



Y9 Options Booklet

Entry September 2021



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Welcome to UTC Sheffield Olympic Legacy Park

Dear Parent/Carer/Student

Welcome to UTC Sheffield, Olympic Legacy Park. You have made a positive decision to join the UTC with a focus on technical learning.

KS4 students at UTC OLP study GCSE Mathematics, English Language, English Literature and Sciences (Biology, Physics and Chemistry leading to GCSE combined or triple science) over a three-year period and GCSE Citizenship completed at the end of Year 10, along with a suite of two technical qualifications in their chosen specialism – Computing, Health Sciences & Social Care, or Sport Science.

The timetable features allocated time for Careers Information, Advice and Guidance and Physical Education, alongside a choice of interesting and varied enrichment activities.

Employer-based projects are embedded into curriculum qualifications to develop business and employability skills.

Overall, this balanced curriculum offer provides a well-rounded education designed to build students' skills, knowledge, confidence and judgement to equip them for successful progression whatever their interests.

GCSE Option

Students select one from the following GCSEs to study alongside their core subjects and technical specialism:

- Computer Science
- Geography
- Psychology
- Sociology
- OCR Sports Studies/equivalent qualification

Kind regards

Jessica Stevenson
Principal

What is Key Stage 4?

At the UTC the curriculum at Key Stage 4 consists of a mixture of Essential Learning and Optional Learning. Students will be able to choose a subject for their Optional Learning according to their strengths and interests.

Our tailored curriculum reflects the National Curriculum requirements and the curriculum policy of the UTC. We want to offer individual choice in your option subject so that students can concentrate on their future career paths.

Essential Learning: What does everyone do?

All students are taught a core programme which we refer to in this booklet as Essential Learning. These are the subjects and skills that are statutory for all children aged 13-16 and are studied by everyone in addition to studying the essential elements of your chosen specialism.

Optional Learning: What can you choose?

We want our students to be committed to their subjects and so we allow them to choose one subject that make up their Optional Learning.

We make every effort to ensure that students study the course they opt for. We are constrained by constructing a timetable, staffing and group sizes. This is why we ask that you also make a reserve option. Any student who does not get their top choice will be seen by Mr Loftus (Vice Principal) and/or the Learning Manager to discuss alternatives.



Proposed Structure of the Day 2021-2022

- Y9 will have 25 periods of lessons in a week
- Y9 Students will be expected to be in the building from 8.25am – 14.35pm

The UTC is open Monday to Friday from 8.00am – 16.30pm for students		
Registration	8.30-8.40	10 minutes
Period 1	8.40-9.35	55 minutes
Period 2	9.35-10.30	55 minutes
Y10 break (Y9 & Y11 in Tutor Time)	10.30-10.45	15 minutes
Y9 break (Y10 & Y11 in Tutor Time)	10:45-11:00	15 minutes
Y11 break (Y9 & Y10 in Tutor Time)	11:00-11.15	15 minutes
Period 3	11.15-12.10	55 minutes
Lunch (4a) Y10 (Y9 & Y11 in Period 4)	12.10-12.40	30 minutes
Lunch (4b) Y9 (Y10 & Y11 in Period 4)	12.40-13.10	30 minutes
Lunch (4c) Y11 (Y10 & Y9 in Period 4)	13.10-13.40	30 minutes
Period 5	13.40-14.35	55 minutes
Period 6 (Y9 enrichment time - Optional)	14.35-15.30	60 minutes

How Many Periods of Which Subjects Will You Study in Year 9?

Subject	Periods of study in Y9
English	4
Maths	5
Science	3
Technical Specialism	6
PSHE/Citizenship	2
PE/Sport	2
Option (choice of 5 subjects – choose 1)	3
Total	25

Changes to Grading of Courses at Key Stage 4

New GCSEs will be graded 9–1, rather than A*–G, with grade 9 considered a good pass and grade 9 being the highest and set above the legacy A*. The new system is intended to help provide more differentiation, especially among higher achieving students.

The grades were given for the first time in 2017 exam results, for specifications that first started teaching in 2015. By 2019, all GCSE results will be using the new system.

