

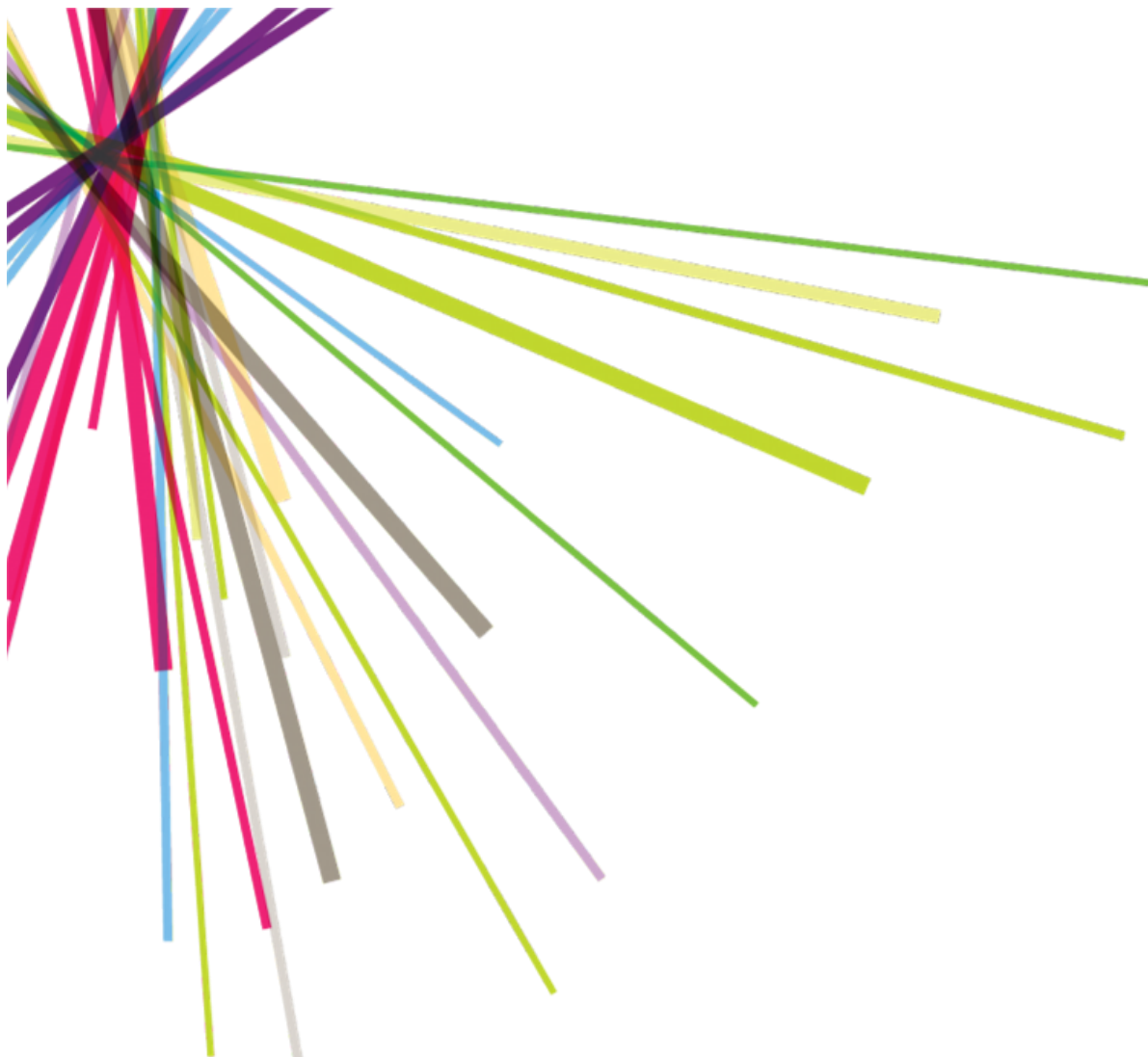
MONKSEATON

HIGH SCHOOL

Key Stage 4

2023-2024





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Contents



Welcome to the KS4 Course Directory

Choosing Key Stage 4 (KS4) options is one of the first major decisions that students are able to make with regards to what they study. Deciding which subjects to choose is an important decision. However, rest assured, as a school we will support you and your child through this process.

Some subjects are compulsory for all students at KS4, for instance GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Combined Science, GCSE History or GCSE Geography. These are the core foundation subjects that underpin all learning.

Students also have additional option subjects to choose from, with some students guided to ensure they have a Modern Foreign Language (Spanish) as part of their choices. This enables them to study a curriculum with the right level of challenge.

