



Bader
ACADEMY



KS4 Options Booklet

For students and parents

2024-2025

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Letter from the Headteacher



Dear Students and Parents,

I am delighted to welcome you to our KS4 Options Booklet for year 10 and 11. This is an important time as you will be making decisions about which courses to study in the new academic year. This booklet is designed to support you through this process.

There will also be visits to colleges and other work-based places as well as meeting opportunities with the careers advisor for all students throughout the coming academic year.

At Bader Academy, our curriculum is designed to provide all students with a broad, balanced, differentiated and enriching experience which allows each student to achieve their potential and prepare them for the opportunities of adult life. The compulsory subjects that all students will study in Years 10 and 11 are:

- English Literature
- English Language
- Mathematics
- Science; Biology
- PSHE/RSE
- Physical Education
- Careers & Enterprise / Computing
- 2 Options of GCSE or equivalent
- Study sessions

Each compulsory subject has different pathways and further information about these flight paths can be found in this booklet. We have taken great care to ensure that you have as much information and support as possible during this process, so please do take the time to consider your choices carefully.

Should you wish to discuss this further, please do not hesitate in contacting me or your child form tutor directly.

Kind regards,

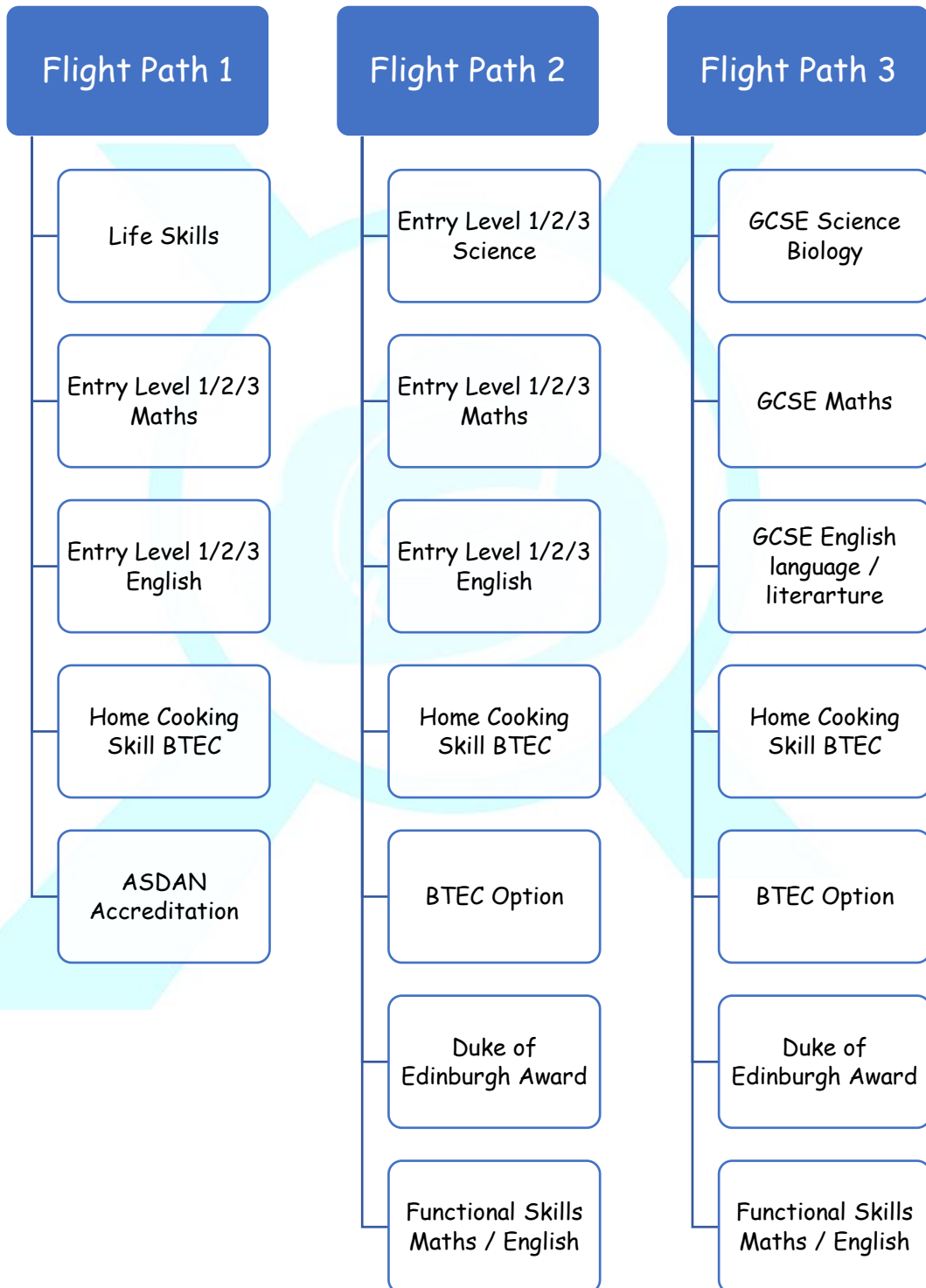
Viki Drew



Headteacher

Individual Pathways

We use information from the KS2 and KS3 data that we receive as well as current attainment data to determine the flight path most suitable for each individual student. Each pathway is to support pupils and there may be a blend of suitable options. Below are the pathways we believe offer each student the best educational experience and opportunities for future success. In addition to these three pathways, students are taught additional, compulsory subjects that include PE and PSHE/RSE. The three pathways include:



Overview of examination subjects offered

Courses studied in Years 10 & 11 lead to entry for GCSE examinations or other qualifications that have a GCSE equivalent value. The examinations are controlled by the Qualifications and Curriculum Alliance (QCA) and are administered by Examination Boards, who offer a range of subject specifications. Our Curriculum Leaders have selected courses they consider the most appropriate and engaging for our students. Candidates are assessed for each subject in a variety of ways e.g. a combination of practical activities, controlled assignments, end of module tests and Summer examinations. These are subject dependent.

Final examinations are typically taken during May and June at the end of the course in Year 11. When all components have been marked, the examination board awards grades for each subject, which are released at the end of August following the final examination.