Technical Specialism Cambridge National grade	GCSE grades prior to 2017 (old system)	New Points System for 2018
Level 1 Merit	E	2.00
Level 1 Distinction	D	3.00
Level 2 Pass	C	4.00
Level 2 Merit	B	5.50
Level 2 Distinction	A	7.00
Level 2 Distinction*	A*	8.50*

9 is a new top grade to recognise only a top level A performance

Technical Options

- SPORT SCIENCE PATHWAY



- HEALTH SCIENCES & SOCIAL CARE PATHWAY



- COMPUTING PATHWAY



SPORT SCIENCE PATHWAY

Examination Board: OCR

Sport Science National Certificate

What is this subject and why should I study it?

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective, which assumed the primacy of natural talent in producing outstanding performance, to one, which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

Course Content

Reducing the risk of sports injury

Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor. By completing this unit, students will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.

Applying the principles of training

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply principles of training to the requirements of the individual in their development and implementation. By completing this unit, students will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

The body's response to sporting activity

It is recognised that physical activity is essential in maintaining good health. Many careers within the sport, leisure and health industries require employees to have an understanding of how the body changes and responds to physical activity. With this knowledge, it is possible to improve body systems to optimise sports performance and promote healthier lifestyles. By completing this unit, students will understand key aspects of the structure and function of the muscular-skeletal and cardio-respiratory systems and investigate some of the changes, which occur to them in response to short and long-term physical activity.

Sport nutrition

In elite sport, one of the key success factors is an athlete's diet. Students will learn about the different nutrients that are needed to support a balanced diet, the purpose of different nutrients, what different athletes should consume and how to create a diet plan for an identified performer to support their training and competition schedules.

How is the course assessed?

Reducing the risk of sports injuries is assessed through a written paper the other units being assessed by UTC subject specialists and then moderated by OCR

HEALTH SCIENCES & SOCIAL CARE PATHWAY

Health & Social Care National Diploma

What is this subject and why should I study it?

Cambridge Nationals in Health and Social Care will equip students with sound specialist knowledge and skills for everyday use. Tasks will engage students with the most demanding aspects including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity. The qualification design, including the range of units available, will allow students the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

Course Content

Essential values of care for use with individuals in care settings

This unit focuses on the rights of individuals and instils the values of care to be used when working in a health, social care or early year's environment. Many individuals who use services often feel vulnerable and are lacking in confidence.

Communicating and working with individuals in health, social care and early years' settings

This unit will provide students with the underpinning knowledge and understanding of how to communicate effectively, and what personal qualities will contribute to the creation of a caring environment when working with individuals in health, social care and early years settings.

Understanding body systems and disorders

The interaction of our body systems together with the structure and function they provide allow human beings to breathe and move, as well as taste, touch and smell the amazing world we live in.

Using basic first aid procedures

While this unit will not provide certification as a qualified first aider, it will enable students to know the basic actions that should be taken to ensure their safety at the scene of accidents and understand the actions, which may be taken for a range of injuries. Students will learn how to assess accidents in order to provide essential information for emergency services and will learn how to carry out basic first aid procedures on adults.

Understanding life stages

This unit will allow students to investigate the main life processes that will occur with each life stage: they will develop an awareness and understanding of the key events that may happen and the effects of these during the lifespan of an individual, helping to identify the need for additional support.

Planning for employment in health, social care and children and young people's workforce

This unit is designed to enable students to plan and prepare for employment within health, social care and children and young people's workforce roles. It will help them to identify the key attributes and skills needed, and to set some challenging individual goals for their development.

Understand the nutrients needed for good health

You are what you eat and good health is impacted by diet and nutrition. In this unit, students will find out about the dietary needs of individuals in different life stages and how to meet the needs of different conditions, including the function that nutrients play. They will also learn about other factors that influence diet such as income, lifestyle or religion and understand the importance of hygiene in food preparation. As part of their assessment, students will create a dietary plan for individuals with specific dietary needs and prepare an appropriate meal.

Research a project approach

This unit will allow students to develop their planning, research, presentation and analytical skills by undertaking a student-initiated project in the context of a health, social care or early years setting.

How is the course assessed?

Essential values of care for use with individuals in care settings is assessed through a written paper the other units being assessed by UTC subject specialists and then moderated by OCR.

COMPUTING PATHWAY

Microsoft MTA

What is this subject and why should I study it?