All students continue to study Physical Education as part of our commitment to ensuring students are healthy and active.

All students continue to study Personal Development. This works alongside our academic curriculum and ensures our students are ready for the next stage of their education and prepared for adult life.

The compulsory (National Curriculum) subjects for all students to study at KS4 are:

English: GCSE English Language and GCSE English Literature

Mathematics: GCSE

Science: GCSE (worth two GCSEs)

Core PE: non-exam

Personal Development: non-exam



Option Subjects

Choosing GCSE subjects is an exciting opportunity and no one expects you to have all the answers straight away. Every student in Year 9 will have the opportunity to attend a one-to-one guidance meeting with a member of the Senior Leadership or Pastoral Team to help them make an informed decision.

When choosing GCSE options it is really helpful if students have considered these four points:

1. Which subjects they like and how they learn best
2. Which subjects they are good at
3. Interests they have outside of school e.g. playing for a sports team
4. Future aspirations for Sixth Form and beyond: all students are required to stay in some form of education or training until the age of 18

Our curriculum at Key Stage 4 is broad and balanced and allows for a range of choice for all students. We have split our curriculum into 'pathways'. These pathways are designed so that students are steered towards subjects where they will have the best chance of success leading to rewarding and fulfilling careers based on successful outcomes.

Students will choose 3 or 4 options from one of the three pathways — Opportunity, Equality and Inclusion — as well as indicating a reserve choice. Whilst we remain flexible about choices, it is important to factor in our professional opinion with regards to decisions at this stage in the student's education. To explore our curriculum in further detail and see what students will study for a subject each half-term, please visit <https://www.monkseaton.org.uk/academic-curriculum>.

Our resident Connexions advisor, Angela Towes, is available via email at Angela.Towes@monkseaton.org.uk to give independent advice about Sixth Form, college courses, training, qualifications and careers.

There is a wealth of information about careers on our website including our popular video hub and a dedicated section for parents and carers. Please visit <https://www.monkseaton.org.uk/careers>.

Good attendance and a commitment to work in partnership with staff in all subjects are vital to ensure success. Happy students work to achieve their potential. We place emphasis on building close links between home and school, to foster a caring environment in which students can prosper.

Frequently Asked Questions

What is the Core Curriculum that all students take in Years 10 and 11?

All students continue to study English, Mathematics, Science and PE through timetabled lessons. Personal & Social Health Education also forms part of the curriculum through Personal Development.

What is the 'English Baccalaureate' and do students have to take it?

The 'English Baccalaureate' is not a qualification. It is a performance measure of how well students who study English, Mathematics, Science, Spanish, History or/Geography perform. For more information please visit this website: <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>.

Will students get the same teacher that they have had in Year 9?

This very much depends on the subjects. Some smaller option subjects may mean you get the same teacher, however it is not a certainty, especially in larger subjects. We advise students to select options based on the subject content only.

How many lessons a fortnight does each Option Subject have?

5

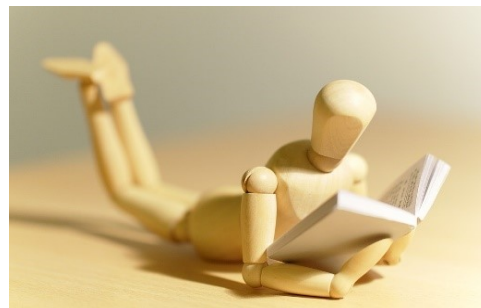
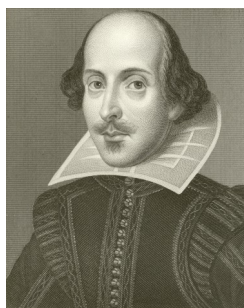
Does the reserve choice really matter?

Every student has to choose ONE reserve in case an option does not run for any reason or if the course is full. All option forms will be time stamped upon submission, with a 'first come first served policy'. We would therefore ask you to discuss your reserve choice carefully .

Core Subjects

English

Mrs P Claydon



Course Content

The aims of English teaching throughout the school are:

- To develop students' skills in expressing themselves clearly in speech and writing
- To develop students' ability to read and understand a variety of types of written English
- To allow students to develop their personalities through reading, creative writing and discussion

All students follow courses leading to GCSE qualifications in English Language and English Literature. Both GCSEs are assessed at the end of the course (end of Year 11) through two examinations. These examinations count for 100% of the final grade.