GCSE

All GCSE subjects use a 1-9 grading system, with 9 being the highest grade. A grade 4 is equivalent to a legacy GCSE C grade or standard pass. A grade 5 counts as a strong pass and is the new national benchmark. GCSE subjects are principally assessed through final examinations in Year 11, although some courses include a practical or coursework element as well.

BTEC TECH Award

A BTEC Tech Award Level 2 qualification is the equivalent of a GCSE grade 4 or above. It is an excellent preparation for level 3 which students may go on to study in further education. BTEC is based on well-established BTEC assessment approaches through coursework and practical elements. It is proven to be successful in building applied knowledge and skills, motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

BTEC subjects have internally assessed tasks (assignments) and externally assessed tasks (examination). At the end of the course, all internally and externally assessed grades are put together to determine the overall grade achieved.

Functional Skills

Functional Skills offer comprehensive qualifications for all ages and learner types, that equip learners with the practical skills needed to live, learn and work successfully. Functional skills offer comprehensive qualifications suitable for a wide range of ages and learner types and a flexible approach to assessment. A Functional Skills qualification can be achieved up to the equivalent of a Grade 4 in GCSE.

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.

Entry Level

It is designed as a one- or two-year course for learners at Entry Levels 1 to 3, either as a route towards GCSE or for learners who are unable to attain a GCSE at Foundation tier. The certificate provides a springboard to GCSE, and supports advancement in subjects by cementing students' core understanding. Entry level is a more flexible approach that offers a variety of interesting topics and a programme of study with plenty of choice to suit the students. Students gaining an Entry Level 3 award is equivalent to a GCSE grade 1.

Advice and Guidance

Making the right choice

It is important that you choose subjects that you enjoy and you can commit to for your time studying. For each choice, carefully consider:

- Asking questions if you are unsure.
- What future career you may wish to follow.
- Which subjects you enjoy the most currently or would look forward to studying.
- Do you have a balanced choice of subjects that allow a variety of options post-16.
- If you are prepared to study your chosen subject between 2 and 4 times a week.
- This is an important consideration to make, you must be certain with your decision

Common mistakes

- DON'T just follow your friends' choices. You may not have the same interests or needs.
- DON'T choose a course just because you like the teacher. Remember that teacher may not be teaching you next year.
- It is far more important that you enjoy the subject you will be studying.

