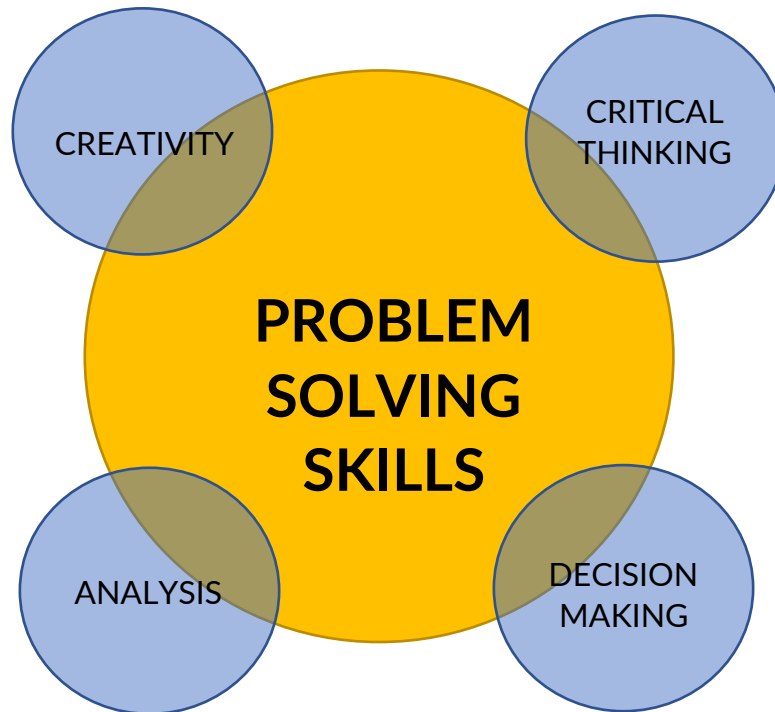
For further details contact: -

Miss. D. Price

d.price@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- www.milkround.com/what-jobs-can-you-get-with-a-computer-science-degree-in-the-uk?
- www.prospects.ac.uk/what-can-i-do-with-a-computer-science-degree?
- www.coursera.org/articles/what-can-you-do-with-a-computer-science-degree?

BTEC ENTERPRISE

Btec Tech Award in Enterprise

(GCSE equivalent) 40% written exam, 60% controlled assessment

The qualification has three components. In Components 1 and 2 you will carry out controlled assessments that your teacher will mark but that are sat in exam conditions in the classroom. You will sit these controlled assessments in Jan/Feb of Year 10 and September of Year 11. Component 3 is externally assessed by Pearson/ Edexcel and assesses the knowledge and skills you have developed across all three components at the end of the course in Year 11. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

This exciting course is for inspiring pupils with entrepreneurial flair who have a real interest in business enterprise and wish to acquire skills through vocational contexts by studying a practical hands-on business course. This engaging course gives pupils opportunities to be



entrepreneurial and to start and run their own enterprises. This is an academic programme which is the equivalent to one GCSE qualification and provides a fantastic progression pathway into numerous roles in an organisation, or onto further education such as an A level programme.

Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. The study of Enterprise will provide an opportunity for practical application alongside conceptual study to inspire our pupils. It has been a popular choice with our pupils, and we currently have three groups in Key Stage 4 who have selected this qualification.

This energising new qualification has been developed with additional input from Peter Jones CBE to ensure it is an engaging and innovative course that underpins the enterprise culture in the UK. This course will involve enterprise opportunities, national competitions, business mentors, business workshops, entrepreneurial flash challenges and a variety of guest speakers. With a track record built over 30 years of learner success, BTEC qualifications are widely recognised by industry and higher education as the signature vocational programme with 62% of large companies having recruited employees with BTEC qualifications.

BTEC Tech Award in Enterprise includes the following exciting themes:

- Exploring Enterprises
- Planning for and Running an Enterprise
- Promotion and Finance for Enterprise

The components above are strongly interrelated and give pupils the opportunity to develop broad knowledge and understanding of the enterprise sector, developing relevant skills such as research, planning, problem solving and communication.

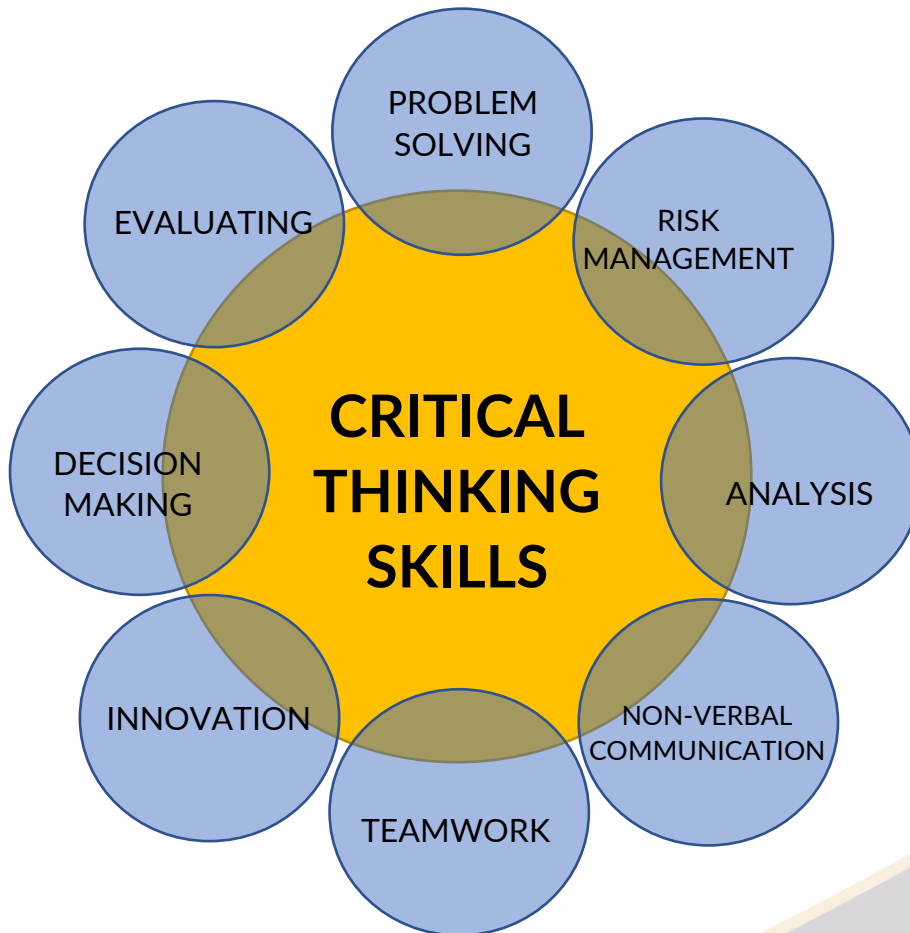
The grading for this BTEC qualification is Pass (equivalent to a grade 4/5 at GCSE), Merit (equivalent to grade 6), Distinction (equivalent to a grade 7 at GCSE) and Distinction* (equivalent to grade 8+).

For further details contact: -
Miss. D. Price

d.price@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- <https://www.milkround.com/what-jobs-can-you-get-with-a-business-degree-in-the-uk?>
- <https://www.prospects.ac.uk/what-can-i-do-with-my-degree/business-management>
- <https://careers-action.co.uk/>

ART

The GCSE Art course is organised so that all students undertake a wide range of creative experiences in Years 10 & 11. Areas covered during the course are drawing, painting, print making and ceramics.

The main aim of the course is for pupils to develop the skills, knowledge and creativity enabling them to visually explore the world in a highly personal, articulate and imaginative way. Pupils are given a thematic starting point to projects and are encouraged to explore and develop their ideas before making a personal response. During this process, pupils are encouraged to experiment with a range of materials and techniques. The work produced is always strongly linked to that of Artists, Craft persons and Designers.



The GCSE Art course consists of two sections:

Controlled Assessment: Portfolio of Work

A portfolio of work produced in Year 10 and 11 that includes a sustained project which evidences the creative journey from initial research, through to the creation of a final outcome. The portfolio will also include a selection of further work undertaken over the course of study.

Externally Set Task

A piece of work which the student produces unaided over a 10-hour period during the Spring Term of Year 11. This work is worth 40% of the Final Grade.

Both the Portfolio of Work and the Externally Set Task are displayed together for internal and external marking.

Apart from fostering an understanding of Art, Craft & Design and enabling pupils to explore their ideas and experiences in a visual way, the course also prepares students for courses in Colleges of Art, Further Education and University.

Art, Craft & Design related careers are amongst the fastest growing areas in today's job market. Over two million people are currently employed in careers where Art, Craft & Design Education plays a vital role. These careers include fashion, interior design, graphic design, illustration, architecture, engineering, stage and film set design just to name a few.

Pupils will need to purchase an Art, Craft and Design pack from the school. Further details regarding the cost of the pack will be sent out at the start of the course in September.

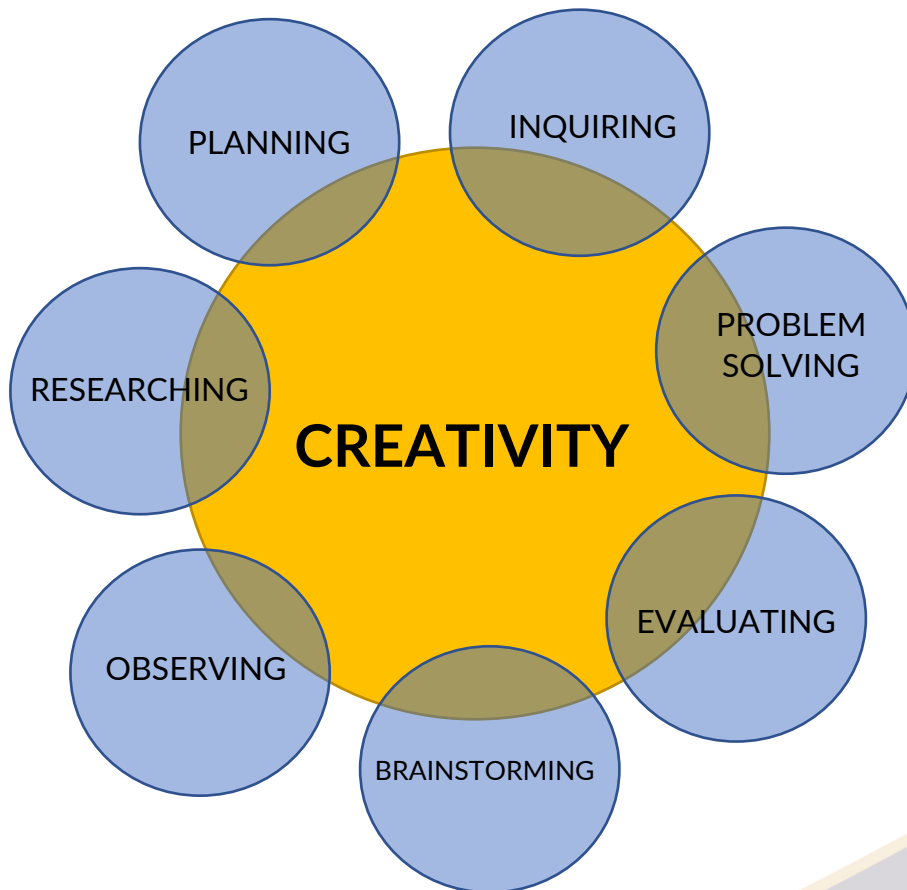
For further details contact: -

Dr E Letheren

e.letheren@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- <https://www.bbc.co.uk/bitesize/groups/c44r0vv1xe4t>
- <https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design>
- <https://www.careerpilot.org.uk/job-sectors/subject/art>

PERFORMING ARTS DANCE BTEC AWARD

What is BTEC?

