

Key Stage 4 Options Booklet



Dear Student,

The start of GCSE's is an important time for you as it not only marks the end of Key Stage 3, but it is now the time for you to choose your subjects for Key Stage 4. The results of these decisions will take you into Years 10 and 11, Post 16, higher education and employment.

In order to help you in this decision process, a comprehensive programme of guidance has been put in place. This includes taster GCSE lessons, an options evening for parents and students, a one-to-one interview with an experienced member of staff, and, of course, the on-going advice and support from your Pathway Leader.

Education continues to undergo a period of considerable change and reform. In putting together these choices we have worked hard to ensure that our curriculum addresses these changes, but at the same time offers a range of courses to suit the individual needs, interests and abilities of our students.

This booklet is intended to give you information about the opportunities available at the Bridge Short Stay School. In particular, it provides a one-page guide for each subject, which outlines information on the relevant course and where it might lead to once you leave The Bridge Short Stay School.

When choosing your options there are three main points to consider:

- Do you enjoy the subject?
- Do you think you could be successful in this subject?
- Will this subject be useful to you in later life?

If you are unsure about your future career direction it is important to choose a wide range of subjects, so as not to close the door on a further academic course or employment. Please do not hesitate to contact me if you have any further queries.

I wish you all the best in the next phase of your education,

Chris Wright

Deputy Headteacher



Good reasons for taking a subject

- I have discussed this with my parents and we agree it is a good choice
- I enjoy the subject.
- I am good at it and I know I will work hard at this subject.
- I want to improve at the type of skills used in the subject.
- I have researched the subject by talking to my teachers and to students who have studied this - I think it will suit me.
- I have done a lot of investigation into all of the subjects and this is the one that I think I will enjoy the most.
- This subject will help me have a broad and balanced range of courses.



Bad reasons for taking a subject:

- My friends are doing it (you will probably not be in the same group).
- I like the teacher (there is no guarantee that you will have that teacher next year).
- I dislike the teacher (you may have a different teacher in that subject next year).
- It is too much hard work (all subjects are hard work and there is little difference between them).
- It doesn't matter - I just chose any old subject (you will be doing this subject for two years, so it is worth getting it right now).
- It's a new subject, so I want to give it a go and see if I like it.

GCSE Grading:

Ofqual

Grading new GCSEs

New grading structure	Former grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	U

Age 14-16

Your BTEC options	Equivalent in standard to	Level
BTEC Tech Awards	GCSE grades A to E	1 to 2
BTEC Firsts	GCSE Grades A* to C	2

What is next?

1. Read through this booklet and discuss it with your parents, carers, teachers and tutor before deciding.
2. If you have any questions, ASK. It is better to ask now than make the wrong choice. Either speak to a member of staff, or email:
chris.wright@thebridge.cheshire.sch.uk
3. Make your choices using a blank piece of paper – then leave it a day and come back to it to see if the choices you made still make sense.
4. When you have finally decided on your choices, make sure you complete and return your form ahead of the deadline. It is very important that this form is returned on time so that the Bridge can start to fit everyone's choices into the timetable.
5. If you want to change your options after handing in the form, then you have to ask your parents/carers to email Chris Wright, who will try his best to accommodate your choices, but nothing can be guaranteed. No changes will be considered without an email from your parents/carers. Changes cannot be considered after the 19th September 2024.
6. The school will endeavour to let you study the options you have chosen, but please remember:
 - Not all combinations of subjects are possible
 - There is a limit to the numbers in some subjects
 - If too many students choose a course, allocation will be by lottery

See links below for more help choosing:

www.startprofile.com**START**

is a website which is a great way for students to research career and subject options.

<https://nationalcareersservice.direct.gov.uk>

The National Careers Service has advice for young people with exploring careers, courses, job searching and skills assessment

<https://icould.com>

Try the 'Buzz quiz' which is a short personality test and suggests potential career areas that would suit you

What Subjects Can I take?