Microsoft Technical Associate exams provide professional vendor-based qualifications on many Microsoft products. These qualifications allow you to learn key fundamental IT skills and knowledge that not only is recognised by industry but also is expected that professional working in these fields would partake some of these courses for their own development. This means that the MTA qualifications are not only recognised but also sought after in industry. We normally would start with (98 – 383) Introduction to Programming using HTML and CSS.

Course Content

Session 1

In the introductory session students learn the fundamentals of HTML. Once they have grasped these concepts, they would then move on to Link and Meta Tags and finally finish off with Script and No script tags.

Session 2

Having studied the fundamentals of HTML students now begin to take a closer look at the different selection of tags that are available to them. By the end of this session students should have a good working knowledge of Div and Span Tags, Fieldset and Legend tags, Button, Output and Option tags. As well as Action and Method attributes.

Session 3

In this session students move on to looking at adding images, along with SVG and Canvas tags. They also look at video and source tags, audio and track tags. Finally finishing off with Iframe implementations.

Session 4

By now students would have a good working knowledge of HTML and we start to look at CSS in this session. This would include looking at valid syntax for rule sets, how to apply classes and ids, CSS comments and multiple browser tests.

Session 5

The final session in this course now brings all the different parts of the course together by focusing on CSS formatting, Divs and colours, relative and absolute positioning as well as viewport and media query settings. The final part is finished with a course conclusion, as well as the all-important revision tips.

How is the course assessed?

As this is a Vendor qualification the course is assessed by completing a final Microsoft MTA examination. This would be a computer-based exam set by Microsoft which is run under examination conditions, and is the same as would be expected of adult learners who were undertaking this qualification as part of the role they have in industry.

NCFE Interactive Media**What is this subject and why should I study it?**

In Year 10 students move on to study the level 2 Technical Award in Interactive Media. Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes.

Course Content**Unit 01**

Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions. The learner must know about the features of interactive media products, the target audiences of interactive media products, the sources, processes and techniques needed for the development of an interactive media product and health and safety issues related to computer use.

Unit 02

In this unit learners will understand how to produce a proposal to meet a brief. They will learn about ideas development, audience/end-user, technical aspects, design aspects and content.

Unit 03

Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets. The learner will know about directory/folder structures, file types and exporting options, hardware solutions, software solutions and needs of different audiences.

Unit 04

Learners will present and promote an interactive media product in the creative media industry. Learners will learn about types of client and their needs, types of job opportunities in the interactive media industry, methods of presenting an interactive media product and also methods of promoting your own skills.

How is the course assessed?

The assessment for the Level 2 Technical Award in Interactive Media consists of two types of assessment:

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally quality assured by NCFE
- external assessment – practical exam. This will be graded by NCFE. This will assess the application of knowledge and skills acquired from Units 01–04 of the qualification.

The external assessment accounts for 40% of the final grade in order to meet the requirements of a Technical Award. The external assessment components are set and marked by NCFE. The four mandatory units make up the remainder for the grade.

CORE & OPTIONAL GCSE SUBJECTS

Compulsory Core Subjects

- English Language
- English Literature
- Maths
- Triple /Combined Science
- Citizenship

Optional Subjects

- Computer Science
- Geography
- Psychology
- Sociology
- Sport Studies or equivalent qualification

CORE GCSE SUBJECTS

Paper 1: Explorations in Creative Reading and Writing

What's assessed?

Section A: Reading

- 1 literature fiction text (unseen)

Section B: Writing

- Descriptive or narrative writing

How is it assessed?

- **Written exam – 1 hour 45 minutes**
- 80 marks
- 50% of GCSE

Questions:

Reading – Section A (40 marks) (25%)

-1 single text

- 1 short question (4 marks)
- 2 longer questions (8 marks each)
- 1 extended question (20 marks)

Writing – Section B (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed?

Section A: Reading

- 1 non-fiction text & 1 literary non-fiction text (unseen)

Section B: Writing

- Writing to present a viewpoint

How is it assessed?

- **Written exam – 1 hour 45 minutes**
- 80 marks
- 50% of GCSE

Questions:

Reading – Section A (40 marks) (25%)

-2 linked texts

- 1 short question (4 marks)
- 2 longer questions (8 marks & 12 marks)
- 1 extended question (16 marks)

Writing – Section B (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed?

(AO7-9)

- Presenting
- Responding to questions & feedback
- Use of Standard English

How is it assessed?

- Teacher set throughout course
- Marked by teacher 0% towards GCSE, but must be done to be awarded GCSE qualification

Paper 1: Shakespeare and the 19th century novel

What's assessed?

- Shakespeare: whole play
- The 19th century novel (whole novel)

How is it assessed?

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions:

Section A – Shakespeare

Answer 1 question on the play. Students will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B – The 19th Century Novel

Answer 1 question on the novel. Students will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed?

- Drama text
OR prose text
- AQA poetry anthology – choice of 2 clusters
- Unseen poetry

How is it assessed?

- Written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions:

Section A - Modern texts: students will answer 1 essay from a choice of 2 on their chosen drama or prose text.

Section B - Poetry: students will answer 1 comparative question on 1 named poem printed on the paper and 1 other poem from the chosen anthology cluster –either on love & relationships OR power & conflict. Students study all 15 poems.

Section C - Unseen Poetry: students will answer 1 question comparing this poem with a 2nd unseen poem.

Assessments:

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

GCSE Mathematics

Examination Board: Edexcel Syllabus 1MA1

GCSE Mathematics is compulsory, but the aim of the qualification is to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

GCSE Mathematics at UTC Sheffield OLP includes a significant focus on student's ability to problem solve and reason mathematically. Resilience is developed within students to ensure they can not only access GCSE mathematics but enjoy and thrive within the subject.

For higher ability students who are on a pathway to success GCSE statistics and/or Further Maths GCSE will be offered as an additional option.

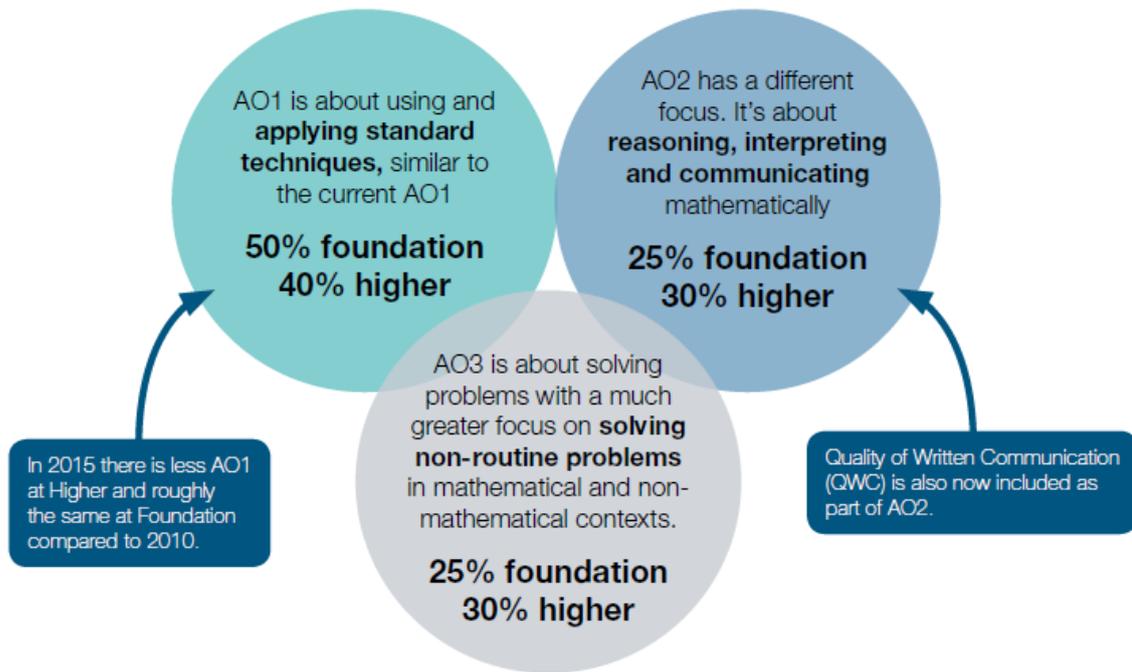
Success within Mathematics is essential to ensure students can choose their future pathway of Further Study, either A Levels or Apprenticeships.

Course Content

The GCSE syllabus includes a range of topics from the following key areas

1. Number skills
2. Algebra
3. Ratio & Proportion
4. Geometry
5. Statistical Measures and Representation
6. Probability

Each area will have questions based on the three assessment objectives shown overleaf.



How is the course assessed?

Foundation (grades 1-5)	Paper 1 Non-calculator <i>33.3% weighting</i> 80 marks 1 hour and 30 minutes	Paper 2 Calculator <i>33.3% weighting</i> 80 marks 1 hour and 30 minutes	Paper 3 Calculator <i>33.3% weighting</i> 80 marks 1 hour and 30 minutes
	Higher (grades 4-9)	Paper 1 Non-calculator <i>33.3% weighting</i> 80 marks 1 hour and 30 minutes	Paper 2 Calculator <i>33.3% weighting</i> 80 marks 1 hour and 30 minutes

Course requirements:

Students require the following equipment – pen, pencil, ruler, compass, protractor and scientific calculator.

For a full specification breakdown, please see

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

GCSE Triple Science

Examination Board: OCR Gateway

Students will follow the new OCR Gateway Biology, Chemistry and Physics GCSE.

All students will initially follow the triple science programme but entry for triple versus combined will be confirmed in line with student progress over the two years.

The Biology course consists of modules on cell, organism and community level systems, scaling up, and interactions between systems and global challenges.

The Chemistry course has modules on particles, elements, compounds and mixtures. Students will also study chemical reactions, predicting and identifying reactions, monitoring and controlling reactions and global challenges.

The Physics modules include matter, forces, electricity, magnetic fields, waves, radioactivity, energy and global challenges.

How is the course assessed?

All subjects will be assessed by six examinations and experimental skills will be tracked throughout the two years.

For more information:

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016>

GCSE Citizenship

Examination Board: OCR

What is this subject and why should I study it?

Citizenship Studies has been designed to enable learners to understand and appreciate key citizenship issues at home, in school and as young citizens in their wider community.

Course Content and Assessment

Citizenship comprises three inter-related components:

- Citizenship in perspective – 50-mark exam paper worth 25%
- Citizenship in action – 100-mark exam paper worth 50%
- Our rights, our society, our world – 50-mark paper worth 25%

Each component enables learners to understand what it means to be a citizen in today's society in a practical way. The subject content is split into four key sections:

- 1: Rights, the law and the legal system in England and Wales Section
- 2: Democracy and government Section
- 3: The UK and the wider world Section
- 4: Citizenship Action

In Section 1, a study on rights, responsibilities and the law underpins the entire specification and focuses on how the legal system works in the United Kingdom (UK), as well as the process of the law and the rights and responsibilities that affect all citizens within the UK. This area will be assessed in all three components.

The component, Citizenship in perspective, will test elements across the entire specification through an examination based on 40 objective test questions.

A study on citizenship in action will focus on democracy and politics, the economy, finance and money as well as how citizens will participate in democracy and society.

The final component will focus on identity and diversity in the UK as well as looking at the UK's relations with the wider world.

Any course requirements?

Citizenship Studies has been designed to inspire learners and motivate them to continue learning beyond the classroom. Students should be prepared to engage their passions and interests.

Optional GCSE Subjects

GCSE Computer Science

Examination Board: OCR

What is this subject and why should I study it?

This subject is for you if you are interested in the way computers and computer programming can be adapted, changed and modified to suit an expanding and ever changing technological world. Both creative and digital and engineering students will benefit from the study of computer science, as it will give you an insight into the way in which technology can be adapted to each of the specialisms.

Course Content

The course is fully relevant to the modern and changing world of computer science. Computer Science is a practical subject where you can apply the knowledge and skills to real-world problems. You will be learning about systems architecture, wired and wireless networks, system security, using algorithms to program, understanding how data is delivered and written. You will also program to solve specific problems and learn how to test your work.

How is the course assessed?

Component 01 – Computer Systems

Component 01 focuses on Computer Systems and how they are built and what they are used for, including the following elements: -

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Component 01 is a written examined unit and makes up 40% of the assessment total.

Component 02 – Computational Thinking, Algorithms and Programming

Component 02 focuses on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms. The following elements are included: -

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Component 02 is a written examined unit and makes up 40% of the assessment total.

Component 03 – Programming Project (non-exam assessment)

This component includes the following elements: -

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

Component 03 is a non-exam assessment and makes up 20% of the assessment total.

Any course requirements?

You should have an interest in Computing and programming.

GCSE Geography

Exam Board: AQA 8035

Why study GCSE Geography?

Geography will help you understand the world around you. It is hands on, it is relevant and it is fun. The AQA course we offer provides a good mix of urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you a chance to get to grips with some of the big questions, which affect our world and understand the social, economic and physical forces and processes, which change and shape our world.

There are so many ways of learning in geography. It is practical, we offer our students the opportunities to learn and develop skills such as GIS, mapping, interpreting data, and role-playing and debating. Geography will help develop literacy skills through report writing and written work and make practical use of numeracy skills when you interpret data and construct graphs. Fieldwork is an important part of our Geography course, we offer at least two opportunities for fieldwork. These are brilliant opportunities to experience some of the things we have learnt about in class.

The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.

In units 3.1 and 3.2 the content is split into sections, with each section focusing on a particular geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate.

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

How will I be assessed?

You will have three written exams. Papers 1, 2 are 1 hour 30 minutes long and together, they contribute 70% of your final written mark. Paper 3, which looks at your skills, is 1 hour 15 minutes long and this contributes to the final 30% of the GCSE.

GCSE Psychology

Examination Board: Edexcel

What is this subject and why should I study it?

Psychology is the scientific study of mind and behaviour. The topics in Edexcel GCSE Psychology are phrased as key questions. Through the qualification content structure, students are encouraged to answer these questions from a psychological perspective. All topics ask students to explore and investigate the question and consider why psychology matters.

The five topics are all key contemporary debates in society today and include relevant and contemporary scientific research.

The content provides a platform to explore current debates such as nature–nurture, ethical issues and comparisons to see how psychology has developed over time and differs between various cultures. There is a deliberate focus on what psychologists do and the specification enables students to consider the implications of psychology for society.

Course Content:

Paper 1:

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you

Paper 2:

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 11: Research methods – How do you carry out psychological research?

How is the course assessed?

This course is fully examined, with no coursework.

Paper 1 - Written Paper – 1 hour 45 minutes - 09 marks – 55%

Paper 2 – Written Paper – 1 hour 20 minutes – 79 marks – 45%

GCSE Sociology

Examination Board: TBC

What is this subject and why should I study it?

In the study of GCSE Sociology learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

Course Content and Assessment

Learners will be assessed through two external exams sat at the end of Y11. Each paper is 50% of the final GCSE grade. The exams will be a mixture of multiple choice, short and long answer questions that test their knowledge, application and evaluation of theories, concepts, evidence and research methods. Both papers will have a synoptic element of assessment across all content.

Paper 1 will focus on the Sociology of families and education as well as introducing learners to key sociological theories and research methods. The study of this content will raise questions such as what is the role of the family in society? What is the function of the institution of school in society including schools relationship to capitalism?

Paper 2 will focus on the Sociology of crime, defiance and social stratification. The study of this content will raise questions such as what causes crime and what factors in society affect criminal and deviant behaviour? What formal and informal social control do we experience in society? What causes social inequality and what factors affect life chances?

Sport Studies Cambridge National

Examination Board: OCR

What is this subject and why should I study it?

This course allows learners the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership in their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Course Content:

Contemporary issues in sport

It is often said that sport is a reflection of society and, as such, many of the broad issues, which affect society, are prevalent in sport. By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively affect upon society and display their worth beyond providing entertainment.

Developing sports skills

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit offers learners the opportunity to refine and display skills developed as part of that programme of study.

Sports leadership

Whether voluntary or professional, the role of the sport leader is imperative in any sport; adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. By completing this unit, learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration.

Sport and the media

This unit will require learners to look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years and the effect on public interest and involvement in sport that the media has had. By completing this unit, learners

will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation.

How is the course assessed?

‘Contemporary issues in sport’ is assessed through a written paper, the other units being assessed by UTC subject specialists and then moderated by OCR.