This course is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

It is an introduction to the arts industry through dance in practical and theoretical study. A Btec Award is equivalent to one GCSE grade 9–4.

What is the course structure?

Component 1

Exploring the Performing Arts (30%) This component will help you to understand the requirements of being a performer in dance across at least three performances and performance styles.

Component 2

Developing Skills and Techniques in the Performing Arts (30%) The development of technique and performance skills through the reproduction of a professional dance piece.

Component 3

Performing to a Brief (40%) set by the exam board. Students will work as a group for their externally marked exam. Students will need to create a piece based on the given brief and perform it to an audience. There will be three one hour written exams documenting and evaluating the process where students are expected to know key skills, developments and the realisation of the brief.

How is the course assessed?

All units are assessed and graded through practical work and written coursework. The qualification is awarded. Pass (4/5), Merit (6), Distinction (7), Distinction * (8/9). In order to pass the course, students will need to perform in a variety of different show cases and workshops. Coursework and rehearsals are an integral part of the course so high attendance to lessons and extra rehearsals is paramount; as with any other GCSE BTEC course.

Component 3 is a controlled assessment that is sent to an external examiner.

Components 1 and 2 are internally assessed and externally verified.

What can I do at the end of the course?

With further training or study students can go into courses and jobs in:-

Acting/ Theatre Dance/Music/Entertainment/Technical Design
work/Teaching/Choreography/Community Arts/Directing/Playwright/TV
Presenting/Design/Photography

The pass rate for this course for the past ten years has been 100% - with most students achieving Distinctions.

BTECS open doors and rewards effort

- 62% of large companies have recruited employees with BTEC Qualifications.
- BTECs increase the likelihood of getting a job, by 8% for women and 5% for men.
- Universities recognise BTEC Qualifications (Level 3) and award equal UCAS points.

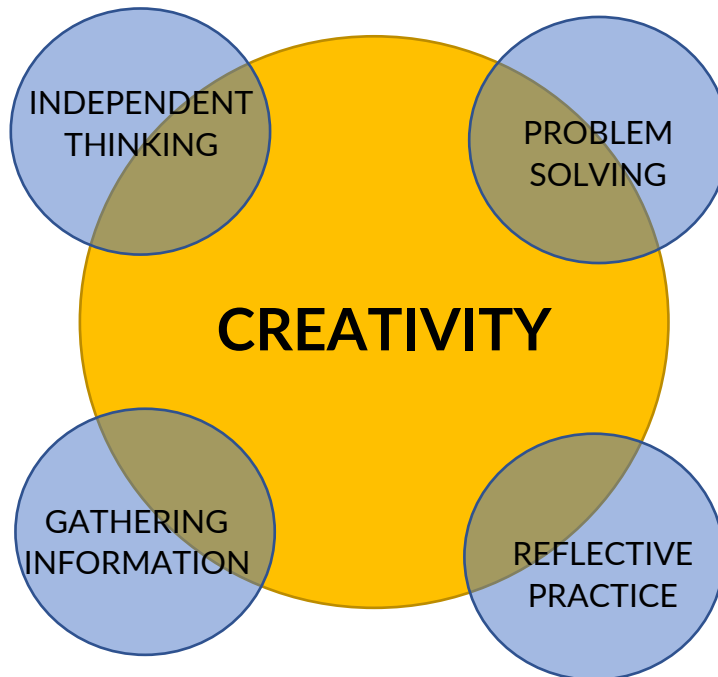
For further details contact: -

Mrs N Fleming

n.fleming@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- <https://jobs.theplace.org.uk/departments/centre-for-advanced-training>
- <https://www.onedanceuk.org/programmes/careers-hub>
- <https://sites.google.com/view/lipa-widening-participation/home>
- <https://nationalcareers.service.gov.uk/job-profiles/dancer>

GRAPHIC PRODUCTS

In modern life we are bombarded with advertising and promotion of products. Every company wants to be successful and sell as many products as possible. Graphic designers are responsible for designing logos, posters, advertising campaigns and packaging for products that will attract customers and make them want to buy them. They are expected to come up with exciting, innovative, fashionable and popular designs that also consider the environment, social and moral issues.

This course builds upon knowledge gained at Key Stage 3 and could combine elements of work in a range of materials including, different types of card, foam and plastic. It is suitable for students who have enjoyed Design and Technology lessons at lower school, are creative, have very good design skills and are prepared to work and stick to deadlines.

Graphics projects in KS3 includes the design and manufacture of a crisp packet in Year 7, a packaging in Year 8, a charity logo and Package design using 'Photoshop', a 'Google Sketch-



Up House', different presentation drawing techniques a 'house' design using Two Point perspective and modelling of packaging in Year 9.

During Year 10 students will work on a number of short projects to help them gain the knowledge and understanding needed to be successful in their final Controlled Assignment. These include: working with a range of different materials, learning relevant material properties, understanding industrial techniques and also building skills in using (CAD) Computer Aided Design 'including 2D Design' and 'Photoshop' and (CAM) Computer Aided Manufacture. Increased understanding in these areas should help them create high quality final, prototype products. These could include posters, pop-up leaflets, t-shirts and packaging for various new and fashionable products.

The course also prepares students for further education. Degree courses and careers in a range of Art and Design subjects such as Interior Design, Graphics Design, Illustration, Game Design, Engineering, Product Design, Packaging Design, Stage and Film set design to name just a few. Design related careers are amongst the fastest growing in today's job market. Over two million people are currently employed in a sector where Art, Craft and Design education plays a vital role.

The course is assessed in two sections:

50% Controlled Assessment (Y11)

A 20 page folder of high-quality research, design ideas, design development, evaluation and theory sheets plus a range of high quality prototypes made from paper, card, foam, plastic or other relevant modelling materials.

50% Written Exam (Y11)

A two-hour exam which will question the students on various topics such as properties of materials, industrial techniques and sustainability issues. Application of appropriate maths skills will also form part of the exam paper.

At all times appropriate health and safety issues will be introduced and reinforced.

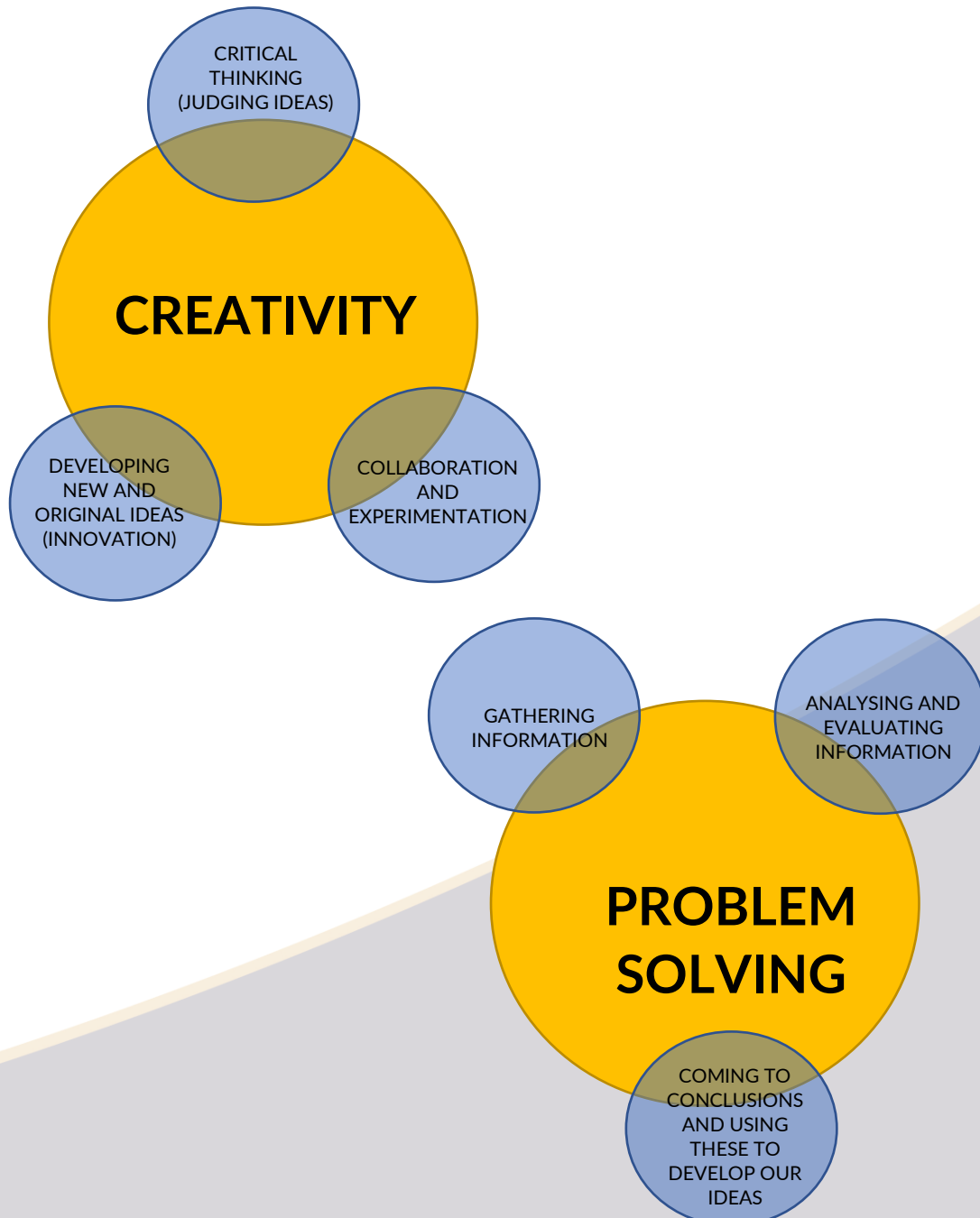
For further details contact: -

Mrs J Thompson

j.thompson@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- [How to become an interior designer \(successatschool.org\)](https://www.successatschool.org)
- [Why Study Design and Technology? \(successatschool.org\)](https://www.successatschool.org)
- [What can I do with an architecture degree? | Prospects.ac.uk](https://www.prospects.ac.uk)
- [What can I do with a graphic design degree? | Prospects.ac.uk](https://www.prospects.ac.uk)
- [31 High-Paying Design Jobs To Consider \(With Salaries\) | Indeed.com](https://www.indeed.com)

PRODUCT DESIGN

Product Design is about finding a 'gap in the market' and creating a new product to fit it. Product designers are expected to develop solutions to real problems or needs. It is a creative process that affects our lives and plays a major part in contemporary design and society. Product designers must also consider the effects their products have on the environment.