Compulsory Subjects:

- English
- Maths
- Science
- Learning out Of Centre
- PSE
- RSE
- Humanities

Pathway Specific Options:

- Lifeskills (P5)
- Vocational Skills (P5)
- Careers (P4)

Option Block 1:

- Art (Option)
- PE (Option)
- Food Tech (Option)

Option Block 2:

- Eng Lit (Option)
- Health and Social Care (Option)
- Public Services (Option)

Enrichment Option: Duke Of Edinburgh

Compulsory

Subjects:

English Language

Teacher: Kieran Slater or Olivia Guy

Aim:

The overall purpose is to work towards gaining a qualification in GCSE English Language which leads to improved access to post-16 options. This qualification offers skills that will complement the GCSE literature assessment.

Students joining in year 11 will undertake the course over one year, building on prior knowledge and will be assessed by a GCSE examination at the end of the year.

This SOW will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. It will provide opportunities to develop spoken language skills which will be useful across the curriculum, post 16 destinations and in the work place.

Students will work on text extracts that explore themes of SMSC and British Values such as exploring Britain at different time periods which supports understanding of how our culture has changed throughout the years. Students will get the chance to explore a variety of Fiction and Non-Fiction texts over the two years (War and Conflict, Horror, Classics, Dystopia/Science fiction, Action and Adventure, Culture and Identity). We have created this curriculum to give students a vast experience of texts and stories whilst promoting a love of reading in the preparation for assessment.

We will also offer Functional Skills assessment as an additional qualification in English to prepare them for college courses; developing the confidence in 'Speaking, listening and communicating'. 'Reading' within Functional Skills develops the independent understanding of written language in specific contexts. The 'Writing' side of the qualifications is to aid the construction of written language to communicate in specific contexts.

Careers Link:

There are several careers that would directly lead from studying this course, which include law, teaching, journalism, Public Relations, marketing, and job roles within the media. English Language is vital qualification for post-16 study and a valuable asset to any career.

- English develops your analytical skills, searching for patterns and linking text, theories and historical events
- Learn to speak and write eloquently and develop self-expression
- English provides a gateway to all other subjects in the curriculum. If you can't read and write in English, you can't learn other subjects

- English helps us to develop our critical thinking and writing skills
- English develops your understanding of culture, how it has evolved and how it shapes life today

GCSE Reading and Writing Assessment:

Paper 1: Explorations in Creative reading and writing

What's assessed

Section A: Reading

- One literature fiction text

Section B: Writing

- Descriptive or narrative writing

Assessed

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

Questions

Reading (40 marks) (25%)– one single text

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

Writing (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

- One non-fiction text and one literary non-fiction text

Section B: Writing

- Writing to present a viewpoint

Assessed

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

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

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

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none"> • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none"> • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none"> • Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none"> • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

The preparation and assessment of Spoken will address the following assessment objectives:

- AO7 – Demonstrate presentation skills in a formal setting
- AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations
- AO9 – use spoken Standard English effectively in speeches and presentations.

Maths

Teacher: Pete Atkinson or Laura Byrne

What we aim to do:

The course aims to build on the skills and knowledge developed in years 7-9, with a focus on developing conceptual understanding and applying skills and knowledge to higher order problem solving. The main objectives of this GCSE (9–1) Mathematics course 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, They will also be equipped with the skills to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

What we study:

The course will cover the following key areas
Number: Structure and calculation, Fractions, decimals and percentages, measures and accuracy
Algebra: Notation, vocabulary and manipulation, equations and inequalities, graphs, problem solving, sequences
Ratio, proportion and rates of change: similarity, congruence, direct and inverse proportion
Geometry and measures: Properties of shapes, constructions, theorems, trigonometry, area, volume, vectors, using standard units of measure for length, mass, capacity, weight, volume
Probability: Calculating probabilities by calculation and the use of relevant diagrammatic representations
Statistics: Collect, collate, analyse and make inferences about data using relevant calculations and diagrams

Assessment:

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

- Paper 1 Non-calculator Written Exam 1 hour 30 minutes 80 marks (331 /3%)
- Paper 2 Calculator Written Exam 1 hour 30 minutes 80 marks (331 /3%)
- Paper 3 Calculator Written Exam 1 hour 30 minutes 80 marks (331 /3%)

Career Links:

Possible Career Teaching, engineering, accountancy, statistician, data analyst, doctor, scientist, computer programmer, software developer, risk assessment analyst, actuarial scientist, banking, researcher.