In GCSE English Language, students will develop their reading skills by exploring a range of texts from the 19th, 20th and 21st centuries. They will also learn how to write effectively for a range of different audiences and purposes. In addition, they will complete various Speaking and Listening tasks through formal presentations and group discussions. In GCSE English Literature students will study a range of prose, drama and poetry including: 'An Inspector Calls', 'Macbeth' and 'A Christmas Carol'.

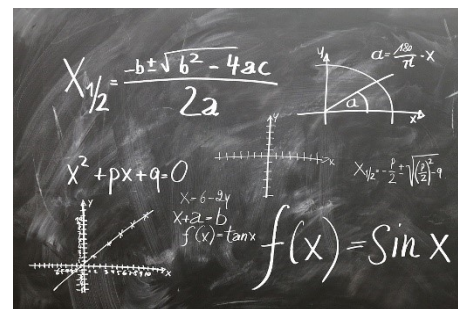
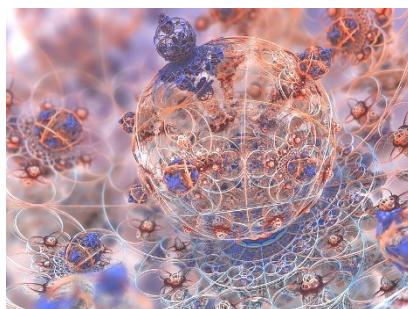
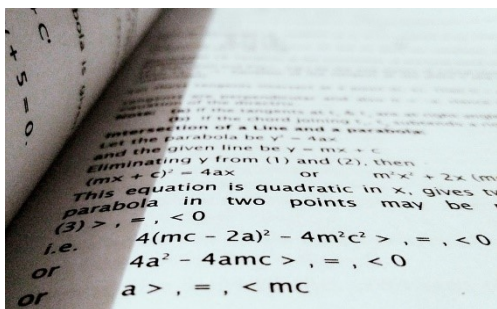
Key Skills

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wider reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and 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

Course Breakdown			
GCSE English Language		GCSE English Literature	
Assessments	% of GCSE	Assessments	% of GCSE
Paper 1: Explorations in Creative Reading and Writing	50	Paper 1: Shakespeare and the 19 th century novel	40
Paper 2: Writers' Viewpoints and Perspectives	50	Paper 2: Modern texts and poetry	60
Non-examination assessment: Spoken Language	n/a		

Mathematics

Mr P J Thompson



Course Content

Mathematics is a compulsory subject for all students at GCSE.

The course introduces new topics, as well as reinforcing ideas that were encountered at Key Stage 3.

Students develop knowledge, skills and understanding of mathematical methods and concepts, including:

Number

Algebra

Ratio, Proportion and Rates of Change

Geometry

Statistics

Probability

They will use their knowledge and understanding to make connections between mathematical concepts and apply the functional elements of mathematics in everyday and real life situations.

Students follow a Linear GCSE and will be entered either for Higher Tier (grades 4-9) or Foundation Tier (1-5).

ICT is used frequently to aid teaching and learning, including the use of MathsWatch for homework.

Student quote

'Lessons are always varied. I particularly like working in groups to solve problems.'

Key Skills

Acquire and use problem solving strategies

Select and apply mathematical techniques and methods in mathematical, everyday and real world situations

Reason mathematically, make deductions and inferences and draw conclusions

Interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Assessment

3 exams at the end of Year 11, including one non-calculator paper.

Science

Mrs L Purdy



Course Content

All students will take a two-GCSE Combined Science, (consisting of Biology, Chemistry and Physics).

Science is a diverse and exciting subject. It helps students to explore the world around them and understand many things that have applications to daily life. Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge and analyse and evaluate information in practical and everyday scenarios. It gives students good life skills, regardless of the path they follow, after GCSE.

Courses

Combined Science is a two-GCSE sized (double award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Students are awarded two grades based on their overall performance across these three disciplines..

Biology 1
Paper 1
1hr 10
60 marks

Chemistry 1
Paper 3
1hr 10
60 marks

Physics 1
Paper 5
1hr 10
60 marks

Biology 2
Paper 2
1hr 10
60 marks

Chemistry 2
Paper 4
1hr 10
60 marks

Physics 2
Paper 6
1hr 10
60 marks

Assessment

6 Exam papers

There are two Biology exams, two Chemistry exams and two Physics exams. All exams are 1 hour 10 minutes, and each covers half of the content for that discipline. There are Foundation tier and Higher tier papers. As it is a double award qualification, students will receive two grades. These grades could be the same number, e.g. 6, 6 or 7, 7. However, some students may receive a grade with adjacent numbers, e.g. 7, 6.