This course builds upon knowledge gained at Key Stage 3 and combines elements of work in a wide range of materials including plastic, wood, card and metal. It is suitable for students who have enjoyed Design and Technology lessons at lower school, are creative, have good design skills and are prepared to work and stick to deadlines.

Product Design projects in KS3 include a lamp in Year 7, an automata and chair in Year 8, a torch, clock and use of 2D Design and 'Google Sketch-Up' software in Year 9. During Year 10 students will work on a number of short projects to help them gain the knowledge and understanding needed to be successful in their final Controlled Assignment. These include: working with a range of different materials, learning relevant material properties and also skills in using (CAD) Computer Aided Design and (CAM) Computer Aided Manufacture to help them create high quality final, prototype products. These could include lamps, awards, sculptures, furniture and scale model making.

The course also prepares students for further education, degree courses and careers in a range of Art and Design subjects such as Product Design, Interior Design, Engineering, Illustration, Game Design, Packaging Design, Graphic Design, Stage and Film set Design to name just a few. Design related careers are amongst the fastest growing in today's job market. Over two million people are currently employed in a sector where Art, Craft and Design education plays a vital role.

The course is assessed in two sections:

50% Controlled Assessment (Y11)

A 20 page folder of high quality research, design ideas, design development, evaluation and theory sheets plus a final prototype made from plastic, wood, manufactured boards, metal, foam or other relevant modelling materials.

50% Written Exam (Y11)

A 2 hour exam which will question the students on various topics such as properties of materials, industrial techniques and sustainability issues. Application of appropriate maths skills will also form part of the exam paper.

At all times appropriate health and safety issues will be introduced and reinforced.

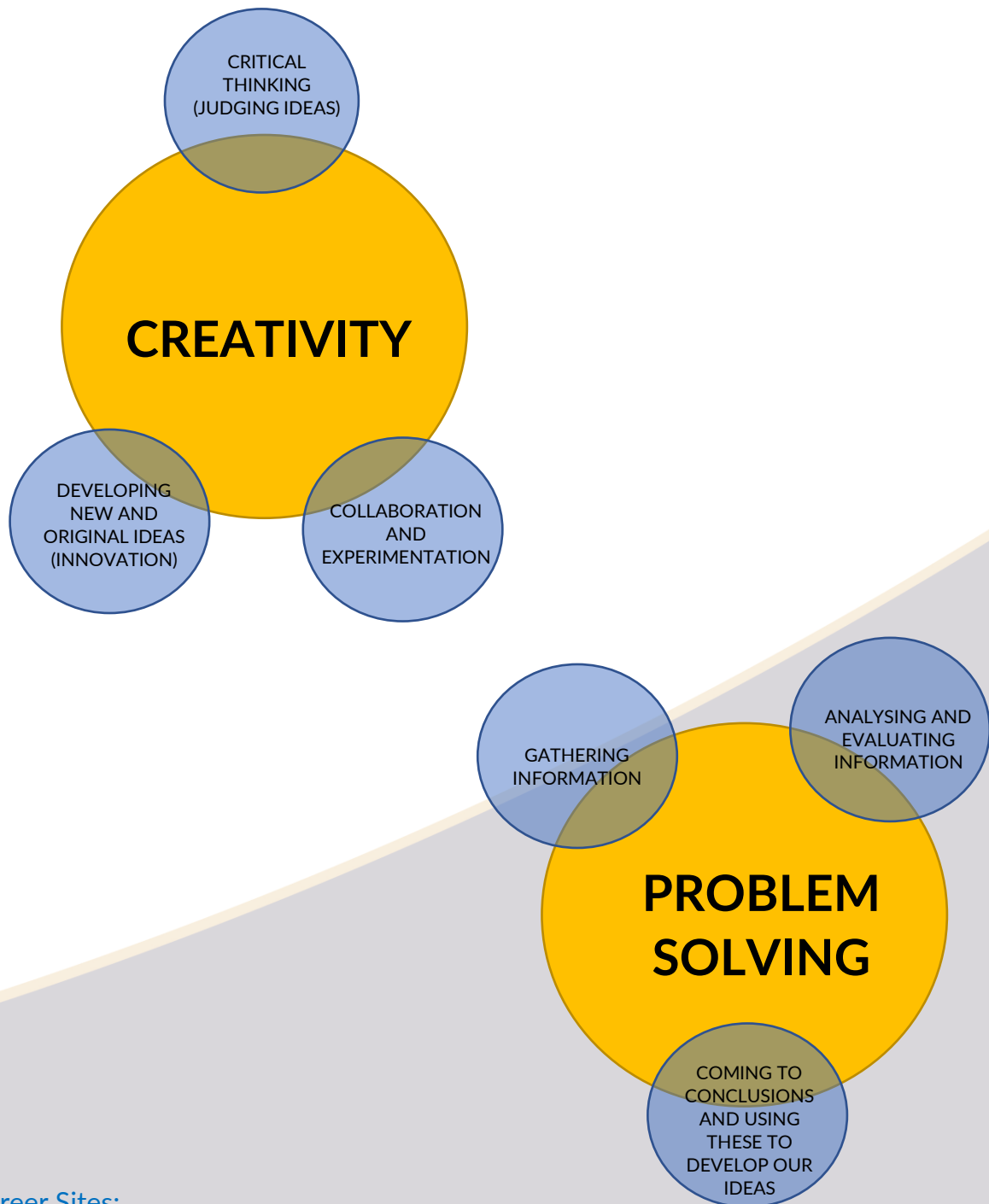
For further details contact: -

Mrs J Thompson

j.thompson@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



Useful Career Sites:

- [60 Second Interview: Design Engineer \(successatschool.org\)](https://www.successatschool.org/)
- [Why Study Design and Technology? \(successatschool.org\)](https://www.successatschool.org/)
- [What can I do with an architecture degree? | Prospects.ac.uk](https://www.prospects.ac.uk/)
- [What can I do with a product design degree? | Prospects.ac.uk](https://www.prospects.ac.uk/)
- [31 High-Paying Design Jobs To Consider \(With Salaries\) | Indeed.com](https://www.indeed.com/)

FOOD PREPARATION

Taking this GCSE does not mean you just want to be a chef, it is accessing hundreds of different jobs in several different industries from dieticians, food manufacturing, and purchasing to name just a few. We all know that cooking is a skill we cannot live without but having an understanding of how food can affect our wellbeing is also essential to a healthy lifestyle.

This course is suitable for students who have enjoyed Food Technology lessons at lower school, have gained a good basic knowledge of nutrients and an understanding promoting healthy lifestyles and want the opportunity to develop their practical skills.

During the course you will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food such as provenance and seasonality. Pupils will be successful in GCSE Food Preparation & Nutrition if they are organised and enjoy experimenting with food. It is more important for pupils choosing the course to enjoy a large variety of foods than have a natural flair for cooking; we will teach you the skills which will enable you to be successful at GCSE. The course is taught in a “hands on” practical way; consequently, the weekly purchase of ingredients is essential.

How will my course be assessed?

All assessments take place in year 11

- September–December Task 1 Food Science Investigation (10 hours) = 15% of GCSE
Food science investigation including a range of experiments to meet a set brief e.g. how raising agents work
- December–February Task 2 Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of GCSE
Preparation time to research a brief set by the exam board and a 3-hour practical exam where you plan, prepare and make a range of dishes demonstrating complex skills and time afterwards to evaluate them.
- May–June 1 hour 45 minutes exam = 50% of GCSE.

Food Technology is one of the world’s fastest growing industries.

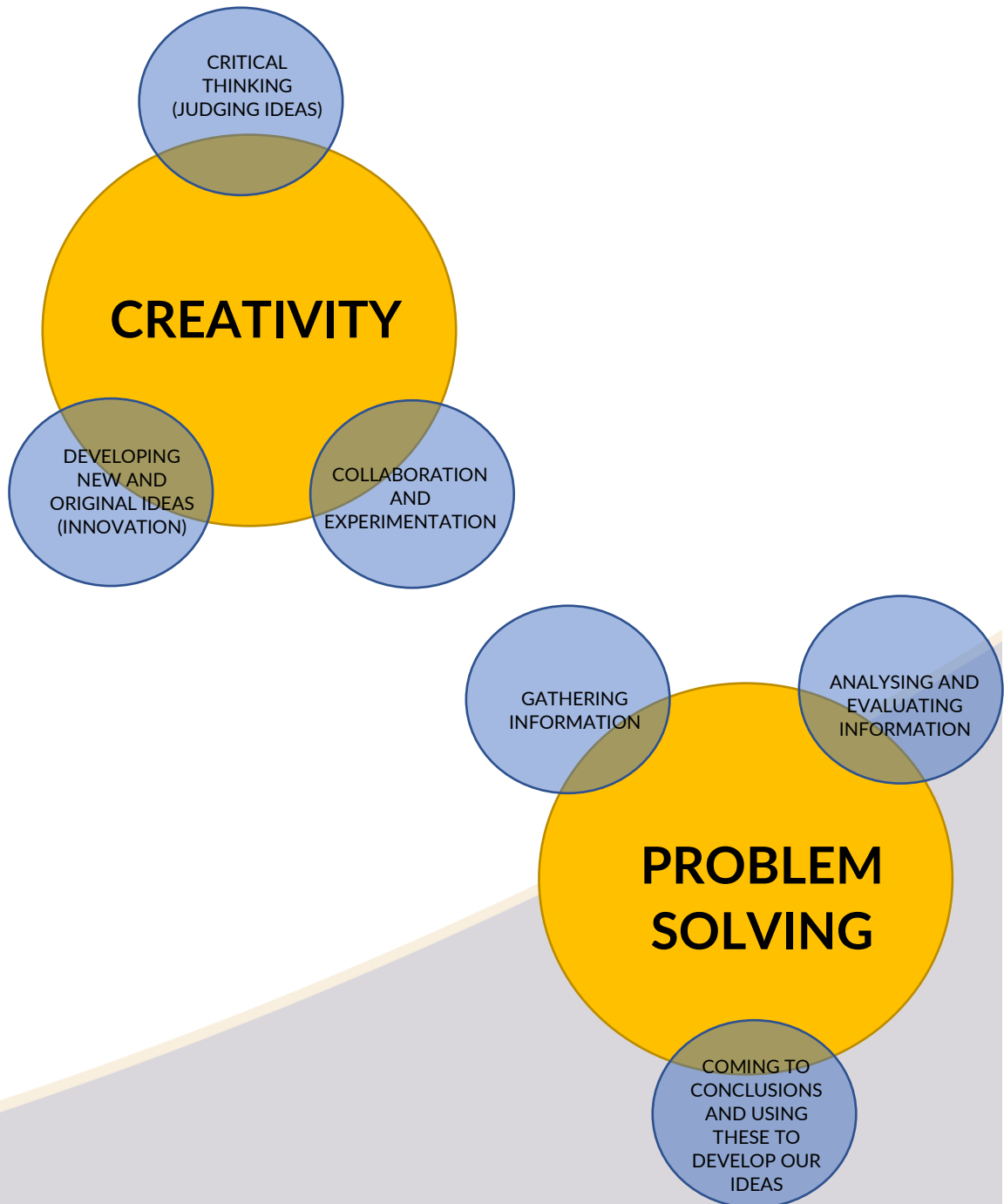
For further details contact: -

Miss H Dempster

h.dempster@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



Useful Career Sites:

- [What can I do with a food science degree? | Prospects.ac.uk](https://www.prospects.ac.uk/degrees/food-science)
- [What can I do with a hospitality management degree? | Prospects.ac.uk](https://www.prospects.ac.uk/degrees/hospitality-management)
- [15 careers in food \(with duties and average salary\) | Indeed.com UK](https://www.indeed.com/uk/jobs?q=15+careers+in+food+(with+duties+and+average+salary))

BTEC TECH AWARD IN PERFORMING ARTS (ACTING)

What will I be expected to do?

This course is a heavily practical, work-related course. You will be expected to perform alongside others in the class and in front of live audiences. You will learn your craft by completing projects and assignment briefs that are based on realistic situations, activities and demands. Some of these include the study and exploration of different acting styles as well as the performance of a selected play. This Level 1 / 2 Tech Performing Arts qualification follows an Acting specialism pathway to allow you to focus on your acting skills on stage, as well as allowing you to explore the wider world of the Performing Arts.

A Btec Tech Award is equivalent to one GCSE grade 9–4. Units will be awarded with an individual grade of Pass/Merit/Distinction* which will then equate to an overall grade at the end of the course.

What is the course structure?

Component 1

Exploring the Performing Arts (30%)

During this unit, you will explore a chosen play script using both practical and theory aspects. This will look at the plot, themes and characters as well as production elements such as set and costume. Exploration of the play will be linked to a theme set by the exam board (past themes have included Conflict and Relationships). At the end of the unit, you will be expected to show your understanding of the play studied through a written document.

Component 2

Developing Skills and Techniques in the Performing Arts (30%)

This unit consists of a whole class performance of a play script. (The script will be chosen to suit the dynamics of the class). Auditions will be held to determine the role(s) within the production and rehearsals conducted within lessons. The final performance will be held in front of an invited audience at Priestley College, where you will be able to experience an enriching theatre experience. Alongside this, you will be expected to keep a logbook, showing your character development and performance targets. Exploration of this will also be linked to a theme set by the exam board (past themes have included Growth and Identity). At the end of the unit, you will be expected to write an evaluation of the process.

Component 3

Performing to a Brief (40%)

This externally assessed unit takes the form of a devised piece of drama based on a theme set by the exam board. This unit allows you to put into action the skills you have learnt throughout the course by working collaboratively with others. During this unit, you will complete a written Ideas, Skills and Evaluation log to document the process. The written logs will be undertaken under controlled conditions.

How is the course assessed?

Components 1 and 2 are internally assessed by the class teacher and verified by the exam board.

Component 3 is a controlled assessment that is sent to an external examiner.

A unit grade of Pass (4/5), Merit (6), Distinction (7), Distinction * (8/9) will be awarded for each individual component. These will then be calculated at the end of the course to award a final overall grade of Pass (4/5), Merit (6), Distinction (7), Distinction * (8/9).

What can I do at the end of the course?

With further training or study students can go into courses and jobs in:-

*Acting/Theatre/Dance/Music/Entertainment/Teaching/Choreography/
Community Arts/Directing/Playwright/TV Presenting/Technical Design Work*

This course will build on the social and communication skills required for any job. This course offers a multitude of transferrable skills to be utilised in the future.

BTECS opens doors and rewards effort

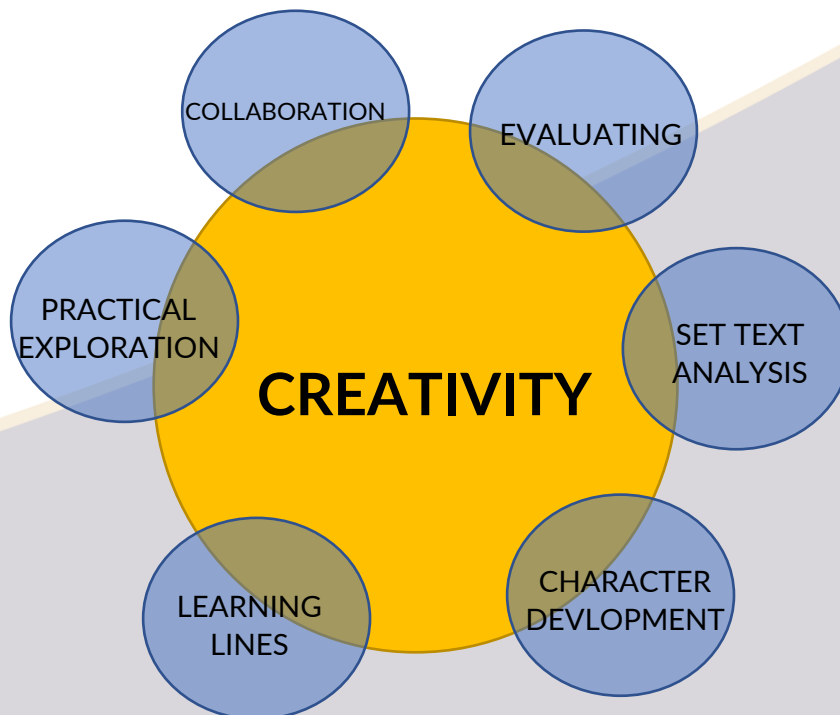
- 62% of large companies have recruited employees with BTEC Qualifications.
- BTECs increase the likelihood of getting a job, by 8% for women and 5% for men.
- Universities recognise BTEC Qualifications (Level 3) and award equal UCAS points

For more details contact:

Mrs A Swaffield

a.swaffield@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- https://youtu.be/UI_wE953yPQ?feature=shared
- <https://youtu.be/J4G63y-ghrc?si=rjJPHtf4EctT5RI>
- <https://youtu.be/u3FDmqsHPPA?si=UbhXp5PdNPm9-lvr>
- <https://youtu.be/VVcuyCtvJUw?feature=shared>

GEOGRAPHY

Geography is about 'understanding the world we live in'. The 'world' around us is rapidly changing and it is important to know how it affects us and how we affect others. The course studies a range of topics looking at them from a local and global point of view.

Here are some questions we ask:-

- How can you prepare for an earthquake?
- Is the world trade system fair?
- How can rivers be managed to reduce flooding?
- Why are factories closing in the UK and moving overseas?
- What pressures does a city like Manchester face?

What does GCSE Geography involve?

There is plenty of variety in GCSE Geography. Investigating, problem solving and decision making are all common activities. Many different types of map, satellite images, photographs and videos are used, as well as atlases and text books.

Information Technology can play an important part in the course, particularly with the processing, analysis and presentation of data of all types. This has particular relevance to fieldwork and involves two days where we investigate issues with the River Wyre in The Forest of Bowland and Manchester, the UK's second city.

Why is GCSE Geography a useful subject to take?

As well as being an interesting and relevant subject in its own right the skills learnt as part of a GCSE Geography course, such as map reading, interpretation of data and report writing, are useful "life-skills". Employers are aware that GCSE Geographers know useful information about today's world, can find things out for themselves, can use maps, graphs and statistics and have learnt important skills such as report writing. Students studying GCSE Geography can go on to study a wide range of post-16 courses including, of course, Geography at Advanced level!

This course has a single tiered entry for the examination covering grades 1 to 9.

The course contains three exams. Paper 1—Physical Geography, Paper 2—Human Geography and Paper 3—Skills, Issues and Fieldwork.

How can you find out more?

If you, or your parents, would like to find out more about GCSE Geography, your Geography teacher, or any member of the Geography Department will always be happy to talk to you.

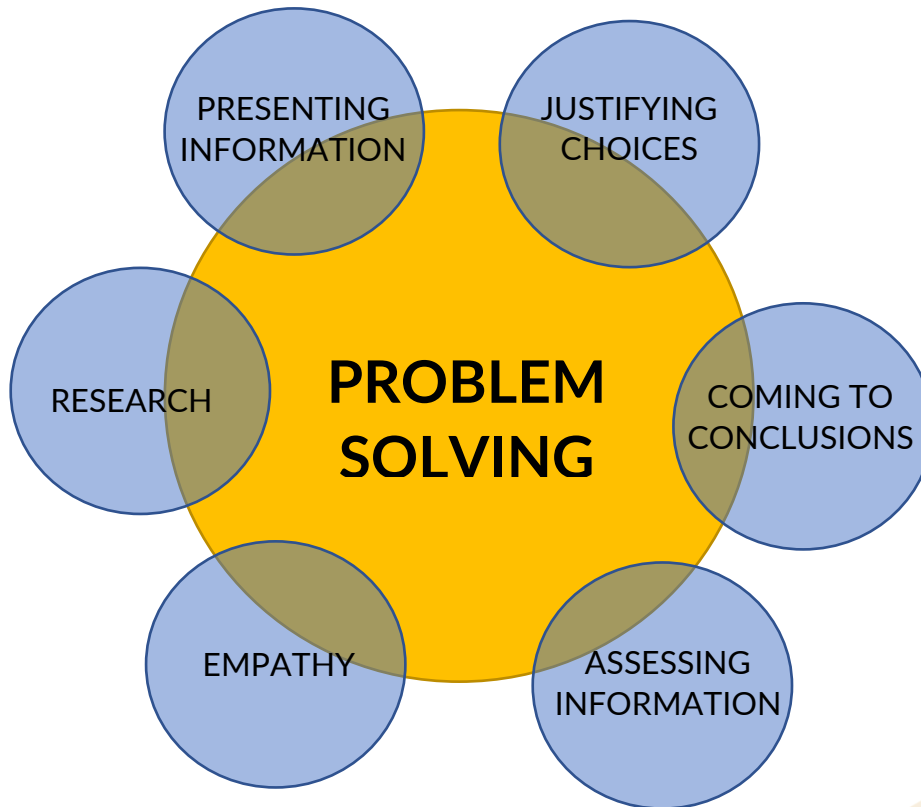
For further details contact: -

Mr K Steer

k.steer@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

<https://successatschool.org/advice/five-awesome-careers-in-geography/241>

<https://www.scijournal.org/articles/highest-paying-geography-jobs>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/geography>

HISTORY

History enables the student to acquire an understanding and knowledge of the past and how it has affected the present. History leads to the development of key skills, such as interpretation and evaluation, which are also relevant to most other subject areas. There is a demand on students to understand the utility of different types of sources, to be able to analyse how significant a person or event was and to understand how events link together. The skills acquired in GCSE History will be invaluable to students in their continued education.