Science

Teacher: Mel Banks

What we aim to do:

At the Bridge short stay school, we aim for our students to enjoy and understand science and the world around them. The science curriculum is set out to promote curiosity and enjoyment, we intend to re-engaging those students that have become disengaged in other settings. Students have access to laboratory equipment to complete practical work including the required practical's set out by AQA for both GCSE and Unit Awards.

Our ambitious science curriculum will allow students to learn how to risk assess, safely handle equipment and carry out practical investigations, they will learn how to present, analyse and evaluate data ensuring they are skilled and ready for transition to their next steps.

Qualification Structure:

- AQA GCSE Biology (Pathway 4)
- AQA unit awards (Pathway 5)

Overview of key skills:

GCSE Students will study Biology as a single science. Some of the skills that the students will learn are: practical skills – planning, carrying out and displaying results. Analysing information, problem solving, critical thinking and evaluating.

Unit awards will provide students with the opportunity to gain access to Biology, Chemistry and Physics, Some of the skills that the students will learn are: practical skills – planning, carrying out and displaying results.

Enrichment activities:

- Dissections – eyes, heart, lungs, liver, kidneys!
- STEM week

Careers Link:

- Nursing, Care worker, Biologist, Gardener

...and many more!

PSHE

Teacher: Michelle Sadler

Curriculum Intent:

As part of a whole school approach, PSHE education in KS4 aims to give pupils the knowledge, skills, and attributes they need to thrive as individuals, within relationships and in their communities. Students will develop knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. The intention of this is that students can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

The subject can support students to develop resilience, to know how and when to ask for help, and to know where to access support.

The 3 core themes as recommended by the PSHE Association are as follows:

- Living in the Wider World
- Health and Wellbeing
- Relationships and Sex

We offer a range of qualifications to support and strengthen learning and build up a portfolio of work that supports development.

Qualifications:

- AQA Unit Awards
- BTEC Growth and Wellbeing

Key Skills:

- Independent thinking, digital literacy, personal safety, literacy and numeracy, emotional literacy, critical thinking.

Enrichment:

- Personalised and interactive lessons, external speakers, school nurse drop in and enterprise activities.

Careers:

- Supports successful transitions into education public and private sector jobs or self-employment

Humanities

Teacher: Ellie Griffiths

Overview

To inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. At The Bridge Humanities is:

- A way to improve literacy, culture and develop creativity through the study of Geography, Art, Languages, History, Music and Religion.

How we organise our curriculum

- Each topic is broken down in to the core skills and knowledge required
- We aim to ensure that pupils know and are able to use that knowledge
- Learning is covered across the 6 humanities study areas relating to each continent.

Learning Out of Centre

Teacher: Pathway Leader

“It’s never too late to have a happy childhood.”

The staff and students at The Bridge have worked together to create a list of 50 experiences that help students to instill our core values:

Aspirational – Resilient – Self-confident – Community Minded – Positivity

Our Curriculum aims to give you experiences which help you grow in confidence, develop your understanding of the world around you and find new hobbies or interests you hadn’t thought to try before. These all play a part in shaping your character, an essential part of your preparation for employment and life beyond The Bridge as a well-rounded citizen. These shall be provided by an opportunity to go out once a week with Pathway Leaders to a different location to develop your cultural capital and strengthen Curriculum Links.

Pathway

Specific

Subjects:

Life Skills (P5):

Teacher: Michelle Sadler

Curriculum Intent:

The Life Skills curriculum aims to explore themes beyond academic subjects providing opportunities to develop skills needed to support a student's transition into adulthood. Linked with the PSHE curriculum, Life Skills covers a range of topics, from cooking on a budget to DIY, that will allow students to engage in practical lessons, build resilience and experience success.

Qualifications:

- AQA Unit Awards
- BTEC Growth and Wellbeing

Key Skills:

- Independent thinking, Health and Safety, Functional English, critical thinking, practical.

Enrichment:

- Practical lessons; cooking, gardening, basic building skills, sewing, personalised career tasters.

Careers:

- Supports successful transition into adulthood.

Careers/Vocational Options

Teacher: Chris Wright

Overview (Careers P4)

At The Bridge School Careers is a vital part of the curriculum. At The Bridge Careers is designed for all KS4 students to have outcomes that link to the 8 Gatsby Benchmarks

- Is delivered to years 10-11 through specific Careers lessons and to all KS4 groups across the curriculum. Both have the aim of students gaining as many skills and realistic and engaging opportunities as possible during their time at the school.
- A wide range of experiences which allow students to realise their true potential.