Please read the course descriptions in this booklet. These provide more detailed information about your options and how they are assessed. If you have questions, please speak to the curriculum leader

Local College details

Useful websites

www.ucas.ac.uk

www.russellgroup.ac.uk

www.apprenticeships.org.uk

www.careersbox.co.uk

www.careerpilot.org.uk

These website gives you further information, advice and guidance. Have a look at subjects' section for more help with making your choices. Find out about a range of careers, including what qualification you will need.

Subject Specific; Compulsory Subjects

Maths; GCSE

Rationale

The Pearson Edexcel Foundation/Higher GCSE (9-1) in Mathematics meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCSE qualifications in their GCSE (9 to 1) Qualification Level Conditions and Requirements document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world
- provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Foundation/Higher GCSE (9-1) in Mathematics are to enable students 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.

Maths; Entry Level

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge with increasing speed and accuracy
- reason mathematically by following a given line of enquiry, conjecturing relationships and generalisations, and developing an argument or justification making use of mathematical language
- solve problems by applying their mathematics to a variety of routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Maths; Functional skills

Qualifications purpose

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 is for learners to develop understanding and skills in mathematics.

The qualifications give learners the opportunity to:

- demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar situations
- achieve the skills for further study at Levels 1 and 2
- achieve a foundation for progression into employment.

Progression opportunities

Learners who achieve Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 can progress through the levels (from Entry Level 1 to Entry Level 2, and Entry Level 2 to Entry Level 3), and to Functional Skills Qualifications in Mathematics at Levels 1 and 2 or further mathematical study, such as GCSE. Alternatively, learners can progress to employment or to further technical education

English Literature; GCSE

Aim and objectives

The WJEC Eduqas GCSE in English literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. It provides learners with opportunities to read widely for pleasure across a range of high-quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It enables learners to make connections across their reading and develop a clear understanding of literary works and also prepares them for the study of literature at a higher level.

This GCSE in English literature enables students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of English literature at either AS or A level.

English Language; GCSE

Aims and Objectives

It enables learners to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, it enables learners to:

- listen to and understand spoken language, and use spoken Standard English effectively.

Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of English Language at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

English; Entry Level (Edexcel)

Qualification aims and objectives

For speaking and listening to enable students to:

- speak confidently, audibly and effectively
- use Standard English as appropriate
- select and organise information and ideas effectively
- listen and respond to questions.

For writing to enable students to:

- adapt their writing for different purposes and audiences
- select and organise ideas, facts and key points
- select vocabulary, form, and structural and organisational features to reflect audience, purpose and context, and use Standard English where appropriate
- pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.

For reading to enable students to:

- read in different ways for different purposes
- identify and interpret ideas and information
- seek evidence in the text to support a point of view
- identify and comment on a writer's choice of vocabulary.

English; Functional Skills

Qualification purpose

The Pearson Edexcel Functional Skills Qualifications in English at Entry Levels 1, 2 and 3 are for learners to develop understanding and skills in English.

The qualifications give learners the opportunity to:

- demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English
- apply this knowledge and these skills in familiar situations.
- achieve a foundation for further study at Levels 1 and 2.

Qualification aims and outcomes

The qualifications give learners the opportunity to:

- listen, understand and respond to verbal communication in a range of familiar contexts
- acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts
- read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely
- write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Progression Opportunities

Learners who achieve Pearson Edexcel Functional Skills Qualifications in English at Entry Levels 1 to 3 can progress through the levels (from Entry 1 to Entry 2 and Entry 2 to Entry 3), and to Functional Skills Qualifications in English at Levels 1 and 2 or further English study, such as GCSE. Alternatively, learners can progress to employment or to vocational education.

Science; Biology GCSE (AQA)

Aims and learning outcomes

GCSE study in biology provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application. These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact

- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

The GCSE specification in biology should enable students to:

- develop scientific knowledge and conceptual understanding of biology
- develop understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively. Biology should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives. The scope and nature of such study should be broad, coherent, practical and satisfying, and thereby encourage students to be inspired, motivated and challenged by the subject and its achievements.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Biology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1-9 - where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate

Science; Entry Level

Assessment objectives

The assessment objectives (AOs) have been set by AQA.

