

# GCSE GUIDED PATHWAYS BOOKLET

YEAR 8 into 9  
2019-2020



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# Year 8 into 9

## YEARS 9-11 GUIDED PATHWAY INFORMATION

We are pleased to attach the Guided Pathway information booklet for Years 9-11 at Outwood Academy City Fields.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and in later life. To that end we are delighted to offer an innovative curriculum, which enables any student within our academies to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

As you will be aware, qualification courses in our curriculum are run over three years (9, 10 and 11), rather than the two years (10 and 11) which were traditionally advocated. This additional year is one of the hallmarks of our Trust. This, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all of our academies, are key to helping the teachers within each academy to add the maximum value that we can to your child's education.

In addition to these important subject specialists, we also deploy specialists in Special Educational Needs and Disabilities and Attendance; regular attendance, especially throughout Years 9-11, is critical to your child's success.

A further feature of our Years 9-11 curriculum is the flexible Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE mathematics and GCSE sciences (combined science or biology, chemistry and physics) are taken by all students alongside non-examined courses in physical education and personal, social, health and religious education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation, to start in Year 9. To allow students to spread the examination load and help them achieve a balance in their studies, up to two of these can be studied and taken at the end of Year 10. This early entry option also helps students prepare for the further examinations that they will take at the end of Year 11 and can often be a real turning point in students' education. In addition to this, we will advise and support some students who may require extra time in GCSE mathematics, by offering extra time on this core subject within the Guided Pathways. In Year 11, there will be a further opportunity to have additional time for GCSE English and/or mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a high level in literacy and numeracy (GCSE grade 5, known as a 'strong' pass, or higher). Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): one English, mathematics, two sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study at least one of these Guided Pathway subjects (geography or history or a modern foreign language), which will be taken over the entire period of Years 9-11. For many students it will be appropriate that they also study a second EBacc subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for. We will advise you if we believe that your child should be following this route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We understand that this is a crucial time and the choosing of qualification courses is very important. You will find further information about support available to you later in this booklet, including details of the Guided Pathway Information Evening.

Whatever your son or daughter is hoping to study, and then do in later life, I am sure that you will find the Guided Pathway process helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

# Making the Choice

## In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus, Vertical Mentor Group time.  
This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 9	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 4 hrs PE 2 hrs RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 4 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	<p>Students can choose <u>three subjects</u> from a list of courses            &gt;&gt; <b>EBacc subjects</b> (see list below / over page) will be completed at the end of Year 11 and given <u>three hrs per week in Year 9, two hrs per week in Year 10 and three hrs per week in Year 11</u>            &gt;&gt; <b>Other subjects</b> will be completed at the end of Year 10 and given <u>three hrs per week in Year 9 and four hrs per week in Year 10</u></p> <p><b>The expectation is that all students will study at least one EBacc subject in Year 9/10/11; and that many will study for the full EBacc (1x MFL and 1x Humanity).</b></p>		<p>In <u>Year 11</u> students will choose subjects to fill <u>up to 6 hrs of Guided Pathway time</u>.</p> <p>Depending how many EBacc subjects a student is studying in Year 9, they will have either 3 or 6 hrs of Guided Pathway time available in Year 11 (see below).</p> <p>This time could be used to pick up a new subject or consolidate performance in the key subjects of English and maths.</p>

	Year 9	Year 10	Year 11	
Possible Pathways	3xEBacc (Incl Full EBacc)	Choice 1 = 3hrs EBacc Choice 2 = 3hrs EBacc Choice 3 = 3hrs EBacc	2hrs EBacc 2hrs EBacc 2hrs EBacc <b>+4hrs accelerated subject # or consolidation</b>	3hrs EBacc 3hrs EBacc 3hrs EBacc
	2xEBacc (Incl Full EBacc)	Choice 1 = 3hrs EBacc Choice 2 = 3hrs EBacc Choice 3 = 3hrs Other (The other choice could be Option Maths in Y9 & 10)	2hrs EBacc 2hrs EBacc 4hrs Other # <b>+2hrs accelerated subject # or consolidation</b>	3hrs EBacc 3hrs EBacc <b>+3hrs Guided Pathway</b>
	1xEBacc	Choice 1 = 3hrs EBacc Choice 2 = 3hrs Other Choice 3 = 3hrs Other (One of the other choices could be Option Maths in Y9 & 10)	2hrs EBacc 4hrs Other # 4hrs Other #	3hrs EBacc <b>+6hrs Guided Pathway</b>

# Courses completed at the end of Year 10

# Core Subjects - Maths

Maths is a gateway into all sorts of exciting future careers - Computer Games Designer, Teaching, Formula 1 Engineer, Aerodynamicist, Engineer, Music Producer, Air-Traffic Controller, Banker, Defence Analyst, Designer, Statistician, Investment Analyst, Economist, Tax Advisor, Accountant, Actuary, Auditor, Modelling Analyst, Stockbroker, Architect and Systems Analyst.

Maths is a 3-year linear GCSE (9-1) course, students will complete this course at the end of Year 11.

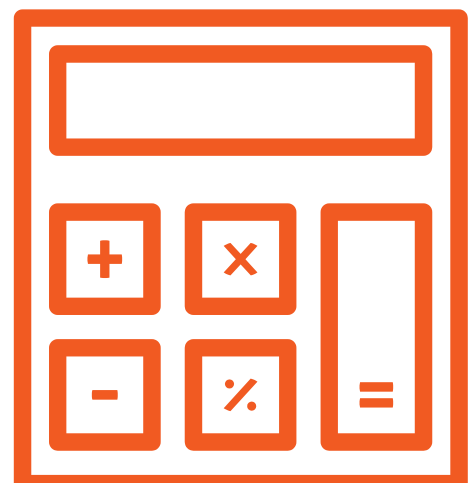
There are 6 main areas of study - Number, Ratio, Algebra, Geometry & Measures, Probability and Statistics. These areas of study are assessed through exams at the end of the course.