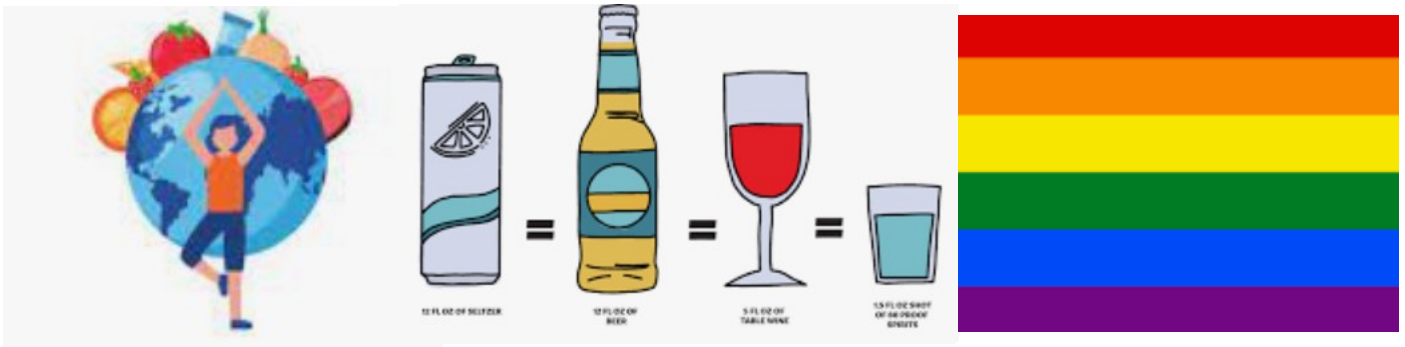
Although there is no longer a coursework unit in the GCSEs, practical work is still a very important part of the Science GCSEs. It helps to consolidate learning, and to develop skills in planning, analysing and evaluating. These practical skills will be assessed as part of the written examinations at the end of the course.

Student quote

'Science is important because it really helps with whatever you're wanting to do in life, from sport to animals to being a chef. Science is an important subject that would be handy in all those categories.'

Personal Development (Core)

Mrs Davison-Kerr



Course Content

Personal Development is taught to all students in Year 10 and 11. The curriculum covers a diverse range of topics from eating disorders to relationships and sex education to religious education. Lessons make topics meaningful and 'real' for students, who participate in structured discussions to fully explore viewpoints and deepen understanding. The curriculum ensures students are kept informed about issues in school, in their local community, and in the wider world.

We are often supported by external speakers to support delivery– for example Police and the charity de Paul.

Course Aims

Our aim is to support students to be:

- ambitious and confident individuals
- respectful, kind and considerate of others
- equipped with the skills to be successful in the future and to adapt to challenges and opportunities to the fast-changing world.

Year 10 Programme

Students will build on their Year 9 work and cover mental and physical health, drugs education, LGBTQ issues and citizenship.

Year 11 Programme

Students will cover Relationships and Sex Education as well as planning for the future in a topic called Future Me.

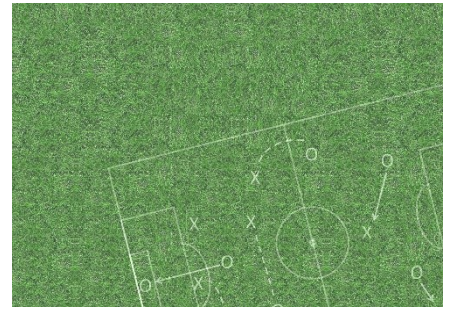
Topics include:

- Mental Health
- Drugs Education
- Physical Health
- LGBTQ
- Citizenship
- Relationships
- Future Me



Physical Education (Core)

Mr P Johnson



Course Content

Physical Education is a compulsory subject for all students in both Year 10 and 11.

Course Aims

Skill Fitness Enjoyment

Year 10 Programme

All students, boys and girls, will participate in a range of activities focussing on skills, techniques, tactics and how to apply them within game situations.

Year 11 Programme

Students will be placed into teaching groups that suit their individual needs. Students will have the opportunity to develop skills, tactics and strategies in a number of sports.

Activities may include:

Badminton
Tennis
Table Tennis
Football
Basketball
Athletics
Volleyball
Trampolining
Fitness Training
Rounders/softball



Student quote

'Teachers are very supportive both in and outside of lessons. There is a broad range of topics that we cover such as psychology and the impact on performance. It allows me to view sport in a new way.'