AO1: Show knowledge and understanding of science, and how it works, and apply it where appropriate. Students should be able to:

- recall scientific facts
- apply scientific ideas.

AO2: Demonstrate the ability to design an investigation, take measurements, present data and identify patterns and relationships. Students should be able to:

- plan a simple investigation, identifying the techniques or equipment needed and the method to be followed
- make a simple prediction about the outcome of the investigation
- use equipment and materials safely to take simple measurements or observations that are meaningful and valid
- record the results in an appropriate way
- display the data using an appropriate method
- state what has been found out during the investigation (drawing a conclusion) and describe simple relationships in the data
- simply evaluate the investigation for its success in justifying the initial prediction.

Subject Specific; Choices

How to select your options

Young people will be able to select two different subjects to study throughout year 10 and 11. The choices are categorised and selected in two different option bands; Option A and option B. A choice must be selected from each option band. Please see the options available from the next page...



Option A

Sports Studies; Cambridge Nationals

Aims and learning outcomes

Our Cambridge National in Sport Studies will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Studies
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Understand topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high-profile events have in sport, as well as how technology is used within sport
- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions
- Create a plan, write and evaluate an activity session, to further develop leadership skills
- Analyse their own performance to help improve themselves and their skills in sport
- Explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport
- Take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people.

What are the key features of this specification?

The key features of OCR's Cambridge National in Sport Studies for you and your students are:

- The specification has been designed to support your students' progression to the level 3 qualification of their choice - Cambridge Technicals in Sport or AS/A Level PE.

This qualification will help students to develop:

- The knowledge and skills required to progress into a career in the sports industry as well as providing them with a valuable social-science based background if they choose to progress at Level 3 into a more Media or Leadership-focused course
- Transferable skills, such as presentation skills, report writing, team working, leadership and research skills

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.

Creative iMedia; Cambridge Nationals

Qualification aims

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills as is borne out by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

Progression from/to these qualifications

Apprenticeship Media and Broadcast Assistant Pathway (Level 3)

Cambridge Technicals Information Technology and Digital Media (Levels 2 and 3)

T Level Digital Production Design and Development and Media Media, Broadcast and Production (Level 3)

A Level Media Studies (Level 3)

GCSE Media Studies (Level 1/2)

Performing Arts; Technical Award

Level 1&2 Vocational Award

Qualification objective

The Vocational Award in Performing Arts has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Overview

Music

- Composition
- Composition using technology

This qualification is broken down into 3 units with each unit focusing on different skills.

Unit 1 - Performing:

enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work.

Unit 2 - Creating:

enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

Unit 3 - Performing arts in practice:

introduces learners to areas of the performing arts that need to be considered when responding to an industry commission

Children's Play, Learning and Development; BTEC

Rationale

The rationale for all qualifications in the BTEC First in Children's Play, Learning and Development suite is to:

- inspire and enthuse learners to consider a career in early years, or related sectors, where knowledge of child development is relevant
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector, for example, of child development and using play to promote child development
- support progression to a more specialised level 3 vocational or academic course, such as in early years, health and social care or psychology, or an apprenticeship
- give learners the potential opportunity, in due course, to enter employment.

The smallest qualification in the suite is the Pearson BTEC Level 1/Level 2 First Award (120-guided-learning-hour (GLH)) qualification. This qualification has been developed to provide an engaging and stimulating introduction to the world of early years for learners aged 14 and over.