How we organise our curriculum:

- Years 10 and 11 will follow the Skills Builder Curriculum. This will introduce students to Careers and begin to develop their understanding of the key skills necessary to be successful throughout their education and the workplace.
- Years 10 and 11 will cover a number of topics that relate directly to employment and enterprise whilst also helping students have a better understanding of the opportunities in both education and the workplace after Year 11.
- There shall be workplace visits, careers advice available.

Overview (Vocational P5)

Vocational learning means work-related learning. We provide a variety of vocational options for our pupil's. Pupils can build experience in areas such as the following vocational activities: Brick laying, Catering, STEM, Arts & Crafts, Horticulture and Upcycling. These activities are undertaken on a carousel basis so that each learner will access units on each activity throughout the academic year.

We have access to very good facilities for these vocational areas and our teaching and learning helps you develop the practical skills, understand theory and experience develop workplace skills needed for employment in the different areas taught. These ongoing works experience opportunities contribute to our overall aim of preparing all of our learners for post-16 courses and employment.

How we organise our curriculum:

- The curriculum is split up into six vocational subjects
- Each group will spend half a term on each subject

Option Block

1:

PE Options

Teacher: Craig Ellison

Aim:

The aim of our KS4 PE curriculum is to develop knowledge and understanding of factors that underpin physical activity and sport and use this knowledge to improve health and fitness, performance, communication, teamwork and self-esteem.

The curriculum simultaneously follows both the Edexcel BTEC Sports award, as well as the Edexcel GCSE (9-1) Physical Education course. These courses are delivered over a 2 year period, however, within our setting, with smaller class sizes, we have been able to deliver the courses over a single academic year for those who need to do so. By doing this, we enable pupils to maintain focus and support those who may wish to access more GCSE options or support those who join at a later date.

Structure:

The course will be delivered through both theory and practical lessons which will be differentiated to meet each pupil's individual needs, on an average of 3.5 hours per week.

The BTEC award consists of 3 compulsory modules, 2 of which are internally marked and 1 externally marked. All 3 modules are moderated externally.

- **Module 1:** Preparing Participants to Take Part in Sport and Physical Activity
- **Module 2:** Taking Part and Improving Other Participants Sporting Performance
- **Module 3:** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

The GCSE award consists of 3 internally marked practical sporting activities (Individual Sport, Team Sport and Own Choice). Designing a Personal Exercise Program (PEP) and then 2 external examinations at the end of year 11.

Pupils will work towards completing the BTEC award throughout years 10 and 11, then during year 11, have the option of being entered for the GCSE as the courses cover many similar topics. This then gives pupils the opportunity to gain extra awards when leaving at the end of year 11.

Key Skills:

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will be able to develop key skills such as: Teamwork, Rules, Self-discipline, Fair play, Information retrieval, Recall, Planning, Research Skills, Problem Solving, Evaluation and Reflection.

Enrichment Activities:

These may, but not definitely include, over the entirety of the course:

Gym, Sports fields, Athletics tracks, Multi use facilities, Sports Stadiums, Sports museums, Sporting events, Local parks and recreation grounds, Talks and workshops from local employers and sports facilitators.

Careers Links:

Sports Coach, Sports Analyst, Fitness Instructor, Sports Scientist, Event production, Team Management, Marketing, Coaching, A-Levels, BTEC Level 3 and a Degree

Food:

Teacher: Michelle Sadler/ Ellie Griffiths

Aim:

Food Preparation and Nutrition is designed to equip students with the knowledge and understanding of how to keep themselves and others nutritionally well. Students will develop practical skills that encourage healthy eating and an understanding of how food can impact our wellbeing. Working both safely and hygienically students will be encouraged to plan and prepare a range of meals and snacks that will support them in their future career or personal life.

By fostering an enjoyment for learning approach, we aim to inspire learners to try new foods and appreciate food traditions from other countries.

Qualifications:

- AQA Unit Awards
- L2 Food Hygiene Certificate

Key Skills:

Health and Safety, basic food preparation, functional English, team work, time management.

Enrichment:

Cooking challenges, seasonal vegetable picking, developing a kitchen garden

Careers:

Supports successful transition into adulthood, Food and Hospitality careers.