Optional Subjects



Art, Craft and Design

Mrs M Bernard



Course Content

During GCSE Art, Craft and Design students will cover projects that are exciting and open to allow them to explore genres and styles that interest them. The beginning of the course is more structured to help students cover the 4 assessment objectives successfully. They will experiment with an extensive range of materials. Techniques within the course include the following:

- Drawing and painting
- 3D sculpture including clay
- Photography
- Print making
- Mixed media
- ICT including use of 'Adobe Photoshop'

The course expects evidence of drawing from direct observation as well as evidence of development work and evaluation within sketch books.



Key Skills

How to create, problem solve, design and evaluate

How ideas, feelings and meanings are conveyed in art, craft and design

A range of art processes, including ICT where appropriate

A variety of approaches, methods and intentions which should show students'

Assessment

Final exam 40% Coursework portfolio 60%

The GCSE Art and Design course requires two extensive projects which are completed over Year 10 and part of Year 11. Students will then complete an exam project which is undertaken in the spring term of Year 11. The terminal exam has a set theme and students will create research and development work over several weeks. They will then produce an outcome for the project over 2 days under exam conditions.

Students have 5 lessons per fortnight. The course is based on knowledge and understanding, as well as investigating and making, and must include work from drawing and painting, printmaking and sculpture. The weighting of marks is as follows: 2 coursework projects are 60% of the GCSE and an exam project 40% of the GCSE.

Business Studies

Mr P J Thompson



Course Content

This course is designed to give students an insight into the different aspects of setting up a new business and growing that business in the longer term. The course is split into two examinations which investigate the following areas:

Key Skills

Communication
Application of number
ICT
Working with others
Problem solving

Exam 1 (50% of the overall weighting)

Here students will explore how a business idea can develop into the set-up of a real organisation. It explores the activities of businesses and the reasons for success or failure. The starting point of this unit identifies that businesses may gain competitive advantage through understanding how marketing can raise consumer awareness and also how employees in the organisation can be managed effectively to lead to competitive advantage.



Exam 2 (50% of the overall weighting)

This unit will develop an understanding of the financial implications of growth and also how organisations of varying sizes can benefit from taking time to plan out their operations. You will also study both the internal and external influences on business decisions in order to build up an understanding that organisations are not independent of their environments.



Student quote

'I took Business Studies because it teaches us skills that will be useful whether I decide to get a job or continue my education. It encourages us to be confident, creative and positive.'

Engineering Design

Mrs M Barnard



Course Content

This qualification is an opportunity for students to develop a design specification and study the processes involved in designing engineered products. The course prepares students with the skills and knowledge to move on to a number of engineering-based career pathways at post 16.

Course Breakdown

Principles of engineering design.

In this unit students will learn about the design process and all the stages that are involved.

Topics include:

- designing processes
- designing requirements
- communicating design outcomes
- evaluating design ideas.

Communicating designs.

In this unit students will learn how to use sketching and engineering drawings to communicate design ideas. Topics include:

- manual production of freehand sketches
- manual production of engineering drawings
- use of computer aided design (CAD)

Design evaluation and modelling.

For this unit students will learn how to create and test models of their designs.

Topics include:

- product evaluation
- modelling design ideas.

Key Skills

- Creative skills
- Drawing
- Computer modelling
- Design
- Production/construction
- Testing prototypes
- Numeracy skills

Assessment

Principles of engineering design.

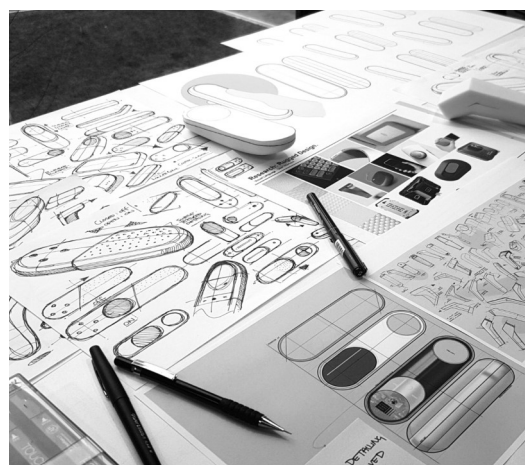
OCR marked 40% Written Exam

Communicating designs.

Internally assessed and OCR moderated
30% Coursework

Design evaluation and modelling.

Internally assessed and OCR moderated
30% Coursework



Geography

Miss L Sidney



Course Content

The course aims to develop a wide range of skills, values and ideas which are relevant to everyone's education. Each unit of work covers half a term. Three Human Geography and three Physical Geography topics are studied as well as geographical skills throughout.

The course is taught using a wide variety of teaching and learning methods. All students have to undertake two fieldwork projects, one physical and one human based, where the theory of the classroom becomes a reality.