All of the units in this qualification are compulsory to ensure that learners develop a broad and comprehensive understanding of the early years sector, taking into account the recent Nutbrown review (June 2012) and its recommendations for content within early years qualifications, including the importance of:

- child development for the 0 to 7 age range - which is reflected in the birth up to eight years focus in this qualification, particularly in Unit 1: Patterns of Child Development
- play as a route of children's learning, which forms the basis of early years frameworks, such as the Early Years Foundation Stage (England) and Foundation Phase (Wales) - which is covered in Unit 2: Promoting Children's Development Through Play
- inclusive practice and empowering children, as well as the key person within early years settings - which is covered in Unit 3: The Principles of Early Years Practice.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development provides the knowledge, understanding and skills for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as the BTEC Nationals in Children's Play, Learning and Development, or the BTEC Nationals in other sectors, such as in health and social care
- related academic qualifications
- apprenticeships within the early years and health and social care sectors.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

Option B

Home Cooking Skills; BTEC Award

Unit aim

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

BTEC Level 1 Unit introduction

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century. In this unit, learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others. This unit aims to give learners the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so

BTEC Level 2 Unit introduction

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook meals from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century. In this unit, learners will develop their cooking skills by exploring recipes for nutritious meals. Each recipe is underpinned with knowledge about planning and sourcing food, hygiene and food safety. How to cook different elements of a meal to serve them at the same time are considered in this unit. The importance of presenting food well and how this contributes to its enjoyment is reflected on in this unit. Ways to economise when shopping for ingredients and cooking meals at home are significant aspects of this unit. Learners will demonstrate their skills by selecting recipes for a nutritious two-course meal and following the recipes to prepare, cook and present the meal. This unit aims to give learners the skills and confidence to enjoy cooking meals at home, to apply skills to new recipes to continue cooking for themselves and their families and to inspire others

History GCSE

Qualification objective

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Overview

Our History GCSE (9-1) consists of three externally examined papers. This requires students to study, as a minimum:

- two depth studies, each covering a substantial and short time span: o one must be a British depth study from the medieval (500-1500), early modern (1450-1700) or modern (1750-present) eras or the other must be a European or wider-world depth study from an era different to the British depth study
- a period study of at least 50 years from any of the eras
- the historic environment through the study of a particular site in its historical context
- a thematic study involving the study of people, events and developments drawn from all three eras defined above

Computer Science GCSE

Qualification objective

Computer Science will encourage students 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
- apply mathematical skills relevant to Computer Science

Overview

The key features of Computer Science for students are:

- a simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations
- the specification has been designed to transition seamlessly into Computer Science at AS Level and/or A Level.

This specification/qualification will enable students to develop:

- valuable thinking and programming skills that are extremely attractive in the modern workplace
- a deep understanding of computational thinking and how to apply it through a chosen programming language

Additional

Duke of Edinburgh Award

Duke of Edinburgh helps young people build life-long belief in themselves, supporting them to take on their own challenges, follow their passions, and discover talents they never knew they had. Because when you prove to yourself that you're ready for anything, nothing can hold you back.

For the hundreds of thousands of young people who take part each year, the benefits of achieving a Duke of Edinburgh Award at any level are endless. Duke of Edinburgh is about helping students along the path to a productive and prosperous future. As many of the participants say, it's life-changing.

Achieving an Award will give students skills, confidence and an edge over others when applying for college, university or a job. Beyond academic achievements, universities want to see evidence of so called 'soft skills' that students have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. The Duke of Edinburgh Award is a fantastic way to demonstrate and evidence these skills in practice.

Students will take part in either the Bronze, Silver or Gold award.

Everyone's Duke of Edinburgh is unique but it's always an adventure. It gives you the chance to take on your own challenges, follow your own passions, and discover talents you never knew you had. You'll choose from thousands of activities, some you'll know, some totally new. From football to film-making, skateboarding to singing, DJing to helping out at your local youth club - the possibilities are endless. What's more, you'll make memories, friendships and skills that'll last forever.

1. Volunteering

Whether it's giving time to a local charity or helping organise activities for your youth club, get out there and make a difference in your community by helping others, the environment or your local charity

2. Physical

From skateboarding to scuba-diving, wheelchair basketball to ballet, choose your own way to get active. You'll track your progress and get fitter, happier and healthier while you're at it.

3. Skills

Learn something you've always wanted to or maybe get better at something you already do. From filmmaking to a musical instrument, cooking to animal care, what will you choose?

4. Expedition

As part of a small team you'll have an unforgettable experience getting to grips with the great outdoors, and improving your communication and leadership skills along the way

The Duke of Edinburgh award is an additional subject that young people may be able to study dependent on individual circumstances, behaviour and progress in learning whilst at school. Staff at Bader Academy may contact you to discuss this as an option with your child.