Art:

Teacher: Amanda Doran

Syllabus:

- **AQA Art, Design and Crafts 8201 GCSE**
- **AQA Art and Design Unit Awards 902.**

In Art and Design, we have two pathways to ensure success and progress. Pupils will follow the GCSE route however the Unit Award will run alongside to ensure that pupils are assessed and rewarded for their efforts made. Unit awards can be banked and are recognised with colleges.

Aim:

It is our Intent that within this subject we aim to develop the skills, knowledge, understanding and language required to become a Creative Practitioner in an ever-changing world of work. We endeavour to inspire creativity and creative expression throughout the exploration of a range of techniques, materials and processes across all the Art, Design and Crafts disciplines.

Pupils will follow the Art, Design and Crafts syllabus as we feel this gives our student greater scope of working across different disciplines with a focus on their individual strengths and interests.

How you will be assessed

Portfolio (60% of final GCSE mark):

- Sketchbook on a theme/subject showing detailed studies and ideas, including in-depth, written and practical work, looking at artists and designers.
- Investigate a visual idea/theme to further your skills, knowledge and understanding. This will lead towards a final piece responding to your theme, using all the skills and techniques developed throughout the coursework unit.
- Lots of experimentation in a variety of materials.
- Completed paintings/sculptures/prints with supporting written work to show the development of ideas leading to the final outcome.

Externally Set Task (40% of final GCSE mark):

The externally set exam consists of a completed sketchbook and final piece. The Task paper is issued by AQA Exam Board from 2nd January of the year of examination with preparation time and 10hrs supervised time. This piece follows the

same working processes as coursework and there is no separate written exam paper.

The course requires that students complete two assignments/projects over the two years.

Assignment 1. Start September until Easter Brake

Assignment 2. Starts after Easter Brake until December

Exam: Starts January when the paper is released with the 10-hour controlled piece being scheduled April.

Overall Key Skills:

Your studies will include drawing, painting, sculpture, ceramics and mixed media. There is a requirement to complete critical written studies and sketchbook annotation throughout both the coursework and exam. You will develop a wide range of skills throughout the course and be expected to work independently both in and out of lessons, researching a subject, learning about it through drawing with a variety of materials and tools, showing evidence of study and personal expression. The basic skills of drawing, painting, sculpting and printmaking will be taught as the core activities. It is an essential element of the course to study artists/designers in order to develop your own work. Much of this work will involve developing ideas in a sketchbook as well as written work.

Enrichment Activities:

Several enrichment activities are planned to take place over the course to support the work that takes place within the classroom. These included Gallery and Museum visits, Artist visits, and visits to local creative business and higher educational institutes. We aim to provide pupils with a rich and varied range of extra-curricular activities in order to Broaden Knowledge and Understanding of the value of creativity intelligence within society.

Careers links:

Statistics show that employers today, regardless of the field of business, are employing more people with a creative background, as having a creative approach to tasks can come up with unique and exciting ways to development. There are hundreds of jobs that require a creative way of working some don't even exist yet! Especially in the ever-changing world of technology. Here are a few: Food artist / photographer, Special effects makeup artist, Courtroom artist, Cartoonist, Jeweller, Stained glass window artist, Art conservator, Mural artist, Display & exhibition planner, Signwriter, Art dealer, University lecturer / professor, App designer, Film editor, Wood turner / carver, Weaver, Packaging designer, Typographer, Art critic, Graphic novel author, Forensic artist ...etc

Option Block

2

GCSE English Literature

Teacher: Kieran Slater/ Olivia Guy

Aim:

The overall purpose is to work towards gaining a qualification in GCSE Literature which will also help inform and prepare for GCSE Language in year 11. This will also lead to improved access to post-16 options. It offers excellent preparation for GCSE Language and AS Level; as well as developing a student's love for reading.

The Assessment Objectives correlate with those in GCSE Language which helps to build confidence and build on prior knowledge.

This SOW should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure.

The texts studied explore themes of SMSC and British Values such as exploring Britain at different time periods which supports understanding of how our culture has changed throughout the years. (Blood Brothers, Macbeth/Romeo & Juliet, A Christmas Carol and the Poetry anthology).