At the end of each unit, students are tested on their knowledge and understanding of the work that has been covered. These marks do not count towards the final grade but are extremely valuable indicators of a student's potential and how well they are doing.

Unit 1: Living with the physical environment

- The challenge of natural hazards
- Physical landscapes in the UK (Coastal and river landscapes)
- The living world (Rainforest and Hot Desert ecosystems)

Unit 2: Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Unit 3: Geographical applications

- Issue evaluation
- Fieldwork
- Geographical Skills

Key Skills

Independent study skills to consolidate learning

Data Handling

Analysis, Interpretation and Evaluation

Literacy and Numeracy

Ability to work as a part of a team as well as individually

Assessment

Unit 1: Living with the physical environment

(35% of full GCSE) taken at the end of Year 11 and includes 3 topics tested in a 1 hour 30 minute exam.

Unit 2: Challenges in the human environment

(35% of full GCSE) taken at the end of Year 11 and includes 3 topics tested in a 1 hour 30 minute exam.

Unit 3: Geographical applications (30% of full GCSE) taken at the end of Year 11 and includes 3 topics tested in a 1 hour 15 minute exam.

Health and Social Care

Mr P Johnson



Course Content

This fantastic opportunity allows students to study for two years and gain a wide range of knowledge from different sectors in Health & Social Care. This course is equivalent to 1 GCSE.

Students will study this course over two years which will consist of 5 lessons a fortnight. This course leads to our level 3 offer of both childcare and health and social care

Year 10: L2 BTEC Tech Award Health and Social Care

Component 1: Human Life Span Development

Component 2: Health & Social Care Services and Values

Year 11: L2 BTEC Tech Award Health and Social Care

Component 2: Health & Social Care Services and Values

Component 3: Health and Wellbeing

This is the course for you if you would like to be a:

Nurse, midwife, carer, early years assistant in a children's centre or school, pre-school assistant, nursery foundation stage assistant, special educational needs assistant. The course is also relevant for anyone wanting to work within the health & social care sector.

The course opens the door to many different opportunities for the future, not only within the various industry sectors, as it also enhances your communication skills, and teamwork skills as well as literacy..

Student quote

'I have loved the course and enjoyed having work placements in different health and social care settings.'

Key Skills

Develop communication and interpersonal skills

Develop appropriate skills required for working in settings with children (problem solving etc.)

Knowledge and understanding of health and social care-related theory

Being able to apply your knowledge and understanding to health and social care and childcare settings and scenarios

Appropriate background knowledge to use in health and social care or public sector-related employment

Awareness of careers and job roles within the health and social field

A good knowledge base for those wanting to take the subject at Year 12 (Sixth Form)

Assessment

Human Life Span Development

(Coursework 30%)

Health & Social Care Services and Values

(Coursework 30%)

Health and Wellbeing

(Exam 40%)

History

Miss L Sidney



Course Content

A thematic study investigating crime and punishment over time

A site study investigating an historic environment – the London district of Whitechapel c.1870-1900

A period study which looks in-depth at Superpower relations and the Cold War 1941-1991

A British depth study focussing on Anglo-Saxon and Norman England c. 1060-1088

A modern depth study focussing on Weimar and Nazi Germany 1918-1939.

All topics are delivered using an evidence-based approach, developing skills introduced in Year 9 to analyse sources, apply contextual knowledge and construct written arguments.



Student quote

'History is very valuable as a subject and I find it enjoyable. The lessons are unique and interesting.'

Key Skills

Reading, selecting and organising relevant factual information

Constructing a written argument

Determining change and continuity over time

Analysing and evaluating the utility of primary sources for historical enquiries

Making judgements about the accuracy of historians' interpretations of past events and time periods.

Assessment

100% examination

Paper 1: 1:15 mins - 30% value. Examines knowledge and understanding of both crime and punishment plus the Whitechapel murders.

Paper 2: 1:45 mins - 40% value. Examines knowledge and understanding of the Cold War plus Anglo-Saxon and Norman England.

Paper 3: 1:20 mins - 30% value. Examines knowledge and understanding of Germany 1918-1939.

Hospitality

Mrs M Barnard



Course Content

This course is designed for students who have a keen interest in food preparation in a commercial catering environment. The course is of a more practical nature although theory and coursework will need to be completed.

Unit 1: The Hospitality and Catering Industry

Students will learn about different types of establishment and job roles within the catering industry. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently.

Unit 2: Hospitality and Catering in Action

Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners.