GCSE History is a demanding course, both in terms of the skills required and the amount of subject content. Students will be challenged and academically pushed. The result will be a History qualification that is well regarded by further education providers and employers.

The course is structured as follows;

[Paper 1: British thematic study with a historic environment study](#)

30% of the overall grade

Thematic Study: Medicine in Britain 1250–present

This unit focuses on the significance of factors, key developments and individuals in medicine from the Middle Ages to the present day. Each time period will look at specific case studies e.g. the Black Death, Cholera etc.

Historic Environment: The British sector of the western front 1914-18 This unit focuses on the relationship between conditions in the British trenches and their impact on the nature of illness and provision of medical care

[Paper II: Period Study and British Depth Study](#)

40% of the overall GCSE

Period Study: The American West, c1835-1895

This unit is about the exploration and settlement of the American West and its unfolding impact on the Native Americans, from the opening of the first wagon trails west to the immediate aftermath of the closing of the American frontier.

British Depth Study: Early Elizabethan England, 1558-88

This unit includes a study of the political, religious, social and economic problems faced by Elizabeth 1 and how well she dealt with such. Students will, for example, study the challenge of Mary, Queen of Scots and England's rivalry with Spain.

[Paper III: Modern Depth Study](#)

30% of the overall GCSE

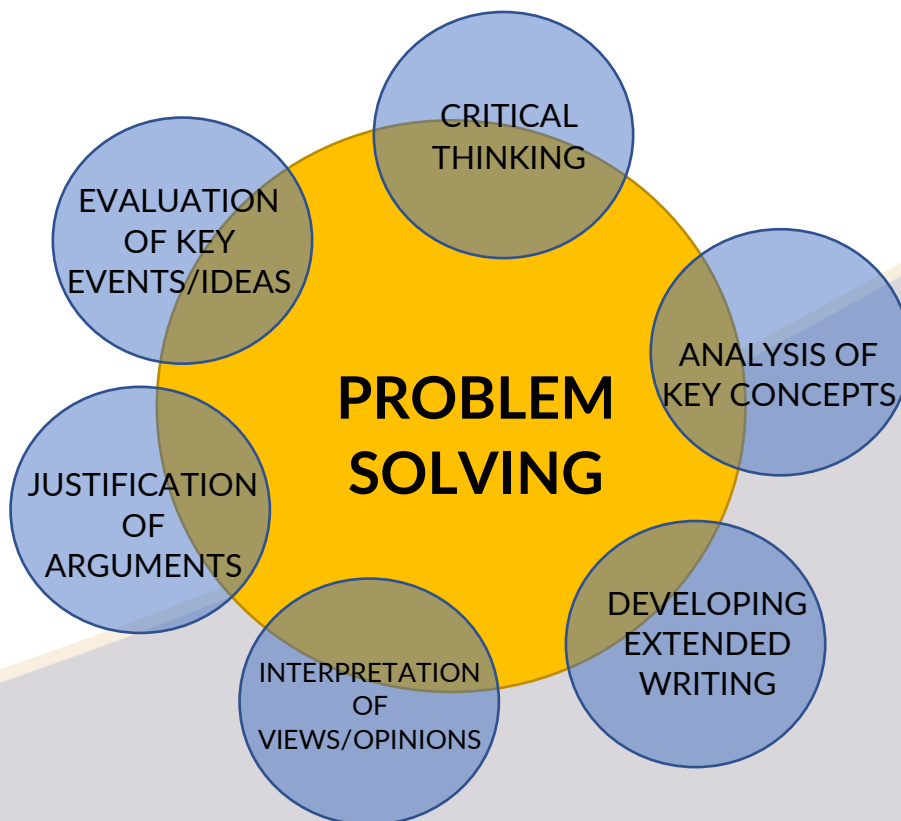
Weimar and Nazi Germany, 1918-39

This unit focuses on interpretations of Weimar and Nazi Germany. For example, students will study the political policy of the Weimar and Nazi governments and the effectiveness of social policies such as those dealing with young people or minorities.

The Department expects students to display a great deal of commitment during this course. History department results at GCSE level have consistently been well above the national average.

For further details contact: -
Mr W Maunder
w.maunder@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- <https://successatschool.org/advice/why-study-history/210>
- <https://www.prospects.ac.uk/careers-advice/what-cab-i-do-with-my-degree/history>
- <https://uk.indeed.com/career-advice/finding-a-job/careers-for-history-lovers>

MODERN LANGUAGES (French and German)

All Bridgewater pupils are encouraged to study a modern foreign language through to the end of Year 11 and a foreign language is one of the qualifications from which pupils must choose for the English Baccalaureate. Those pupils in the dual language group may opt for both languages, or choose between them.

The Reasons

Languages are a life skill

Knowledge of a foreign language is not just another GCSE grade—it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly valued by employers.

Languages teach you communication skills and adaptability

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

Languages teach you cultural awareness

The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

Languages gives you a sense of achievement.

Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.

Languages are a social skill

Languages are very sociable. If you enjoy being with people and communicating with them, the chances are you'll enjoy being able to do this in a foreign language too.

Languages gives you the edge in the job market

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

Learning languages gives you greater opportunities to travel and work abroad

There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.

Languages combine well with virtually any subject for further study

The range of combined degrees and further education courses involving a language is limitless— from Engineering to Theatre Studies. Many universities even offer funding for students to continue or extend their language knowledge by travelling or working abroad during the vacations.

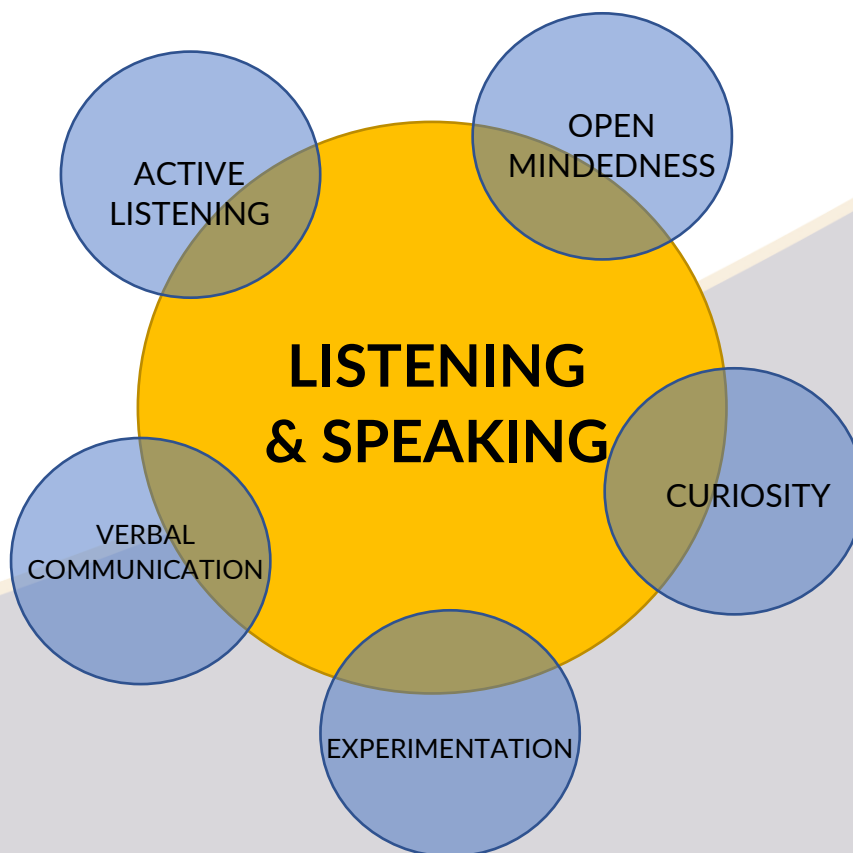
The syllabus for both French and German will be AQA. These courses stress the communicative skills and enable students to speak and understand the language, making it a very useful qualification.

The examinations can be taken at Foundation and Higher levels. Entry must be made at one of these levels across all 4 skill areas of Listening, Speaking, Reading and Writing.

All skills are assessed by final examination at the end of Year 11—there is no controlled assessment. Each of the four skill areas is worth 25% of the final mark.

For further details contact: -
Mr R Glew
r.glew@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- [What can I do with a modern languages degree? | Prospects.ac.uk](https://www.prospects.ac.uk/what-can-i-do-with-a-modern-languages-degree/)
- [11 popular choices for jobs and careers in languages | Indeed.com UK](https://www.indeed.com/uk/jobs/careers-in-languages/)
- [Careers in Languages - Where Can Languages Take You? \(successschool.org\)](https://www.successschool.org/careers-in-languages-where-can-languages-take-you/)



MUSIC

PERFORMING – C1: 30%

Coursework - 72 marks

One Solo and one Ensemble (36 each)

Total length between 4-6 mins.

All criterion out of 12

- Accuracy – Use of rhythm, pitch, tempo & performance directions
- Technical Control – Instruments/equipment, sonority and projection

Expression & interpretation – Communicating the conventions of the style

One must link to an area of study.

COMPOSING – C2: 30%

Coursework - 72 marks

2 compositions – 1 to a set brief

Comp 1 Set Brief

Comp 2 Can be in any style

All criterion out of 12

- *Creativity & development of musical ideas* – Ideas, their development and how they contrast
- *Technical control of musical elements and resources* – Choice of elements/resources, how they are employed, including technology
- *Structure and stylistic coherence* – Organisation, style & character and coherence.

LISTENING – C3: 40%

1 hr 15 mins - 96 marks

AOS 1: Musical Forms and Devices

AOS 2: Music for Ensemble

AOS 3: Film Music

AOS 4: Popular Music

There are 8 Questions – Each with 12 marks

Two on each Area of Study

Set work 2023/4: Bach: Badinerie, Orchestral Suite No.2 & Toto: Africa

In Summary:

4 pieces of coursework

- Solo Performance
- Ensemble Performance
- Composition FREE
- Composition Set Brief
- 1 Listening Paper
- 1 hour 15 minutes
- 4 Areas of Study

96 marks

What are the similarities to Year 9 Music?

Similarities:

- Lots of opportunities for group work
- Get to work with your friends
- You learn about all different styles of music

What styles of music will I be studying?

This really varies on the course, and you can choose your own style for the coursework element.

Some Misconceptions about GCSE Music

“I already play an instrument so there’s no point in taking music as well”

Not true! You will learn lots about different styles of music that you haven’t studied before and also how to compose music for your instrument/voice. Not to mention the other benefits i.e. increased confidence/ability to work as a team etc.

“You have to be able to play an instrument / read music and I’m just a singer”

Not true! Lots of singers take music and do very well. As long as you can play some basic chords on the keyboard (which you should all be able to do as you have studied chords this year and last) then you will be fine!

“You have to perform solos to the rest of the group”

Not true! You can record your solo pieces in a practice room. You do, however, have to be prepared to perform with other people.

“I find music in year 9 quite easy so I don’t think it will be challenging enough for me”

Not true! Nobody has ever said they find GCSE Music easy, even if they are already an amazing standard on their instrument. There are lots of parts of the course which are challenging, and of course, fun!

“There’s no point in me taking music as a GCSE as I know I don’t want to be a musician when I’m older”

Do you think that in your future, you might have to do the following:

- Present an idea confidently to a group of people?
- Organise a group to prepare a piece of work ready for a strict deadline?
- Create something new and different that stands out from others’ work?
- Think on your feet when something goes wrong during a presentation?
- Regularly adjust your work and ideas as you go along in order to produce a high-quality finished product?

Music helps you prepare for all these situations.

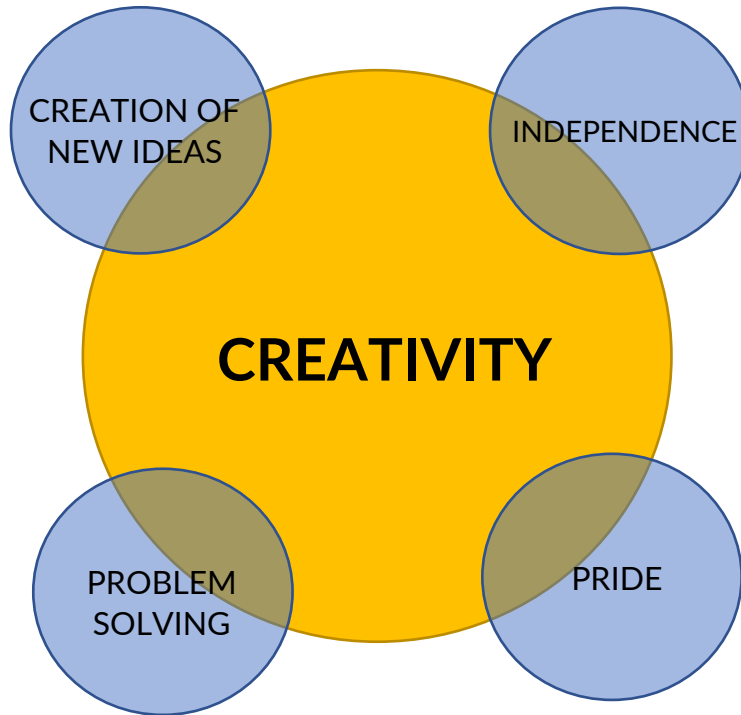
For further details contact: -

Mr R Bradbury

r.bradbury@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- www.berkley.edu/careers
- www.sonicbirds.com
- www.musicjobs.com
- www.musicbusinessworldwide.com
- www.musiciansunion.org.uk
- www.musicmatch.com
- www.themuse.com/jobs/c-arts-entertainment
- www.rollingstone.com/t/jobs

BTEC TECH AWARD IN PERFORMING ARTS (MUSICAL THEATRE)

This course is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Some of these include the study and exploration of different Musical Theatre styles as well as the performance of a selected musical. This Level 1 / 2 BTEC Tech Performing Arts qualification follows a Musical Theatre specialism pathway to allow you to focus on your arts skills on stage, as well as allowing you to explore the world of the Performing Arts.

A BtecTech Award is equivalent to one GCSE grade 9–4, units will be awarded with an individual grade of Pass/Merit/Distinction/Distinction* which will then equate to an overall grade at the end of the course.

What is the course structure?

Component 1 - Exploring the Performing Arts (30%)

During this unit, you will explore three musicals using both practical and theory aspects. This will look at the plot, themes, songs, dances and characters as well as production elements such as directors, set and costume. At the end of the unit, you will be expected to show your understanding of one of the musicals studied through a written presentation.

Component 2 - Developing skills and Techniques in the Performing Arts (30%).

This unit consists of a whole class performance of a musical. (The script will be chosen to suit the dynamics of the individual class). Auditions will be held to determine the role(s) within the production and rehearsals conducted within lessons. Alongside this, students will be expected to keep an on-going logbook, showing their character development and performance targets. The final performance will be held at Priestley College, whereby the students will be able to experience an enriching theatre experience.

Component 3 - Performing to a Brief (40%)

This externally assessed unit takes the form of a devised piece of performing arts based on a theme set by the exam board. This unit allows students to put into action the skills they have learnt throughout the course by working collaboratively with others. During this unit, you will complete a written Ideas, Skills and Evaluation log, to document the process. The written logs will be undertaken under controlled conditions.

How is the course assessed?

Components 1 and 2 are internally assessed by the class teacher and verified by the exam board.

Component 3 is a controlled assessment that is sent to an external examiner.

A unit grade of Pass (4/5), Merit (6), Distinction (7), Distinction * (8/9) will be awarded for each individual component. These will then be calculated at the end of the course to award a final overall grade of Pass (4/5), Merit (6), Distinction (7), Distinction * (8/9) .

What can I do at the end of the course?

With further training or study students can go into courses and jobs in:-

Acting/Theatre/Dance/Music/Entertainment/Teaching/Technical Design Work/
Teaching/Choreography/Community Arts/Directing/Playwright/TV Presenting

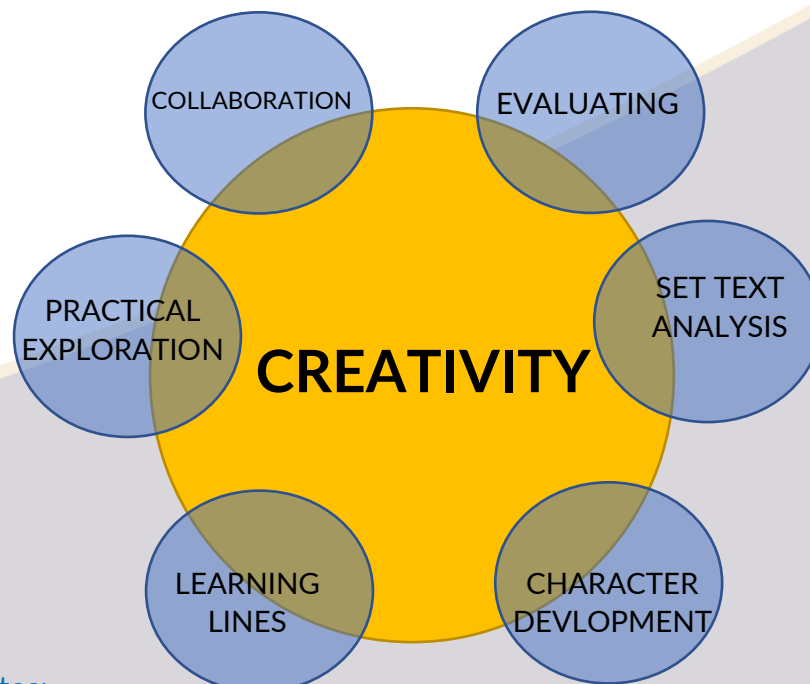
This course will build on the social and communication skills required for any job. This course offers a multitude of transferrable skills to be utilised in the future.

BTECS opens doors and rewards effort

- 62% of large companies have recruited employees with Btec Qualifications.
- Btecs increase the likelihood of getting a job, by 8% for women and 5% for men.
- Universities recognise Btec Qualifications (Level 3) and award equal UCAS points.

For further details contact: -
Miss M Plimmer

m.plimmer@bridgewaterhigh.com



Useful Career Sites:

- <https://youtu.be/o3QTubV1C4U?si=7S7LQD7VdHGZyTH>
- https://youtu.be/u3FDmqsHPPA?si=8ap_8C6fiVsVq5VE
- <https://youtu.be/8JiWjnCahTc?si=sHJ81y97mVMG2n7D>
- <https://youtu.be/EU6ae4doRS8?si=ahmvahk8M7nxeYUB>

RELIGIOUS EDUCATION FULL COURSE GCSE

This ever-popular course offers a modern and inspiring option that will help you learn about the key beliefs and teachings of religion and how these help religious believers to answer some of the fundamental questions about human existence, how people behave and why.

Religious Studies GCSE provides an academic and rigorous approach to studying two religions. As part of the course, you will examine the beliefs, teachings and practices of Christianity and Islam discovering what these two religions believe and how these beliefs are put into practice in the modern world.

You will then use this as the foundation to look at today's issues—including things you see or read about in the news. You'll look at different themes and learn about areas such as human sexuality, issues surrounding abortion and euthanasia, violent protest and terrorism, war and peace and crime and punishment.

AQA Religious Studies

[Paper 1—Beliefs, teachings and practices of Christianity and Islam](#)

[Paper 2—Four religious, philosophical and ethical studies themes:-](#)

Theme A: Relationships and families

Theme B: Religion and Life

Theme C: Religion, peace and conflict

Theme D: Religion, crime and punishment

[Assessment](#)

No controlled assessment or tiering. 100% examination.

Paper 1: Religions

1 hour 45 minutes—96 marks (plus up to 6 marks for Spelling, punctuation and grammar (SPaG)) accounting 50% of the GCSE. The questions within each religion have a common structure of two five-part questions of 1,2,4,5 and 12 marks.

Paper 2: Themes

1 hour 45 minutes—96 marks (plus up to 3 marks for Spelling, punctuation and grammar (SPaG)) accounting 50% of the GCSE. The questions within the themes follow the same structure as the Religions paper consisting of four five part questions of 1,2,4, 5 and 12 marks.

How could it help with my future?

The course is an excellent basis for moving on to an A Level in Religious Studies, Philosophy, History, English Law, Sociology and Psychology.

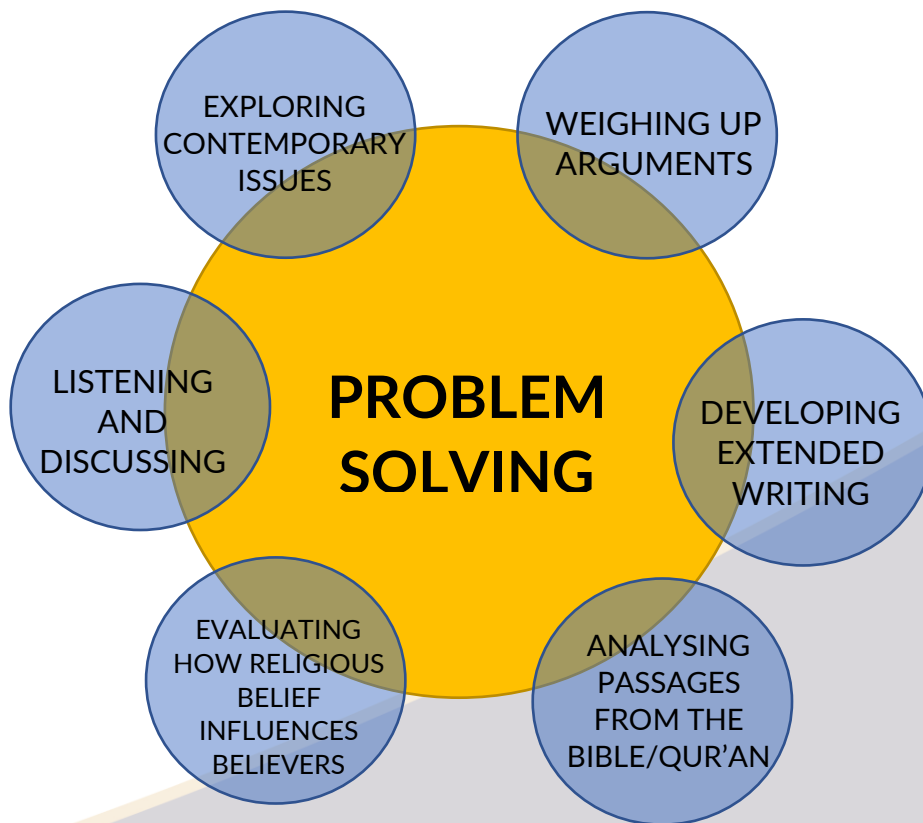


It could also take you towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher or in any career that requires an understanding of people.

For further details contact: -

Miss P Griffiths

p.griffiths@bridgewaterhigh.com



These are live links that you can use to research careers in this subject:

- www.ctvc.co.uk?work/digital/my-future-my-career-my-re
- www.successatschool.org/advice/where-can-a-religious-studies-a-level-take-me/1326
- www.prospectus.ac.uk/careers-advice/what-can-i-do-with-my-degree/theology-and-religious-studies

PHYSICAL EDUCATION FULL COURSE GCSE

The Full GCSE PE course is run in addition to the content of the CORE curriculum. There is a considerable element of theoretical work in the course and this must be taken into consideration when selection is made. In addition, the content of the GCSE Course now contains previous A Level content and therefore pupils must be willing to work hard and apply themselves accordingly.

Aims and learning outcomes

GCSE PE should encourage students to:-

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways.
- Develop knowledge, understanding, skills and values to improve and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing.
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

The course has a practical and theoretical approach. Students must be representing in at least 2 practical areas with a third strong area. All pupils will be expected to participate fully in practical activities, ensuring they are suitably equipped to do this.

Breakdown of the Course

Practical Performance—Worth 40% of the overall mark

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Students must be playing in these sports outside of school at club level.

Analysis and evaluation of performance to bring about improvement in one activity.

Team Activity List

Association Football

Badminton (Cannot be assessed with singles badminton)

Basketball

Cricket

Dance (Can only be used for one activity)

Handball

Hockey (Must be field hockey. Cannot be assessed as ice hockey or roller hockey).

Netball

Rowing (Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity)

Rugby League (Cannot be assessed with Rugby Union or rugby sevens)

Rugby Union (Cannot be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby)

League and cannot be tag rugby)

Squash (Cannot be assessed with singles squash)

Tennis (Cannot be assessed with singles tennis)

Volleyball

Individual Activity List

Amateur Boxing

Athletics

Badminton

Canoeing/Kayaking (slalom)

Canoeing/Kayaking (sprint)

Cycling Track (indoor/outdoor) or road cycling

Dance (can only be used for one activity)

Diving Platform diving only

Golf

Gymnastics Floor routines

Equestrianism

Rock Climbing (can be indoor or outdoor climbing)

Skiing Outdoor/Indoor on snow. (Cannot be assessed with snowboarding. Must not be on dry slopes)

Snowboarding Outdoor/indoor on snow (Cannot be assessed with skiing. Must not be on dry slopes)

Squash

Swimming

Table-Tennis Tennis

Trampolining

Theory Element—Worth 60% of the overall mark

Two x 1 hour 15-minute papers each worth 30% of the overall mark

Paper 1 Year 10

The Human Body and movement in physical activity and sport

What's assessed: -

Applied anatomy and physiology

Movement Analysis

Physical Training

How it's assessed:- 1hr 15 minutes exam 30% of the GCSE Grade

Paper 2 Year 11

Socio-cultural influences and well-being in physical activity and sport

What's assessed: -

- Sports Psychology
- Socio-cultural influences
- Health, fitness and well-being

How it's assessed:- 1hr 15 minutes exam 30% of GCSE Grade

Paper 1 and Paper 2 are a mixture of multiple choice, short answer and continuous prose questions. Those students wishing to follow the GCSE PE course should therefore be able to demonstrate:-

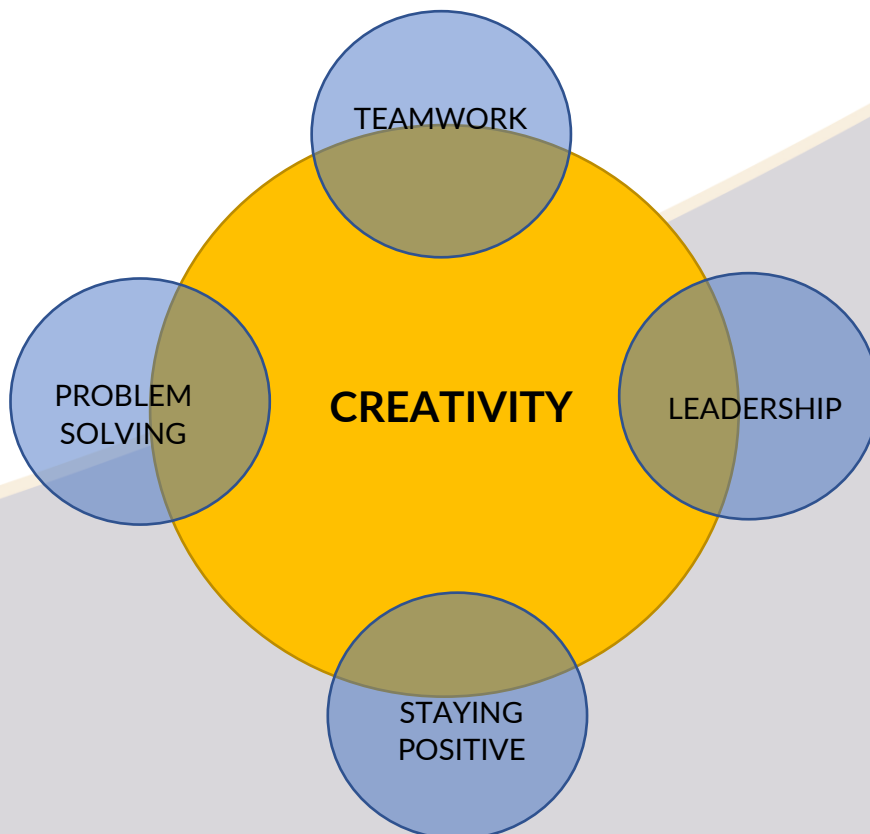
- A real thirst for knowledge of sport in both practical and theoretical concepts
- A high level of sporting competence in at least 3 physical activities
- A willingness to work hard and apply theoretical knowledge • Actively playing in a team or individual sport outside of school.

For further details contact: -

Mr P MacKay

p.mackay@bridgewaterhigh.com

This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- [Careers in Sport | News, jobs and career advice for Sport \(careers-in-sport.co.uk\)](https://careers-in-sport.co.uk)
- [Home | UK Sport](#)
- [Careers advice - job profiles, information and resources | National Careers Service](#)

PHYSICAL EDUCATION SPORTS STUDIES

Who is this qualification for?

Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

The course will provide students an understanding of contemporary issues in sport and how they impact on different sporting activities

- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?

You will develop knowledge, understanding and skills that you can apply to a range of approaches that are relevant to the workplace or higher education. You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities. You will develop the skills to produce work that is complete and coherent, demonstrating independence and understanding.

Students will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance as well as demonstrating your practical performance skills within two sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities.
- Demonstrate awareness of how to meet specific needs when developing and delivering different physical activity programmes
- Use technical language and terminology correctly
- Demonstrate evaluative skills.

Students will study two mandatory units and one optional unit.

The two mandatory units are:

- **R184: Contemporary issues in sport**

This is assessed by an **exam**.

By completing this unit, you will understand a range of topical and contemporary issues in sport. including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- o Issues which affect participation in sport
- o The role of sport in promoting values
- o The implications of hosting a major sporting event for a city or country
- o The role National Governing Bodies (NGBs) play in the development of their sport
- o The use of technology in sport.

- **R185: Performance and leadership in sports activities**

This is assessed by a set **assignment**.

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- o Key components of performance
- o Applying practice methods to support improvement in a sporting activity
- o Organising and planning a sports activity session
- o Leading a sports activity session
- o Reviewing your own performance in planning and leading a sports activity session.

- **R186: Sports and the media**

This is assessed by a set **assignment**.

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- o The different sources of media that cover sport
- o Positive effects of the media in sport
- o Negative effects of the media in sport.

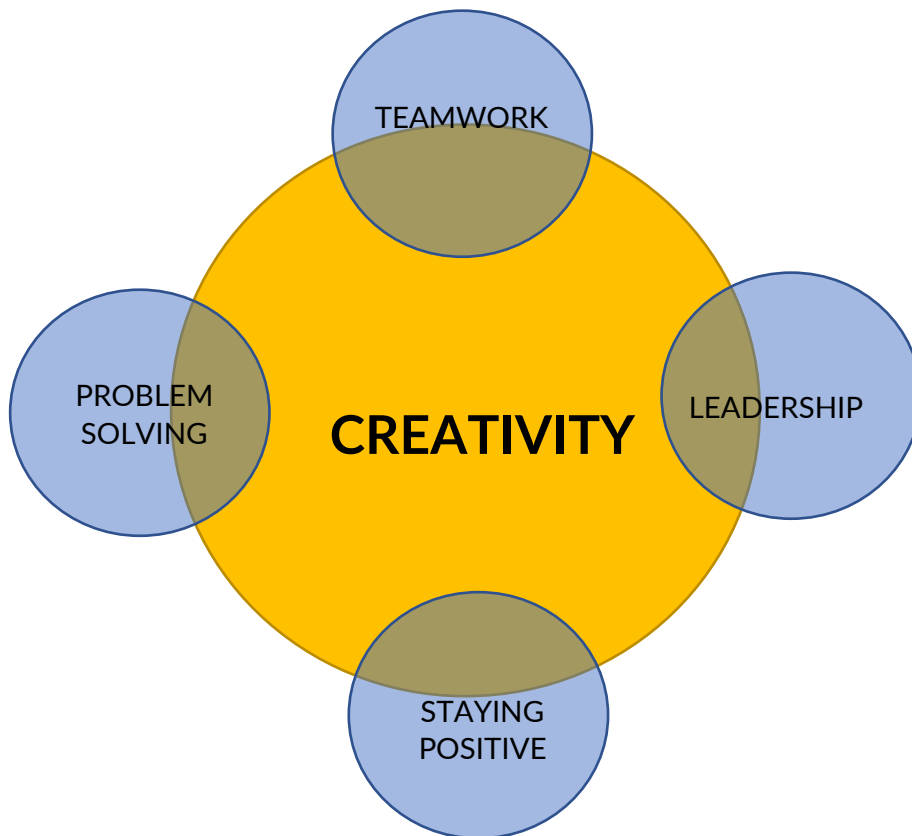
For further details contact: -

Mr P MacKay

p.mackay@bridgewaterhigh.com



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- [Careers in Sport | News, jobs and career advice for Sport \(careers-in-sport.co.uk\)](https://careers-in-sport.co.uk/)
- [Home | UK Sport](#)
- [Careers advice - job profiles, information and resources | National Careers Service](#)

TEXTILE DESIGN

The GCSE TEXTILES Course is organised so that all students undertake a wide range of creative experiences in years 10 and 11.

The work to be produced over the two-year course will be on an experimental and original creative basis but will have a strong contemporary and historical art craft and design emphasis. Students will be encouraged to make full use of their drawing abilities as a starting point to the designing process. The work will involve a variety of techniques such as collage and image transfer with fabric printed such as batik, felting and hand and machine stitching.

An important aspect of the course will be the student's sketch books, which will be used fully for homework and classwork over the two-year course. Homework is seen as a positive extension of classwork and students are encouraged to use the specialist facilities outside of their normal timetabled lessons.

Controlled Assessment: Portfolio of Work

A portfolio of work produced in year 10 and 11 that includes a sustained project which evidences the creative journey from initial research, through to the creation of a final outcome. The portfolio will also include a selection of further work undertaken over the course of study.

Externally Set Task

A piece of work which the student produces unaided over a 10 hour period during the Spring Term of Year 11. This work is worth 40% of the Final Grade mark. Both the Portfolio of Work and the Externally Set Task are displayed together for internal and external marking.

Apart from fostering an understanding of Textiles and enabling pupils to explore their ideas and experiences in a visual way, the course also prepares students for courses in Colleges of Art, Further Education and University.

Art, Craft & Design related careers are amongst the fastest growing areas in today's job market. Over two million people are currently employed in careers where Art, Craft & Design Education plays a vital role. These careers include fashion, interior design, graphic design, illustration, architecture, engineering, stage and film sets design just to name a few.

Pupils will need to purchase a folder and a sketch book which can be purchased from school. Details regarding the cost of these items will be sent out in September. Pupils will also need to obtain a "bit box" which they will add to throughout the course.

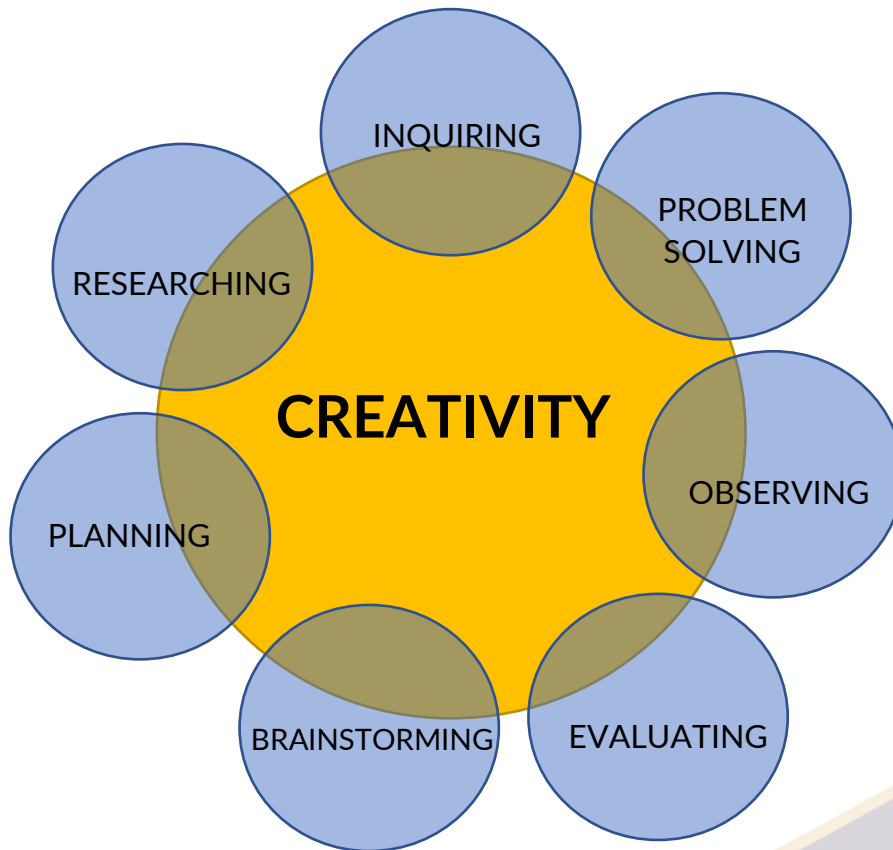
For further details contact: -

Dr E Letheren

e.letheren@bridgewaterhigh.com



This diagram shows key skills you can develop in this subject



These are live links that you can use to research careers in this subject:

- <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/textile-design>
- <https://www.careerpilot.org.uk/job-sectors/subject/textiles>
- <https://www.the-sustainable-fashion-collective.com/2016/08/05/get-jobs-fashion-textiles-2>

BTEC TECH AWARD IN HEALTH & SOCIAL CARE

Health & Social Care involves working with different people of a variety of ages, from babies to people with special needs or learning difficulties, to the elderly. You work with people during some of the best and worst times of their lives.

In Health and Social Care, you will develop key skills such as interpreting data to assess someone's health, evaluation skills when considering an individual's needs and design and investigation skills. You will also develop your literacy and IT skills through assignment writing where you will explain, compare and analyse information. You will look at the individual rights of people in care, as well as the essential skills and qualities needed to work in the care industry.

You will study the key aspects of health and social care and have the opportunity to apply what you learn through a number of practical experiences. This will involve the studying of two mandatory units and one optional unit:

RO32: Principles of care in health and social care settings. This unit is assessed by an **exam**. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:

- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings

RO33: Supporting individuals through life events. This unit is assessed by a **Set Assignment**. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- Topic Area 1 Life stages
- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

RO35: Health promotion campaigns. This unit is assessed by **Set Assignment**. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include:

- Topic Area 1 Current public health issues and the impact on society
- Topic Area 2 Factors influencing health
- Topic Area 3 Plan and create a health promotion campaign
- Topic Area 4 Deliver and evaluate a health promotion campaign

To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the **Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology** and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

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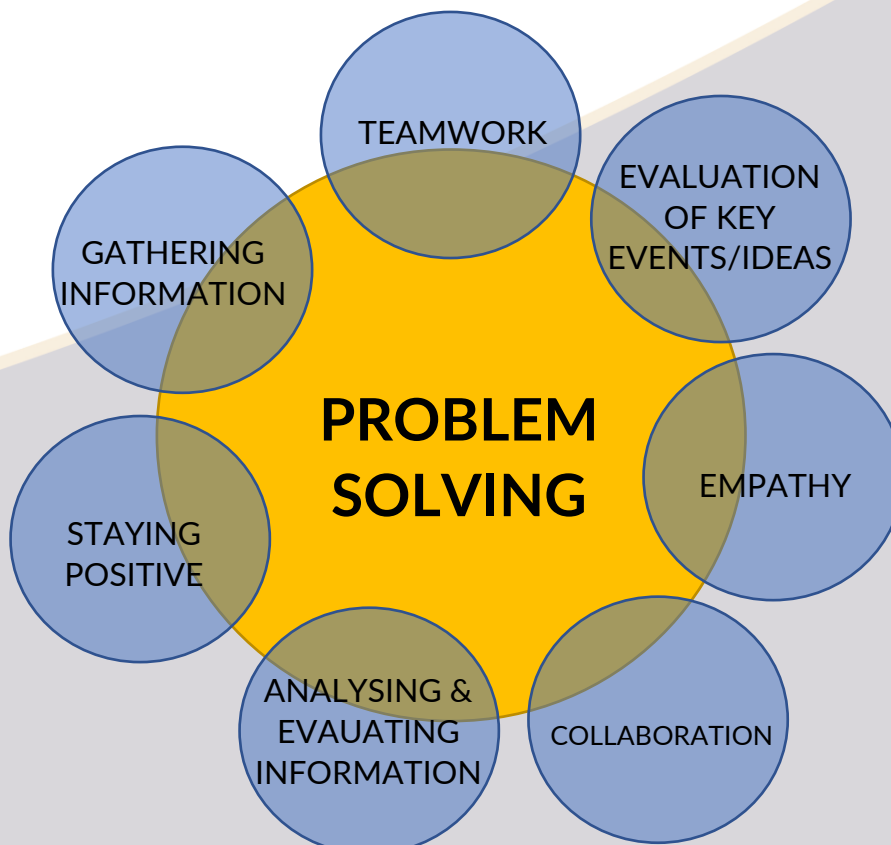
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These are live links that you can use to research careers in this subject:

<https://www.healthcareers.nhs.uk/explore-roles>

<https://nationalcareers.service.gov.uk/job-categories/social-care>

This diagram shows key skills you can develop in this subject





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