We aim to include visits to the theatre where possible to enhance the experience of the texts covered. Next year pupils on the course have the chance to watch 'Blood Brothers' at the Palace Theatre in Manchester and visit The Shakespeare North Playhouse in Prescott.

Careers Link:

There are several careers that would directly lead from studying this course, which include law, teaching, journalism, Public Relations, marketing, and job roles within the media.

- English develops your analytical skills, searching for patterns and linking text, theories and historical events
- Learn to speak and write eloquently and develop self-expression
- English provides a gateway to all other subjects in the curriculum. If you can't read and write in English, you can't learn other subjects
- English helps us to develop our critical thinking and writing skills
- English develops your understanding of culture, how it has evolved and how it shapes life today

Assessment:

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare plays
- The 19th-century novel

How it's assessed

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

Question

Section A Shakespeare: students will answer one question on their play of choice. They 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: students will answer one question on their novel of choice. They 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

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed

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

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Public Services BTEC Option

Teacher: Craig Ellison

Aim:

Public Services is a new qualification that we will be offering at The Bridge. It follows the Pearson Edexcel BTEC Firsts course and aims to give pupils the skills, knowledge and understanding to progress into further education qualifications or entry level jobs/apprenticeships in the public service sector.

We aim to do this by inspire and enthuse learners to consider a career in the public service sector. Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the public service sector and enable learners to develop a broad and comprehensive understanding of the public service sector.

Structure

The course consists of two core units and two specialist units and will be taught through a mix of theory, practical and experiential lessons which will be differentiated to meet each students needs.

The core units consist of:

- The Role and Work of the Public Services
- Working Skills in the Public Sector

There are three specialist units, of which we will complete two of (these two will be dependent on cohort):

- Employment in the Public Sector
- Public Services and Community Protection
- Health, Fitness and Lifestyle for the Public Services

These units will all be graded both internally and externally by staff and moderators.

Key Skills

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will be able to develop key skills such as: Teamwork, Rules, Self-discipline, Community service, Information retrieval, Recall, Planning, Research Skills, Problem Solving, Evaluation, Reflection, Independent enquiry, Effective Participation.

Enrichment Activities

These may include the following: Workshops and talks from local and national public service sectors. Visits to public service establishments, Work experience days and Careers days

BTEC Tech Awards Health and Social Care

Teacher: Ellie Griffiths/Olivia Guy

Aim:

The Health & Social Care BTEC course taught at The Bridge serves to introduce students to a vocationally based area of knowledge and learning.

The course aims to increase knowledge and understanding of the process in which people grow and develop and the factors that have an impact on this. The wider benefits of this beyond the classroom are that our students will be able to make informed and safer decisions when making their own life choices. E.g. to eat a balanced diet, to exercise often, to avoid drinking alcohol, smoking and misusing drugs

Secondly, to understand the types of support available to people within our communities when struggling with life circumstances and events. The wider benefits of this beyond the classroom are that our students will know where to seek support for themselves and others, should they require it and will have a respect for and understanding of those requiring and giving support

Also to develop an awareness of the health and social care services and the role of the professionals that work within them. The wider benefits of this beyond the classroom are that the students will be open to a wide range of post 16 education options and career paths. Moreover, they will understand how and where they can access services in future should they require them.

Finally, to demonstrate their own use of the care values, when supporting others, particularly more vulnerable members of the community. The wider benefits of this beyond the classroom are that our students will have a developing knowledge of equality, diversity and inclusion -therefore they will be able to put into practice their skills of communication and empathy, which will contribute to them becoming inclusive and valuable members of their communities.

Qualification Structure:

- 60% Coursework (completed during Year 10 & 11)
- 40% Exam (to be taken at the end of Year 11)

(2024/2025 Year 11 cohort to complete course in 1 year)

Grade	GCSE equivalence
Distinction *	Equivalent to one GCSE grade 8.5
Distinction	Equivalent to one GCSE grade 7
Merit	Equivalent to one GCSE grade 5.5
Pass	Equivalent to one GCSE grade 4
Level 1 Distinction	Equivalent to one GCSE grade 3
Level 1 Merit	Equivalent to one GCSE grade 2
Level 1 Pass	Equivalent to one GCSE grade 1.25

Overview of key skills:

Component 1 - Human Lifespan Development.