Key Skills

Students will need to develop practical cooking skills and learn how to use key equipment in the food rooms

Students will need to be able to work as a member of a team

Students will need to take on different roles such as Kitchen Manager and Quality Control Officer

Assessment

Unit 1: The Hospitality and Catering Industry

Externally assessed written online exam (90 minutes), 40% of the overall weighting

Unit 2: Hospitality and Catering in Action

Internally assessed task, 60% of the overall weighting



ICT (Creative iMedia)

Mr P J Thompson



Course Content

The course contains **three units** – 2 practical units (coursework) and 1 written exam that will be taken in Year 11.

Creative iMedia can be broken down into the following sections:

Mandatory Units

Creative iMedia in the media industry

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Optional Units— 1 will be studied

There are 5 optional units to choose from. Each optional unit has the same structure to your learning, but the conventions and practical skills are tailored to the media product being studied.

Characters and comics

Animation and audio

Interactive digital media

Visual imaging

Digital games

(Depending on the make up of the class, this will be decided once the course has begun)

Key Skills

Use of ICT

Numeracy skills

Literacy skills – extended writing

Evaluation skills

Analytical and reasoning skills

Creative skills

Assessment

Final exam 40%, Internal Assessment 60%. The course is assessed across three units:

Creative iMedia in the media industry

- Written paper - 1 hour 30 mins (Year 11)

Visual identity and digital graphics -

Centre assessed tasks
(Year 10)

Additional Optional Unit - Centre

assessed tasks (Year 10 and Year 11)

Student quote

‘The lessons are fun and organised and a must for anyone wishing to pursue a career in the media or ICT.’

Music

Mrs Barnard



Course Content

This course allows students to discover, develop and extend skills in the practical activities of Music, including, performance, composition, recording techniques, promotion and events management. They will also be introduced to the various job roles in Music Industry.

Component 1: Exploring Music Products and Styles

Students will develop their understanding of different types of music product and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the performance, creation and production of music.

Component 2: Music Skills Development

Students will participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. They will learn how musicians share their work and collaborate with others and will develop skills as musicians in how to use blogs, YouTube, Soundcloud and other platforms to share work and skills development with others.

Component 3: Responding to a Commercial Music Brief

This component will allow students to work to their own strengths and interests and apply the skills they have learned throughout the course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.

Key Skills

Confidence
Teamwork
Creativity
Performing
Sound recording techniques
Product/events management

Assessment

Component 1: Exploring Music Products and Styles

- Centre assessed BTEC moderated 30%
- Year 10

Component 2: Music Skills Development

- Centre assessed BTEC moderated 30%
- Year 11

Component 3: Responding to a Commercial Music Brief

- Externally assessed by BTEC 40%
- Year 11

Spanish

Mrs P Claydon



Languages for Life

At Monkseaton High School we are passionate about the benefits that learning a language can bring. We strongly believe that learning languages is a skill for life and is something students should enjoy and find rewarding.

A language GCSE greatly enhances your future choices and opportunities both in terms of further study and employment. The demand for language skills in the job market is growing, from the financial sector to marketing and sales, so the ability to speak another language and the skills which you develop through language learning are much sought after.

GCSE Spanish will help develop students' communication skills, both written and spoken. In addition, by studying a language you improve your knowledge and understanding of your own language. Students will also develop their understanding of the culture of Spain.

Students will study the following topics throughout the course:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four papers at the same tier and the four skills are equally weighted (25% each).

Assessment

Pupils are assessed in four skills and each skill is worth 25% of the final grade;

Paper 1: Listening

35 minutes (Foundation Tier)

45 minutes (Higher Tier)

Paper 2: Speaking

7–9 minutes (Foundation Tier)

10–12 minutes (Higher Tier)

Exam consists of:

- Role-play
- Photo card
- General conversation

Paper 3: Reading

45 minutes (Foundation Tier)

1 hour (Higher Tier)

Paper 4: Writing

Foundation Tier (1 hour)

- Describe a photo
- 40-word question
- Translation into Spanish
- 90-word question

Sport

Mr P Johnson



Course Content

The Cambridge National course covers theoretical content including contemporary issues such as drug use in sport, the role of national governing bodies as well as looking at the role of the media, and sports leadership. Additionally, the course offers a unit focussed on 'developing sports skills' which looks at the practical side of sport and how students can develop themselves in this area.

If students have a genuine interest in and passion for sport this course will be ideal for them. It offers a broad insight into a range of theory and topics related to sport but also enables students to take part practically in a wide range of sports and activities. If students are willing to get involved and contribute to discussions in class, they will thoroughly enjoy this course.