The qualification consists of three equally weighted written examination papers.

- paper 1 is non-calculator
- papers 2 and 3 are calculator papers
- each paper is 1 hour and 30 minutes
- the content will be assessed across all three papers.

This qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

***We know that to give students the best chances of gaining employment or entry to higher education they must achieve the highest grade possible in Maths.***



# Core Subjects - English

GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. Jobs using English specifically can include work in media, journalism, advertising, public relations, management and teaching.

Students study both English Language and English Literature and are expected to complete the course at the end of Year 11.

In **English Language**, students will study fiction texts (such as extracts from novels) and non-fiction texts (such as leaflets and articles), developing their reading skills and their ability to locate information, infer, summarise, use evidence and comment on the writer's techniques. They will also develop their writing skills, writing short stories and a range of transactional texts for magazines and other media.

In **English Literature**, there will be opportunities to study a range of texts including plays, novels and poems. Some texts are modern and others are from our literary heritage.

**Assessment will take the form of examinations at the end of the course.**

*GCSE English is a very important qualification and a good GCSE grade. Together with a similar grade in Maths, it is the gateway to many careers and courses of higher education. For some University courses, places are based on GCSE grades as well as A Levels.*



# Core Subjects - Science

All students will follow GCSE Science over three years. Most students will achieve three GCSEs (Triple Science) and some students will achieve two GCSEs in Combined Science.

Students go on to study A Levels in Physics, Biology and Chemistry. These advanced subjects can then lead to University Science study. Professions then include Medicine, Teaching, Veterinary Science, Pharmacology, Forensic Science, Cosmology, Space Science, Oceanography and Engineering.

*Science GCSEs are very important qualifications and a good GCSE grade in one or more, demonstrates many transferable skills that are desirable by both Further Education providers and employers.*



# Core Subjects - Life

## Course Description

Students will study a range of moral issues throughout the course.

Students will also follow a sex and relationship education unit of work during the course.

Religious Studies and the life course is about making sense of the world we live in.

It is about asking questions, listening to the opinions of others and forming opinions. Most of all it is about people. Skills required to do well in Religious Studies include:

- Taking part in discussions
- Literacy
- Research
- Listening to the views of others
- Recognising that people's attitudes may be different

## Assessment

This is done via teacher assessment and self-assessment and is closely linked to the Learning Model supporting personal learning and thinking skills and also SEAL (social and emotional aspects of learning).

## Entry Requirements, Advice and Guidance

All students are required and entitled to follow the LIFE course.

## General Comments

All modules include a variety of resources and teaching methods. Many involve outside experts visiting to address students.

## Future Prospects/Career Options

This course will support students through all aspects of real life beyond the classroom.

## Student Comments

"I like Life and VMG, you discuss real issues and have the chance of un-pressured learning."

"The teachers create a place where you are happy to ask about anything - I mean anything!"



# Core Subjects - Physical Education

## Course Description

Students will have two core PE lessons in Year 9.

Core Physical Education has a high practical content that ensures that activity levels remain the premier focus of the course.

Students will be set based on practical ability however this is a continual process and we expect to see students moving between groups throughout the year.

Students will work on a variety of activities including:

- Outwitting opponents (activities such as netball, football, rounders & tennis)
- Accurate replication (activities such as gymnastics)
- Performing at maximum levels (activities such as athletics and fitness)
- Identifying and solving problems (activities such as orienteering).

It is hoped that the introduction to these concepts will supplement and inspire both development of lifelong participation and elite success.

In addition Core PE will form a basis for those students who are studying GCSE PE or intend to study PE in the future.

## Assessment

Although there is no formal assessment as part of core Physical Education assessment still takes place and students will be given feedback on each activity that they will take part in for students and parents/carers to track progress and identify areas to improve on.

Assessment takes a variety of forms, including:

- Peer assessment
- Self-assessment
- Teacher observations

Students who have selected to do Sports Science as an option will be grouped with other Sports Sciences students in core time (where possible) to give these students an additional opportunity to improve their practical or theory grade.

## General Comments

It gives you the opportunity to experience a range of different activities.

It can positively improve your health and fitness.

Core PE has the potential to develop both lifelong participation and elite performances.

## Future Prospects/Career Options

This course is an appropriate gateway to both GCSE PE or Sports Science within the option blocks in Year 11.

# Guided Pathway Courses

The courses which students can choose from, to start in Year 9 are:

<b>EBacc</b>	<b>Geography</b>	GCSE (9-1) in Geography
	<b>History</b>	GCSE (9-1) in History
	<b>MFL</b>	GCSE (9-1) in French
	<b>MFL</b>	GCSE (9-1) in Urdu
<b>Non EBacc</b>	<b>Art</b>	GCSE (9-1) in Art and Design
	<b>Social Sciences</b>	BTEC Health & Social Care
	<b>PE</b>	BTEC Sport (Activity & Fitness)
	<b>Drama</b>	BTEC Performing Arts (Acting)
	<b>Music</b>	BTEC Music
	<b>Business</b>	BTEC Business and Enterprise
	<b>Food</b>	Eduqas Level 2 Hospitality & Catering
	<b>ICT</b>	Cambridge National Level 2 Creative iMedia

## Students to choose three subjects (plus two reserves) from these lists

Students need to choose at least one subject from this list	
<p>History (GCSE) Geography (GCSE) French (GCSE) Urdu (GCSE)</p>	<p>Art and Design (GCSE) Health &amp; Social Care (BTEC) Sport (BTEC) Performing Arts (BTEC) Music (BTEC) Enterprise (BTEC) Creative iMedia (Cambridge National) Hospitality &amp; Catering (Eduqas Level 2)</p>

## Change to GCSE grades

Grades in all GCSE subjects are now graded 9-1; with 9 being the highest grade. Approximate grade comparator:

New GCSE Grade	1	2	3	4	5	6	7	8	9
Previous GCSE Grade	G	F	E	D	C	B	A	A*	

## Terminology that may help you and your child

<b>Core</b>	These are compulsory subjects: English, maths, science, PE, RE/Life
<b>Guided Pathway Choices</b>	There is an element of choice about which of these subjects to study
<b>Level 1</b>	GCSE grades 3-1 or equivalent (grades 3-1 have replaced grades D-G at GCSE)
<b>Level 2</b>	GCSE grades 9-4 or equivalent (grades 9-4 have replaced grades A*-C at GCSE) With grades 5+ being classed as strong pass grades
<b>Level 3</b>	'A' Level grade A*-E or equivalent
<b>GCSE</b>	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
<b>BTEC / OCR National / Technical Award</b>	Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Mostly portfolio/coursework based, with an exam element (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work
<b>Facilitating Subjects</b>	The Facilitating Subjects are: maths, English, sciences (including computer science), geography, history and modern foreign languages. Please see link below regarding the value placed on these subjects
<b>Full EBacc (EBacc = English Baccalaureate)</b>	For students to achieve the Full EBacc they must attain GCSE grade 5+ in maths, English, at least two sciences, one of history or geography and a modern foreign language

<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

## What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. Our curriculum has the flexibility to accommodate this and we would also encourage students to choose a broad range of qualifications over Years 9-11, to keep their future options open.

## Attainment 8

The government has set a new Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment; as previous measures have, for example 5+ A\*-C. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, geography, history or modern foreign languages
- A further three qualifications which can be either BTEC/OCR National/Technical Award, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve this threshold.

## What if students cannot do their chosen course?

We build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

## Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

## What support is available to help decide which Guided Pathway subjects to take?

1. Subject staff will be available at the Year 8-9 Guided Pathway Evening on **22<sup>nd</sup>** January 2019 5pm – 6pm to discuss courses
2. A careers advisor will also be available on this evening
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and VMG staff during the academy day, over the next few of weeks

## Option English and Maths

One of the core values of the Trust is to focus on raising standards, particularly in the basic skills of Literacy and Numeracy. As mentioned already in the introduction, we may identify some students who would benefit from using Year 9 and 10 Guided Pathway time to improve their GCSE Maths grade by studying extra maths. These students will study two Guided Pathway subjects in Year 9 and 10 alongside Option Maths. The academy reserves the right to make this decision where we feel it will be in the best interests of the student. Where this applies, students and parents will be kept fully informed and we would ask that you work with us to help your child see that this is a positive opportunity to improve their life chances.

Further opportunities for improving GCSE English and GCSE Maths grades will be available in Year 11; performance reviews and discussions will take place during Year 10, ready for new cohorts starting in Year 11.

## Deadline for Guided Pathway choices forms to be returned:

**Friday 1<sup>st</sup> February 2019**

Forms to be returned to SID and placed in the collection box.

# Careers Education & Guidance Programme

The careers education and guidance programme at Outwood Academy City Fields seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

As an academy we are currently working with Careers Inc.

Careers Inc is an external, independent and impartial careers guidance service who will support you to aim high in your career goals and aspirations.

Together with staff from Careers Inc we will support your career development in a number of ways including:

- information and discussion in lessons and assemblies to help you make decisions about your future
- activities and events such as careers fairs
- access to career advisors in a variety of ways
- being available for discussions on Student Review and Options Days, open evenings and results days
- careers information and IT based careers programmes
- information and updates on notice boards, plasma screens and website.

# Connecting GCSEs to Careers

To help you to start thinking long-term you will find information below that connects each GCSE option to some of the careers they relate to including the skills you will develop.

**Remember** - if you choose a GCSE it doesn't necessarily mean you'll end up with a career relating to it. It's never too early to start thinking where your skills and interests could lead you.

Subject	EBACC	Basket	Future Prospects	Careers / Job Titles	Skills
<b>English</b>	Y	1	GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding.	<b>Barrister</b> <b>Teacher</b> <b>Politician</b> <b>Journalist</b> <b>Writer</b> <b>Actor / Actress</b>	<ul style="list-style-type: none"> <li>• Written and verbal communication</li> <li>• Information handling</li> <li>• Planning essays, reports and projects</li> <li>• Persuasion</li> <li>• Negotiation</li> <li>• Presenting points of view</li> <li>• Research</li> </ul>
<b>Maths</b>	Y	1	Just about everything! People with Maths qualifications can go into, accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics	<b>Software Engineer</b> <b>Economist</b> <b>Engineer</b> <b>Financial Advisor</b> <b>Accountant</b> <b>Quantity Surveyor</b> <b>Civil Engineer</b> <b>Architect</b>	<ul style="list-style-type: none"> <li>• Calculation</li> <li>• Problem-solving</li> <li>• Budgeting</li> <li>• Planning</li> <li>• Research</li> <li>• Interpreting statistics</li> <li>• Analysing data</li> </ul>
<b>Science</b>	Y	2	All of these Science subjects - Biology, Physics and Chemistry - can be taken up to a higher level of education. Next steps include: <ul style="list-style-type: none"> <li>• AS/A2-Level in Biology, Physics and/or Chemistry</li> <li>• BTEC Level 3</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships.</li> </ul> <p>You can pursue your preferred subject to a higher level or take a number of Science subjects alongside each other. Science subjects provide a good basis for further education and they develop a range of skills including analytical abilities, evaluation, planning and observational skills.</p>	<b>Astronomer</b> <b>Physicist</b> <b>Chemical Engineer</b> <b>Midwife</b> <b>Doctor</b> <b>Biologist</b> <b>Forensic Scientist</b> <b>Veterinary Surgeon</b> <b>Zoologist</b>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Health and safety</li> <li>• Data analysis</li> <li>• Data interpretation</li> <li>• Statistics</li> <li>• Critical thinking</li> <li>• Observation</li> <li>• Attention to detail</li> <li>• Problem-solving</li> <li>• Communication</li> <li>• IT</li> </ul>
<b>Geography</b>	Y	2	There are a wide range of career options available to students who study Geography. Geography is a dynamic subject, which lends itself to most occupations. It is a relevant subject as it covers issues such as concern for the environment and the issue of sustainability. As an academic subject, employers are keen to employ students who have been successful in Geography.	<b>Town Planner</b> <b>Geographer</b> <b>Travel Agent</b> <b>Logistics Manager</b> <b>Surveyor</b> <b>Humanitarian</b> <b>Geospatial Analyst</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Evaluation of evidence</li> <li>• Writing</li> <li>• Construction of reasoned arguments</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Planning</li> <li>• Prediction</li> <li>• Record-keeping</li> <li>• Cataloguing</li> <li>• IT</li> </ul>

Subject	EBACC	Basket	Future Prospects	Careers / Job Titles	Skills
<b>History</b>	Y	2	<p>History can open the door for many different careers such as Law, teaching and management roles. Often the ability to look at the past can help you to understand the present and employers will always favour this.</p> <p>History develops a wide variety of skills and abilities that are useful and relevant to many careers. It develops skills in reasoning and arguing your point, which are useful to people working in law and accountancy, so it is a subject that is highly valued by employers, colleges and universities</p>	<b>Barrister</b> <b>Historian</b> <b>Museum Conservator</b> <b>Archaeologist</b> <b>Archivist</b> <b>Anthropologist Media</b> <b>Researcher Broadcast</b> <b>Journalist Politician</b> <b>Teacher</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Evaluation of evidence</li> <li>• Writing</li> <li>• Construction of reasoned arguments</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Planning</li> <li>• Prediction</li> <li>• Record-keeping</li> <li>• Cataloguing</li> <li>• IT</li> </ul>
<b>Language (French, Urdu)</b>	Y	2	<p>Many professional and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.</p>	<b>Translator</b> <b>PR Officer</b> <b>Reporter</b> <b>Speech Therapist</b>	<ul style="list-style-type: none"> <li>• Communication in at least two languages</li> <li>• Translation and interpretation</li> <li>• Knowledge of grammar</li> <li>• Writing</li> <li>• Presentation</li> <li>• IT</li> <li>• Cultural awareness</li> <li>• Adapting to new surroundings</li> <li>• Team-working and working alone.</li> </ul>
<b>Art &amp; Design</b>	N	3	<p>The creative industries in the UK contribute £80 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you do need to work hard.</p> <p>A GCSE in Art &amp; Design will allow you to explore and develop your creativity. There are related post-16 education opportunities available if you want to take your creative talents further, such as:</p> <ul style="list-style-type: none"> <li>• AS and A2-Level in Art &amp; Design</li> <li>• BTEC Level 3 in Art &amp; Design, Graphics, Fashion &amp; Clothing and Photography</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships in Arts, Media &amp; Publishing</li> </ul>	<b>Artist</b> <b>Graphic Designer</b> <b>Crafts Designer</b> <b>Furniture Designer</b> <b>Illustrators</b> <b>Art Auctioneers Gallery and Museum Curators</b> <b>Film and Video Editor</b> <b>Landscaper</b> <b>Textile Designer</b>	<ul style="list-style-type: none"> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Creativity</li> <li>• Communication skills</li> <li>• Design and craft skills</li> <li>• Decision Making</li> <li>• Collaborative working</li> </ul>
<b>Music</b>	N	3	<p>The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of this sector at Key Stage 4 will provide an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress at post-16.</p> <p>BTEC Music develops teamwork, time management and reflection skills, all of which are crucial in many aspects of life and work</p> <p>Music is a very useful addition to any well-balanced set of qualifications. It gives students the many skills and qualities that universities, colleges and employers are looking for. If you enjoy the GCSE Music course then you can consider these post-16 further education opportunities:</p> <ul style="list-style-type: none"> <li>• BTEC Level 3</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships in Arts, Media &amp; Publishing.</li> </ul>	<b>Musician</b> <b>Event Manager Music</b> <b>Therapist Recording</b> <b>Engineer Composer</b> <b>Music Teacher A&amp;R</b> <b>Talent Scout Music</b> <b>Promotor Audio</b> <b>Engineer DJ</b> <b>Singer</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Written</li> <li>• Reading Musical Notation</li> <li>• Composition and Arrangement</li> <li>• IT</li> <li>• Music Theory</li> <li>• Performance technique and management</li> <li>• Team work</li> <li>• Meeting deadlines</li> </ul>

Subject	EBACC	Basket	Future Prospects	Careers / Job Titles	Skills
<b>Drama</b>	N	3	<p>The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of this sector at Key Stage 4 will providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress at post-16.</p> <p>A BTEC in Acting shows an employer that a student has confidence and good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. With a BTEC in Acting you could continue your studies on any of the level 3 courses that OACF offers. Acting graduates are statistically proven to be those who found employment the easiest after leaving university.</p>	<b>Actor</b> <b>Broadcast Journalist</b> <b>PR Manager</b> <b>Set Designer Film</b> <b>Producer School</b> <b>Teacher</b> <b>Screenwriter Film</b> <b>Director Drama</b> <b>Therapist Youth</b> <b>Worker Theatre</b> <b>Director</b> <b>Technical Theatre</b> <b>Design</b> <b>Drama Teacher</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of style, genre and social context</li> <li>• Performance techniques - interpretation, improvisation, voice, physicality, stage relationships with others</li> <li>• Design skills</li> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Collaboration and communications skills</li> <li>• Enquiring and reflective minds</li> <li>• Independent thinking and working</li> </ul>
<b>Food</b>	N	3	<p>A qualification in Hospitality &amp; Catering provides you with essential life skills and applied knowledge, designed to provide you with a choice of routes into employment, as well as further education. It is suitable for anyone with a career interest in food and nutrition</p> <p>This GCSE course has been designed to provide you with a choice of routes into further education. If you want to take this subject further, there are a range of post-16 education opportunities available, such as A Levels, NVQs or BTEC Level 3</p>	<b>Chef</b> <b>Dietician</b> <b>Cake Decorator</b> <b>Dietician</b> <b>Kitchen Manager</b> <b>Microbiologist</b> <b>Food Scientist</b> <b>Nutritionist</b>	<ul style="list-style-type: none"> <li>• Cookery skills</li> <li>• Creativity</li> <li>• Team work</li> <li>• Time management</li> <li>• Analyzing</li> <li>• Practical skills</li> <li>• Independent thinking and working</li> </ul>
<b>Sport</b>	N	3	<p>This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for level 3 Sports courses such as A Level Physical Education and BTEC National Diploma in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions.</p>	<b>Sport Professional</b> <b>Sports Coach</b> <b>Sports Development</b> <b>Officer Physiotherapy</b> <b>Biomechanist</b> <b>Sports Scientist</b> <b>Physiologist</b> <b>PE teacher</b> <b>Personal trainer</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Presentation and oral communication</li> <li>• Time management and planning</li> <li>• Keeping to rules</li> <li>• Health and safety</li> <li>• Determination</li> <li>• Motivation - self and team</li> <li>• Resilience</li> </ul>
<b>Business &amp; Enterprise</b>	N	3	<p>This course is a fantastic foundation for developing skills that you can take with you into a wide range of careers. It aims to give you an understanding of the workings of business enterprise.</p>	<b>Office Manager</b> <b>Accountant Brand</b> <b>Manager Financial</b> <b>Manager Business</b> <b>Analyst Quality</b> <b>Manager Solicitor</b> <b>Teacher</b> <b>Administration</b> <b>roles</b> <b>HR Manager</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• ICT</li> <li>• Finance</li> <li>• Communication</li> <li>• Presentation</li> <li>• Influencing</li> <li>• Persuasion</li> <li>• Leadership</li> <li>• Problem solving</li> <li>• Decision making</li> </ul>
<b>ICT</b>	N	3	<p>ICT is vital to most jobs in society as a whole, so having a qualification in IT will be of great advantage for you in various situations and careers.</p>	<b>End User Support</b> <b>Technician</b> <b>Trainee ICT Support</b> <b>Officer</b> <b>IT Technician</b> <b>Software Engineer</b> <b>Website Content</b> <b>Managers</b> <b>Computer Animators</b> <b>Graphic Designer</b>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Network design</li> <li>• Multimedia design</li> <li>• Software development</li> <li>• Retrieving information</li> <li>• Teamwork</li> <li>• Numeracy</li> <li>• Report writing</li> </ul>



# How to make your choice of options

1

- Read the booklet
- Consider all options on offer
- Think about the EBacc subjects
- Think about your strengths and how the subjects on offer will match these

2

- Discuss your ideas with parents/carers and staff
- Be prepared to change your mind based on advice from parents/carers and staff
- Make good use of the option booklet and discuss with staff before the options evening

3

- Consider using the options drop in session discuss your options
- Your choices will be passed to subject staff to confirm you are right for that specific course

4

- Complete the options form
- Make sure you list your choices in order of preference
- Make sure you have done this with your parent/carer
- Complete the form by 1<sup>st</sup> February

5

- The Academy will confirm your successful option choices
- This will be sent to you in the Summer term 2019

# EBACC SUBJECTS

# GCSE Geography

## Course Description

The GCSE is made up of 3 units, which are all exams. All units include aspects of sustainability and the UK.

### 1. Living with the Physical Environment (exam)

Section A: The challenges of natural hazards.

Natural Hazards; Tectonic Hazards; Tropical Storms; Extreme Weather and Climate Change.

Section B: Physical landscapes in the UK. Coastal Landscapes with management and Landscapes with flood management.

Section C: The living world. Ecosystems; Tropical Rainforests and Hot deserts.

### 2. Challenges in the Human Environment (exam)

Section A: Urban issues and challenges. Urban growth; Urban Change; Urban Sustainability and Population.

Section B: The changing economic world. Economic development; Global development; Economic change in UK

Section C: The challenges of resource management.

Resource management and Energy.

### 3. Geographical applications (exam)

Issue evaluation; Pre-release material and Fieldwork; 2 geographical enquiries in contrasting environments.

## Assessment

The GCSE is made up of:

Living with the Physical Environment: 35%

Challenges in the Human Environment - 35%

Geographical applications including local fieldwork - 30%

## Entry requirements, Advice and Guidance

GCSE Geography forms part of the English Baccalaureate. We require students to have an interest in the environment and people; resilient, creative and confident learners and who are interested in Geography.

## General Comments

Geography is a very special subject because it offers a unique combination of transferable and well recognised skills. A Geographer is expected to be able to interpret photographs, maps, graphs and data tables. They can evaluate arguments, problem solve and make decisions as well as write extended pieces of work and gather data in a practical environment.

Geography keeps you up to date with current issues and world events and is taking on ever more importance in schools, colleges, universities, government, industry, and communications. Geography GCSE is a written subject. We offer a lot of support to students who need it however, high levels of literacy are needed in order to excel at the highest level. The Geographical applications requires us to take a field trip to two contrasting environments. There may be a small cost with this but we would not let the cost of a trip stop any student from attending on the day.

## Future Prospects/Career Options

Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification, Geography is greatly respected by University entrance officers and employers alike. It is chosen by over 30,000 undergraduate students each year and has one of the highest rates of graduate employability. Geography has been identified as one of 10 recession-proof degree subjects. Geography is highly valued by employers for its combination of subject knowledge and how well it links with other subjects especially Maths, English, Science, Law and ICT.

## Student Comments

“Geography is a great subject as it has lots of interesting and various and various topics which some link to science making it easier.”

“I think that Geography is really interesting as you can learn different and exciting topics such as volcanoes and earthquakes, and population, but you have to be prepared to work hard!”

## Course Description

The GCSE 9-1 History course combines social, political and military history to allow students to develop their knowledge and interest across a range of areas. Students will cover a range of European and World History topics from across the past 500 years including...

- The Tudors: Early Elizabethan England, 1558-88.
- The History of Medicine in England (Medieval Period-Black Death, Renaissance Period-The Plague and Fire of London and Modern Medicine-the creation of the NHS).
- The American West 1835-1895.
- Germany in the 20th century.

## Assessment

The new GCSE follows a linear structure, which means students will take three examinations at the end of the course. There is no coursework element. The assessment structure is as follows:

Paper 1: Thematic study and historic environment-Examination-1 hour 15 minutes.

Paper 2: Period study and British depth study-Examination-1 hour 45 minutes.

Paper 3: Modern depth study-Examination-1 hour 20 minutes.

## Entry requirements, Advice and Guidance

This is a GCSE option which is being offered by the History department to allow students to gain knowledge and understanding of key events which have taken place in both British and World history and which still impact upon students today. Students will be required to write extended answers to questions and source analysis skills will be developed throughout the course.

## General Comments

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 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 to reach substantiated conclusions.

## Future Prospects/Career Options

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others. History GCSE forms part of the EBacc qualification and is a highly sought after qualification for both Post 16 centres and employers.

## Student Comments

“History GCSE is a very interesting course. We learnt about a range of topics and countries. I would recommend it as a great GCSE. I especially enjoyed learning about Weimar and Nazi Germany.”

“The teachers are very supportive and there are a range of catch-ups and activities to get involved in. It is hard work but I really enjoyed the different topics including medicine through time and the American West.”

# GCSE French

## Course Description

This is a three year course in French leading to a Level 2 qualification. The course is examined in all four areas of listening, reading, speaking and writing.

Building on from the skills that you developed at KS3, you will study a variety of authentic, topical and cultural material surrounding the topics of:

- Identity and culture (including: free-time, family and social media)
- Local, national, international and Global areas of interest (including: your town, social issues, the environment and travel and tourism)
- Current and future employment (including: school, P16 education, jobs and careers)

The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works. This course will also allow you to learn more about France and French-speaking communities and countries.

## Topics and tasks may include:

- ICT tasks and web pages from the target country
- News and current affairs topics
- Information gathering and sharing on famous people from the target country
- Study of the country and its culture, e.g. transport, regions, fashion, sport
- Study of the grammar of the language to increase understanding and independent expression
- Reading stories / poems, etc
- Creative writing.

## Assessment

100% Examination  
(25% Listening, 25% Reading, 25% Speaking, 25% Writing).

You will be examined at the end of the course in all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade. You and your teacher will decide whether you should take the Foundation papers (Grades 1-5) or the Higher papers (Grades 4-9) in these skills.

## Entry Requirements, Advice and Guidance

Students are strongly recommended to continue with the language they have studied in Year 7 and 8. Students should be achieving Grade 4 by the end of KS3.

## General Comments

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an increased appreciation of their own culture as well as other cultures. Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other GCSE subjects.

## Future Prospects/Career Options

Employers and universities like students with Languages GCSEs because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and/or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others.

In an increasingly globalised world, many professions and international companies actively seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

- Logistics
- International Business
- Hospitality Industry
- Travel and Tourism

## Student Comments

“The teachers make you feel confident that you will pass your language GCSE.”

“Learning languages gives you an overall goal and sense of determination to do the best you can and achieve what you believe you can.”

## Course Description

This is a three year course in Urdu leading to a Level 2 qualification. The course is examined in all four areas of listening, reading, speaking and writing.

Building on from the skills that you developed at KS3, you will study a variety of authentic, topical and cultural material surrounding the topics of:

- Identity and culture (including: free-time, family and social media)
- Local, national, international and Global areas of interest (including: your town, social issues, the environment and travel and tourism)
- Current and future employment (including: school, P16 education, jobs and careers)

The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works. This course will also allow you to learn more about Urdu-speaking communities and countries.

## Topics and tasks may include:

- ICT tasks and web pages from the target country
- News and current affairs topics
- Information gathering and sharing on famous people from the target country
- Study of the country and its culture, e.g. transport, regions, fashion, sport
- Study of the grammar of the language to increase understanding and independent expression
- Reading stories / poems, etc
- Creative writing.

## Assessment

100% Examination  
(25% Listening, 25% Reading, 25% Speaking, 25% Writing).

You will be examined at the end of the course in all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade. You and your teacher will decide whether you should take the Foundation papers (Grades 1-5) or the Higher papers (Grades 4-9) in these skills.

## Entry Requirements, Advice and Guidance

Students are strongly recommended to continue with the language they have studied in Year 8. Students should be achieving Grade 3 by the end of KS3.

## General Comments

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an increased appreciation of their own culture as well as other cultures. Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other GCSE subjects.

## Student Comments

“Learning a language is a fun and interesting way of communicating... it helps you in everyday life and can positively affect your future career.”

“I love learning Urdu because the teacher is so helpful, you learn a variety of things and it’s fun!”

“Learning a language is a very different experience. You learn a lot more and the teacher helps you a lot.”

## Future Prospects/Career Options

Employers and universities like students with Languages GCSEs because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and/or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others.

In an increasingly globalised world, many professions and international companies actively seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

- Logistics
- International Business
- Hospitality Industry
- Travel and Tourism

# OTHER SUBJECTS

# GCSE Art and Design

## Course Description

### What will I learn?

Art is an experience based, highly personalised course. You will be given lots of opportunity to develop your own ideas and you will face many interesting, creative challenges. We aim for you to learn positively through enjoyment of the subject.

The course includes:

- Painting/Drawing/Printmaking/Mixed media
- Recording in a wide range of materials and techniques
- Exploring visual language
- Researching and developing resources
- Exploring personal responses to your own and set themes
- Creatively using visual media including digital media and computers
- Exploring contextual work from contemporary and historical sources
- Presenting your work to a high standard, applying your visual communication skills
- Drawing is a major component of the course. You must enjoy drawing.

## Assessment

This is a TWO unit course.

You will do a personal themed project, creating a coursework portfolio for Unit 1, followed by an externally set assignment, including a 10 hour independent work period, for Unit 2.

The assessment criteria are the same for each unit but the coursework portfolio counts for 60% of the final mark and the exam counts for 40%.

### IS GCSE ART FOR ME?

YES - if you love doing creative things, if you enjoy challenges and taking the initiative, if you love drawing, if you have a good level of ability or if you are thinking of a career in visual arts.

NO - if you get bored easily with art, if you struggle with art, if you don't enjoy a creative challenge or if you don't enjoy drawing.

### Future Prospects/Career Options

The creative industries contributed over £80 billion to the UK economy last year and is growing. Employment grew by 5% compared with 2.1% in the wider UK economy.

## Student Comments

“I did Art in year 9 because I am thinking about doing art at A Level. The thing I like about art is having to make up your own mind about things and not being told what is right and wrong all the time. I do loads of enrichments too which is the best for me because I like to do things really well.”

“Art is a lot of work but most of it is really good fun. We have had to learn how to concentrate on our work for ages but it's great when you get into it.”



# BTEC Enterprise (Business)

## Course Description

Component 1: Exploring Enterprises In this unit, students will study:

- Different types of enterprise and their ownership.
- The importance of a clear focus on the customer and the importance of meeting their needs.
- Relevant skills in market research and analysis.
- Be able to interpret findings to support your understanding of customers and competitors.
- Investigate ways in which situational analysis can be used to support decision making.
- How the success can be monitored in an SME.

Component 2: Planning for and Running an Enterprise

In this unit, students will select an enterprise idea to plan and pitch for. They will work as a small group to run a micro-enterprise activity, and will develop their skills in operating and reviewing the success of the enterprise. Students will have the opportunity to plan how best to set up the enterprise and how to fund it. They will then pitch their developed idea and comment on the ideas of others. Students will then work with others to set up and run a micro enterprise activity, using your knowledge of entrepreneurial characteristics and qualities.

Component 3: Promotion and Finance for Enterprise

In this final unit, students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for the success of an enterprise.

## Assessment

60% Coursework (Unit 1 and 2)  
40% Examination (Unit 3)

## Entry Requirements, Advice and Guidance

There are no formal entry requirements. Students must be aware that there is a considerable amount of written work required to produce their portfolios and students must have good research skills due to investigating a number of different small and medium size enterprises.

**Future Prospects/Career Options** This qualification can lead to a full range of education and training at Post-16 level. Studying Business is especially favoured by employers as students are equipped with the necessary skills in Business and Enterprise.

New course

# Creative iMedia (ICT)

## Course Description

R012 - Understanding tools, techniques, methods and processes for technological solutions.

Learners will sit an exam to assess their knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information. They will also be assessed on what the phases of the project lifecycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with their knowledge of various information technologies, they will be prepared to develop technological solutions. They will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. They also need to understand how such risks can be mitigated. This knowledge and understanding will help them to make decisions and appropriate choices when developing a technological solution which they will be asked to do in the practical assignment.

R013 - Developing technological solutions

This assessment focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information. They will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills they have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web-based technologies; keeping their project on track through on-going, iterative reviews. They will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

## Assessment: Worth 1 GCSE

There are two units of assessment. Learners must complete both units of assessment to achieve the qualification.

Assessment Unit R012 is assessed by an exam and marked by the exam board (1 hour 45 minutes).

Assessment Unit R013 is undertaken within the Academy (approximately 20 hours).

## Entry Requirements, Advice and Guidance

There are no formal entry requirements. Students must be aware that there will be a large amount of written content to justify the choices you have made when creating the different products as part of your coursework.

## General Comments

This is a perfect course for students who have enjoyed ICT at Key Stage 3 and want to take their ICT skills further. Cambridge National in Information Technologies has been will give students a real understanding of their digital environment, develop key skills, and prepare them for their future use of IT in their chosen careers across a wide range of job roles. This is for students that wish to develop applied knowledge and practical skills in using information technologies.

**Future Prospects/Career Options** This course will serve students well as an excellent introduction into ICT at Key Stage 5 or for practical workplace apprenticeships in this field.

New course

# BTEC Sport (Activity & Fitness)

## Course Description

The course comprises of a mixture of theory and practical lessons however there is no formal assessment of your practical ability. The final grade is achieved from one external exam and three coursework units.

- Fitness for Sport and Exercise (External Exam)
- Practical Sports Performance
- Training for Personal Fitness
- Leading Sports Activities

## Assessment

One unit is an exam (1 hour) and the other three units are coursework based.

## Entry Requirements, Advice and Guidance

The course requires a high level of commitment to the learning of new areas in both a practical and theoretical physical education environment.

## General Comments

The BTEC Sport course is very different to Core PE. There is a high need for personal organisation as all of the coursework units must be word processed and strict deadlines must be kept to.

There is an element of practical PE however the majority of the course is classroom based and taught,

## Future Prospects/Career Options

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry.

Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A Level Physical Education and BTEC National Diplomas in Sport and Exercise Sciences.

Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor, Dietician, Sports Development Officer, Sports Psychologist, Personal Trainer and Sports Development Officer.

## Student Comments

“I’ve really enjoyed putting a personal training plan together so that I can go off and use it myself in the gym, to improve my own rugby performance.”

“It’s important to meet the deadlines, but I can see how the topics will help me get to where I want to be in later life and that is a personal trainer.”

# Hospitality & Catering (Food)

## Course Description

The fresh and exciting Eduqas Level 2 in Hospitality & Catering equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

## Unit 1: The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations.

Learners will be able to use their learning of different types of establishment and job roles to determine the best option. 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 legally and financially viable whilst meeting the needs of their potential market.

This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

## Unit 2: Hospitality and Catering in Action

Learners 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.

This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

## Assessment

Unit 1 – On screen exam  
Unit 2 – Coursework portfolio and assessed practical cooking session.

## Weighting

Exam – 40%  
Coursework – 60%

## Future Prospects/Career Options

- Chef
- Dietician
- Kitchen Manager
- Bar Manager
- Food Scientist
- Nutritionist
- Events Catering

## Student Comments

“I’ve developed lots of new skills, spinning sugar, making pasta and crème pâtissière from scratch.”

“I love food, lots of practical, lots of fun. I am learning skills that I can use in my future career as a development Chef.”

# BTEC Health & Social Care

## Course Description

The course will develop a student's knowledge and understanding of human needs in a diverse society working in a variety of contexts such as parenthood, pregnancy, diet, health and care of the elderly and others who access the social care system.

The course has been developed to:

- give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector
- give learners a more focused understanding of health and social care through the selection of optional specialist units
- give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life
- give opportunities for learners to achieve a nationally recognized level 1/level 2 health and social care qualification
- support progression into a more specialized level 3 vocational or academic course or into an apprenticeship.

## Assessment

Unit 1: Human Lifespan development. (External Exam)

Unit 2: Health and Social Care Values

Unit 3: Promoting Health and wellbeing

Unit 4: The impact of nutrition on Health and Wellbeing

## Entry Requirements, Advice and Guidance

The course is suitable for students who have an interest in working with children and adults within the care system.

The course will include both primary and secondary research.

You will need to be organised in order to meet deadlines to maintain a good up to date portfolio of work.

You will also need to be able to work independently.

## Future Prospects/Career Options

- Early years teacher
- Care Worker
- Nursery nurse
- Child minder
- Midwife
- Health Visitor
- Family Support Worker
- Social Worker
- Paediatric Nurse
- Speech and Language Therapist

## Student Comments

“Health and Social is a great option to take if you're interested in a career involving children. There is a lot of work to do, but it is a great class to be part of.”

“I am a year 11 who has enjoyed health & social, you have a range of different topics which are interesting and the teacher is really supportive; she tries to make the work less stressful for you and push you to get your target grades.”

# BTEC Performing Arts (Drama)

## Course Description

This is a highly practical course that will give learners the opportunity to develop their own practical performance skills and understanding of how the performing arts industry works.

## Assessment

You will be assessed in 3 components:

### Component 1 : Exploring the Performing Arts

You will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. You will study at least 3 contrasting theatre companies and/or practitioners. You will independently research and learn through workshops about approaches and practically apply these methods to their own work.

Worth 30% and Internally assessed.

### Component 2: Developing skills in the Performing Arts

In this component, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

Worth 30% and Internally assessed.

### Component 3 : Performing to a Brief

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. This is the final assessment. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

Worth 40% and Externally assessed.

## Entry Requirements, Advice and Guidance

The course is open to all students.

## General Comments

Assessment will be through both written and Performance evidence. Expect after school rehearsals in preparation for your examined practical assessments. A willingness to perform in front of supportive audiences is required.

## Future Prospects/Career Options

A BTEC Tech Award shows an employer that a student has confidence, good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. Drama graduates are statistically proven to be those who found employment the easiest after leaving university.

This qualification also assists all students pursuing a career working with people, sales, marketing, journalism, media, law, and of course all jobs in performance or theatre/ television/film production.

## Student Comments

“I look forward to drama every week. I can't wait to see what issue or topic we will be exploring.”

“I love the fact that we all work so well together and have such a good time. Drama makes such a change to all the other subjects I take and I always feel so much better afterwards.”

## Course Description

The music BTEC is a vocational qualification which allows learners to develop an understanding of the various career paths within the music industry that they may wish to pursue.

This course allows pupils to experience a variety of job roles within music and develop work to fit the units studied. This course will be suitable for anyone with a keen interest in music or the music industry and who preferably can play an instrument, although this is not a necessity.

Learners should be prepared to perform as part of a group and develop composition skills using Music software programmes.

Students will gain knowledge and understanding of:

- Various roles within the music industry
- How to work as part of a team
- The requirements of a composer and performer
- How to develop suitable written work to gain a high grade
- How to keep written details of work undertaken during the course

## Assessment

Unit 1 – 1 hour exam (40%)

3 Further units which are Internally Marked and will include written material, performance/composition (60%)

## Entry Requirements, Advice and Guidance

The course is open to all students

## General Comments

If you enjoy performing music in your own time or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, then this exciting course will give you an appreciation of the diversity of musical styles that exist today.

## Future Prospects/Career Options

Performing musician, teacher, instrumental teacher, working in the performing arts business, recording technician, producer, DJ, arts administration, army musician, agent, community musician, concert promoter, events manager, music retail business, instrumental repairs, marketing for the record industry, music director, music publisher.

## Student Comments

“I enjoyed performing with my friends.”

“I have learnt a lot about music!”

“I love to write and perform my own songs, and this course improved my ability to do this.”