Learners explore human development and investigate how, in real situations; human development is affected by different factors and life events e.g. imprisonment, redundancy, parenthood, bereavement etc.

Component 2- Health and Social Care Services and Values.

Learners explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values and how barriers to accessing health and social care provision can be overcome.

Component 3- Health and Wellbeing:

Learners will study the factors that affect health and well-being, learning about physiological and lifestyle indicators and how to design a health and well-being improvement plan.

Enrichment activities:

- Sign Language.
- First Aid Awareness (Taught using St John's Ambulance resources).
- Visits from Health and Social Care Professionals.
- Trips to Health and Social Care settings.
- Museum trips.

...and many more!

Careers Link:

- Nursing
- Social Worker
- Midwifery
- Youth Worker
- Care Worker

...and again - many many more!

Enrichment Option:

Duke of Edinburgh Award

Teacher: Craig Ellison

Aim:

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.

Any year 10 or 11 pupil can do their DofE. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries.

Taking part in a DofE journey will give you skills, confidence, and something to talk about when you apply for college, university or a job. Beyond your academic achievements, universities want to see evidence of "soft skills" that you have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. Your DofE Award is a fantastic way to demonstrate and evidence these skills in practice.

You'll also make a difference to other people's lives and your community, become fitter and healthier and have memories to last you a lifetime.

Structure

The DofE programme has three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award. There are **four sections** to complete at Bronze and Silver level and five at Gold. The four sections for Bronze and Silver are: Volunteering; Physical; Skill; and Expedition. They involve helping the community/environment, becoming fitter and healthier, developing new skills, planning, training for and completing an expedition.

The aim for all students who do the DofE award is to complete the Bronze award and then look towards completing sections of their Silver award, which they can then go on to complete at a later date if they so wish.

Key Skills:

Through the DofE programme there are a number of possible skills which can be developed, dependant on your choice of activities. Some of these may include:

- Teamwork
- Leadership

- Community
- Map reading
- Cooking
- Self discipline
- Support
- Camping
- Public Speaking

Enrichment Activities:

The Duke of Edinburgh Award is an enrichment activity which helps build confidence and set pupils up with additional skills and experiences they can take on the next step of their journey.

Throughout the year, there will be 12 separate days off timetable where pupils will work towards each of the sections and finish the year by hopefully completing an expedition (this is dependant on successfully working towards completing the other sections). More details of the drop down days will be sent nearer the time of each day, there will be a number which involve navigating, where once pupils have mastered the fundamentals, will navigate as independent groups going from check point to check point.

We are also working with a number of different organisations to arrange different volunteering opportunities, these include: helping in the community; helping support other people; working with animals and also local charities.

Work Placements:

Aim:

We are looking to offer all of our students a 1 or 2 day work placement. This would be unpaid and is to gain insight into an industry or work area that students would be interested in.

Motivational Work Placement SPECIFICATION

Suitable for learners with additional needs who would benefit from an extended, bespoke and more supported Work Placement



What does it include?