There is a range of practical activities on offer including:

- Football
- Basketball
- Volleyball
- Fitness
- Rugby
- Badminton
- Table Tennis
- Trampolining.

Key Skills

Develop communication and team work skills in a variety of roles

Be able to apply theoretical knowledge in practice

Develop confidence as a practical performer, official and sports leader

Encourage students to challenge themselves and develop an understanding of fair play and respect.

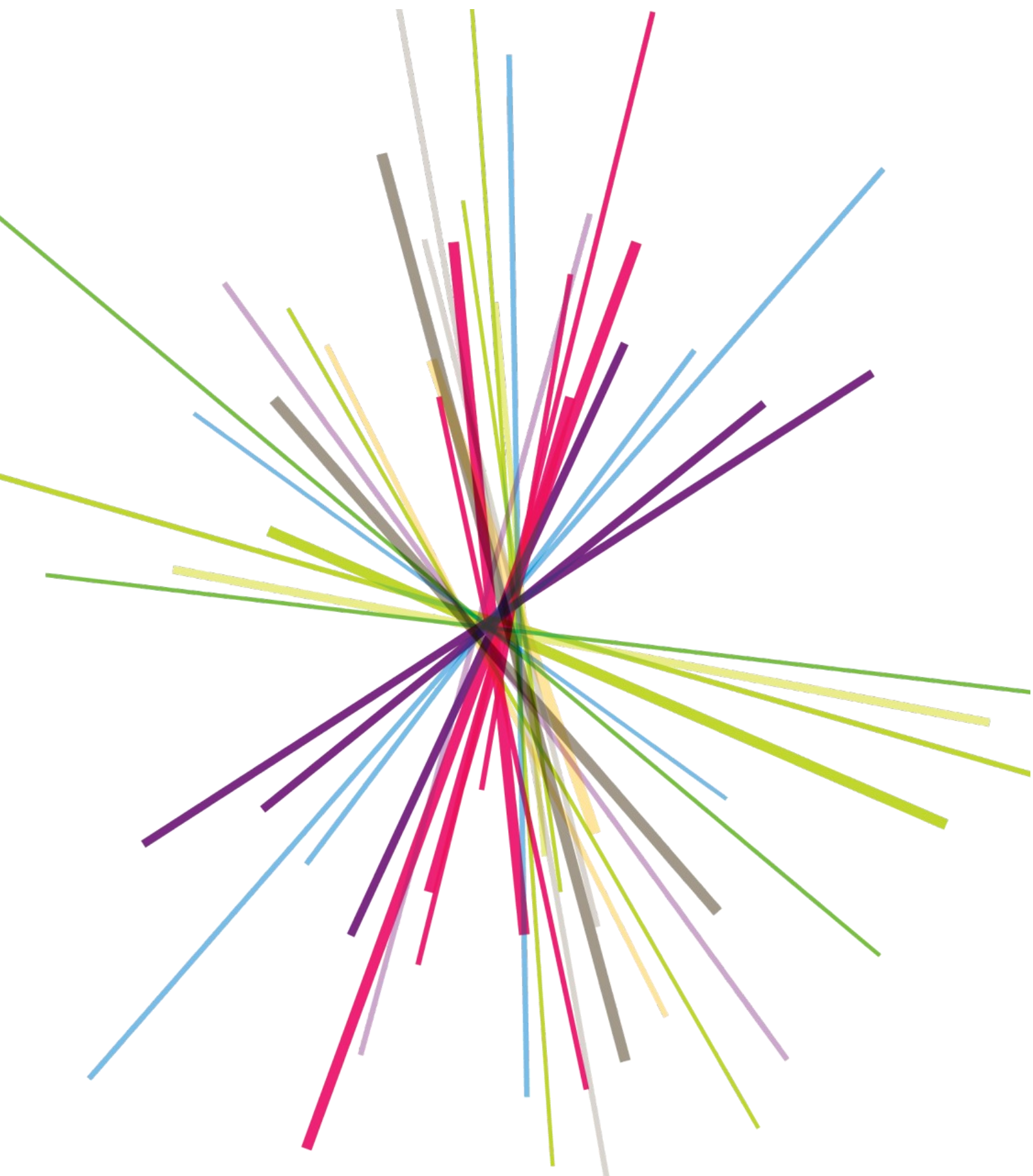
Assessment:

1: Performance and Leadership in Sports Activities (coursework and practical performance 40%)

2. Sport and the Media (coursework 20%)

3. Contemporary Issues in Sport

Written Theory Exam (1 hour 15 minutes – 60 marks 40%)



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