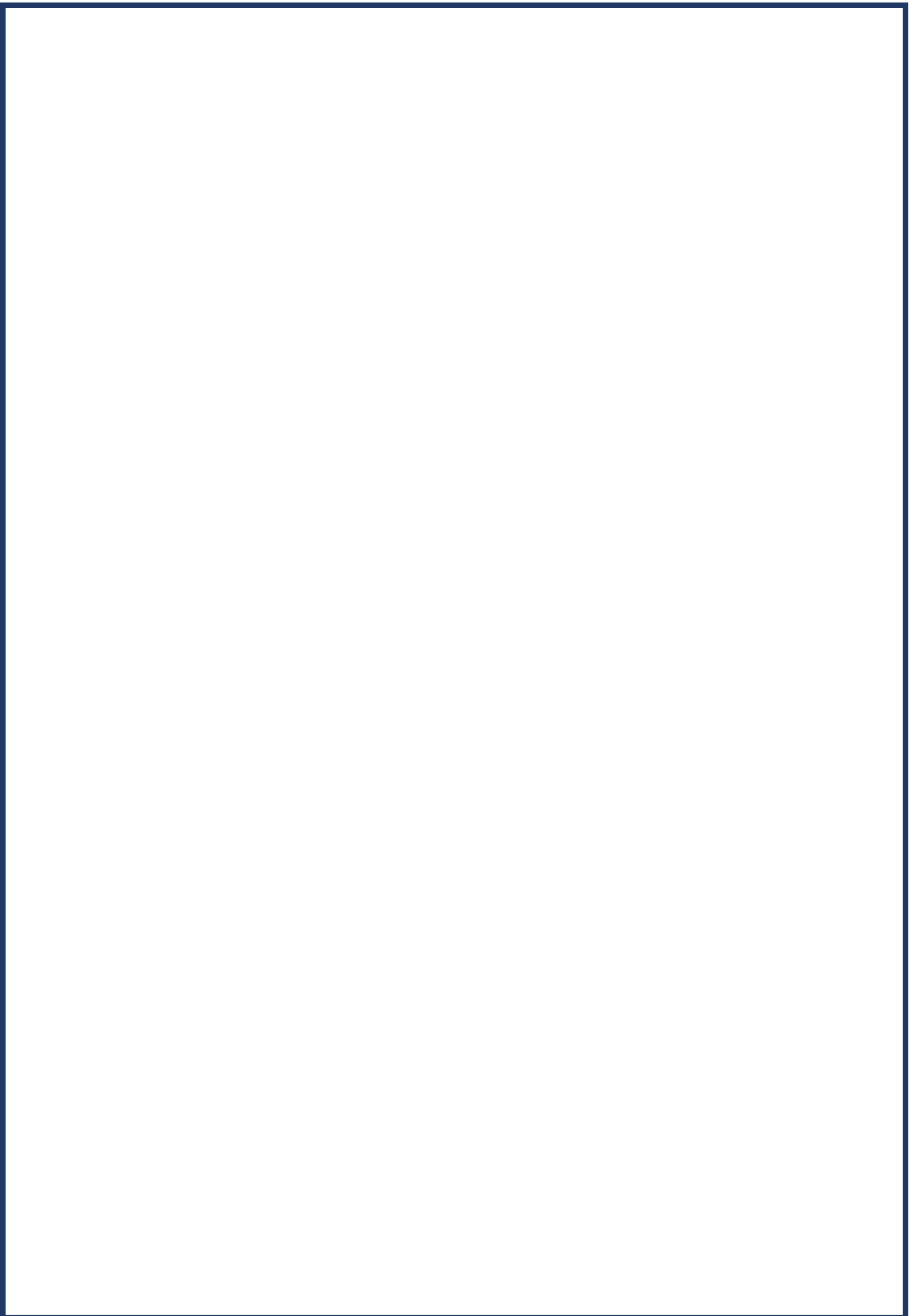
- ✓ Designated Support Worker for each learner
- ✓ Learner assessed one to one by MPLOY Solutions
- ✓ MPLOY sources work placement (typically one or two days a week over extended period)
- ✓ MPLOY helps prepare learner including online Log Book
- ✓ Student taken for interview and placement confirmed
- ✓ MPLOY conducts health & safety assessment tailored to learner needs
- ✓ Placement monitored regularly by MPLOY:
 - Call to employer day 1 to check student attendance
 - Calls to employer every 2-4 weeks to check on progress
 - Three visits by MPLOY to review student/employer progress
 - Updates fed back to school/college contact throughout
- ✓ MPLOY first point of contact for employer if support needed
- ✓ Job Description and copy of Risk Assessment provided
- ✓ Certificate for learner on successful completion
- ✓ Customer feedback results from both employer and learner

MPLOY Solutions Ltd, 9 Dalby Court, Gadbrook Park, Northwich CW9 7TN

01606 42823 ~ 01606 828382

www.mploysolutions.co.uk

info@mploysolutions.co.uk





Options Form

Name:		Year Group:	
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Options Blocks (Please number options based on preference 1=most preferred 3=least preferred. If this can be done for both Option Blocks):

Option Block 1	1/2/3	Option Block 2	1/2/3
GCSE Art		<i>BTEC Health and Social Care</i>	
BTEC PE		<i>BTEC Public Services</i>	
Lvl 2 Food Hygiene		<i>GCSE English Literature</i>	

Duke of Edinburgh	Yes/No
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Pathway Discussion:

Work Placement/College Placement discussion

Post 16 Next steps/Next Destination Ideas:

Any other Comments:

