



Year 9 Guided Pathways Booklet

Years 10 & 11

2024-2026



Contents Page

Subject Choices for Years 10 and 11
How Students Decide Which Subject to Choose
Year 10 Options 2024 - 2026

Core Subjects:

- PSHE including Career Education and Guidance
- Physical Education

Core GCSE Subjects:

- English Language and Literature
- Science (Double Award)
- Mathematics

Subject Choices:

- Modern Foreign Languages (German/French)
- Science (Triple Award)
- Geography
- History
- Religious Studies
- Computer Science
- Design & Technology
- Art and Design – Fine Art
- Art and Design – Photography
- Art and Design – Fashion and Textiles
- Drama
- Music
- Business
- Film Studies
- Statistics
- Psychology
- Sport Studies
- Creative iMedia
- Child Development
- Hospitality and Catering
- Engineering Design

Subject Choices for Years 10 and 11

Leaving school may seem a long way off but some of the decisions made by students during the next few weeks may well affect what choices are available later on.

WHY HAVE PATHWAYS?

Students in Year 9 study as many as fourteen different subjects. It would clearly be very difficult to continue to study such a large number of subjects at a higher level. We have a number of pathways to suit the needs of the students, including an academic focussed pathway including a Modern Foreign Language and Triple Science. As well as the compulsory subjects of English Language, English Literature, Mathematics and Double Award Science students will take three further subjects. Triple Science is also an option, this is in place of Double Award for those students who have an aptitude for the Sciences. In KS4, each student follows their bespoke Pathway, this ensures that we are offering appropriate subjects to them (courses that are suited to each individual). Pathways will link to the academic ability of students giving them the best possibility to attain their potential.

STUDENT CHOICES

Students do not have a completely free choice. National Curriculum requirements mean that students are encouraged to study certain subjects including Triple Science, Modern Foreign Languages, a Humanity (History, Geography), Computer Science, PSHE and Physical Education.

We believe that it is important that students choose a broad and balanced range of subjects and following the introduction of the English Baccalaureate this is even more important. This comprises of English Language, Literature, Mathematics, Science, a Language and History/Geography. The purpose of the 'EBacc' is to ensure access to the widest possible choice of careers at a later stage. For a number of students who would find it difficult to access courses at GCSE level we will offer a specialised programme. This will ensure students have access to a broad and balanced range of subjects at a level at which they can achieve success.

GCSE GRADES

GCSEs are no longer graded from A* - G. They are graded in a numerical way from 9 -1 with 9 being the highest grade. A grade 4 is considered a 'basic pass' with grade 5 being a 'strong pass'.

BTEC and Cambridge Nationals

Some subjects will follow BTEC or Cambridge National course rather than GCSE courses. These offer a vocational learning experience. A level 2 BTEC course is graded as a Pass, Merit, Distinction or Distinction* rather than a numerical grade.

WHAT NOW?

In order to make the right choices, it is important that students and parents read this booklet carefully. Students should remember that, if they do not understand something, they should ask their form or subject teacher.

HOW SHOULD STUDENTS DECIDE WHICH SUBJECTS TO CHOOSE?

- * Students should choose subjects they are good at. This should increase the chance of examination success.
- * Students should try to choose subjects they find interesting.
- * Students should choose a balanced range of subjects as this will give access to the widest possible choice of careers.
- * There will be students who know what they want to do when they leave school. These students should select subjects which will meet the entry requirements for their chosen career.

Students should not select subjects because they like the teacher or because they want to be with their friends. Sometimes new subjects seem more interesting because students have not studied them before and know little about them. Students should make sure they understand what the content and requirements of new subjects are and make a careful, informed choice to avoid being disappointed.

The process of selecting subjects will have been explained and you will have an opportunity to ask questions and talk to subject teachers. If you missed this, please speak to subject teachers if you require additional information.

Parents will be able to view pre-recorded videos on the school website with details about the courses.

Taster/Information lessons will be held during the week beginning 11th March, for some of the subjects not studied at Key Stage 3. The guided pathway forms will be issued to students on Thursday 21st March.

Careers Education & Guidance

Crestwood School provides an independent, relevant and up-to-date careers programme to students of all ages. We work with a range of outside agencies including ASK Apprenticeships, Black Country Enterprise Partnership, Aspire to HE, University of Wolverhampton, Halesowen College, HomeServe and many others to ensure that our provision for careers is outstanding. Careers Education is delivered through a range of mediums including Form Tutors, PSHE lessons, Breakfast Sessions, Innovation Days, Assemblies, Trips and external agencies coming into school.

In Key Stage 4, students receive a one-to-one meeting with an external agency with over 20 years of experience. Students leave each meeting with a plan for their next steps after year 11 and ideas for researching possible future careers. Students also have the opportunity to undertake work experience during year 10, alongside in school careers-related activities. In addition, Key Stage 4 students at Crestwood are taking part in HomeServe's Try A Trade programme where students take part in activities that raise awareness of traineeships, apprenticeships and domestic trades, allowing students to explore a wide range of options that are available to them. A select group of students in Key Stage 4 will also be matched up to apprenticeships at the end of year 11 using Try a Trade's matching programme.

Students are also encouraged to attend the Invictus Open Evening in the autumn term, local college open days, external careers events and conventions. Local Colleges, Businesses and Training Providers regularly come into Crestwood for our Careers breakfast so that students are fully informed with regards to next steps in Post-16 education. To compliment the careers activities in school, students also have access to Unifrog, an online careers platform, that allows students to explore, research and record their careers activities and plans. As such, students in Key Stage 4 will experience a wide range of opportunities to assist them in making their future study and career decisions.

Physical Education

All students in Years 10 and 11 follow the Key Stage 4 National Curriculum in PE. Students will concentrate on the following:

Major Games: Football, Basketball, Badminton, Cricket, Tennis, Rounders or Softball

Fitness: A fitness component will be available

Athletics: A selection of field and track events

Swimming: Challenge Awards and Life Saving techniques

Trampolining: Set routines, Challenge Awards and Harness Work

In Years 10 and 11, some outside coaches come in to deliver specialised coaching in boxercise, dance and other disciplined sporting.

All students are encouraged to develop their particular skills as well as to enjoy healthy, physical exercise. Our aim is that students learn to be independently active. All students will develop their coaching and officiating skills.

Students may follow a programme in Sports Leadership. This aims to develop skills of employability alongside practical sports development.

Subject Specific Information Section

GCSE English Language and Literature

Exam board: AQA for English Language and English Literature

CONTENT OF COURSE

GCSEs are offered in both English Language and English Literature for all students. GCSE English language and literature (9-1) are now 100% examination.

ENGLISH LANGUAGE

For English Language there are two examinations, both lasting 1hr 45 minutes. Each exam consists of a reading section and a writing section. The reading section will consist of unseen texts taken from literary fiction, literary non-fiction and non-fiction, from a range of time periods. The writing sections will be two extended pieces: one will be a piece of descriptive or narrative writing; the other will be writing to present a particular viewpoint. A third of the marks for writing are given for accurate spelling, punctuation and grammar.

ENGLISH LITERATURE

English Literature consists of two papers, paper one is 1hr 45 minutes, and paper 2 is 2hr 15 minutes. These papers will cover Shakespeare, a 19th century novel, a modern prose or drama text and poetry. The poetry will be based on an anthology of fifteen poems but students will also have to respond to two unseen poems. Both exams will require extended written responses.

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, highlighter, ruler and rubber), a study/revision guide, a dictionary and thesaurus, and copies of the set texts when they are announced. To support your child, it is essential that he/she reads widely, both fiction and non-fiction. Discussing current affairs is a great way to encourage engagement. Also, it is essential for your child to write in full sentences, using a wide range of vocabulary and use accurate punctuation. All texts studied will be available to view on Space to enable easy access from a range of devices.

LEVEL OF ENTRY

All students will have the opportunity to study for GCSE English Language and GCSE English Literature.

POSSIBLE FUTURE COURSES AND CAREERS

A GCSE in English Language or English Literature is an essential requirement of practically every college course and for most employers. English skills not only open the doors to a vast range of jobs and careers, they also provide valuable life skills. Literature uses the analytical skills vital for work in law and media, as well as any career where the ability to think, reason and communicate are to the fore. Both courses prioritise core thinking, reading and writing skills which are all essential for future career success.

Assessment	
<p>AQA GCSE English Language 9-1</p> <p>Paper 1 – Explorations in Creative Reading and Writing</p> <ul style="list-style-type: none"> • Written examination of approximately 1 hour 45 minutes • 50% of GCSE • <p>Paper 2 – Writers’ Viewpoints and Perspectives</p> <ul style="list-style-type: none"> • Written examination of approximately 1 hour 45 minutes • 50% of GCSE 	<p>AQA GCSE English Literature 9-1</p> <p>Paper 1 - Shakespeare and 19th Century novel</p> <ul style="list-style-type: none"> • Written examination of approximately 1 hour 45 minutes • 40% of GCSE <p>Paper 2 – Modern prose and Poetry (both anthology poems and unseen)</p> <ul style="list-style-type: none"> • Written examination of approximately 2 hours 15 minute • 60% of GCSE

GCSE Science (Double Award)

Exam board: AQA

CONTENT OF COURSE

Science is a vital element of the KS4 Curriculum and is a mandatory option for all pupils.

GCSE science is achieved through study of the AQA Trilogy (Double Award) specification.

In Years 9, 10 and 11 students study topics in all three areas of science (Biology, Chemistry and Physics). Students will also carry out required practicals which form nearly 20% of questions on each final exam, at the end of year 11.

Successful students will achieve 2 GCSE qualifications in Science. Students will complete two exams in each section of science; Biology, Chemistry and Physics. Each exam is 1hr 15mins in duration. The final level is an average of the 6 examination scores.

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, ruler and rubber) and a scientific calculator. A science revision guide/workbook that will be made available early in year 10. To support your child, they will have access to a large amount of resources on the SPACE website; these include: revision PowerPoints, practice exam questions and use of the Focus website to access the required practical activities.

LEVEL OF ENTRY

All students are required to study Science to GCSE level and we follow the AQA specification.

POSSIBLE FUTURE COURSES AND CAREERS

Science is a required qualification to access further education (college) and is an entry requirement on most level 3 vocational or AS/A2 level courses. Qualifications in science are the gateways to many careers which can range from health care to industry management, teaching to building site management.

Assessment
Practical skills are assessed throughout years 9, 10 and 11
AQA syllabus is followed.
Six terminal exams will be sat at the end of year 11 across all three areas of science Biology, Chemistry and Physics. Each exam is 1hr 15mins in duration. Final grades will be 9-1.

GCSE Science (Triple Award)

Exam board: AQA

CONTENT OF COURSE

Science is a vital element of the KS4 Curriculum and is a mandatory option for all pupils.

GCSE Triple science is achieved through study of three separate courses, AQA GCSE Biology, Chemistry and Physics. Pupils will study a range of topics in each area before sitting six exams in the summer of year 11.

On the completion of all programs, they will achieve 3 separate GCSE qualifications in Science.

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, ruler and rubber) and a scientific calculator. A science revision guide/workbook that will be made available early in year 10. To support your child, they will have access to a large amount of resources on the SPACE website; these include: revision PowerPoints, practice exam questions and use of the Focus website to access the required practical activities.

LEVEL OF ENTRY

Due to the intense learning requirements of the GCSE Triple Science route it is mainly suited to pupils who have target grades of 9-6.

Selection on to this course will be at the discretion of the Head of Science and Headteacher. It will be made up of the highest ability science students.

POSSIBLE FUTURE COURSES AND CAREERS

Science is a required qualification to access further education (college) and is an entry requirement on most level 3 vocational or AS/A2 level courses. Qualifications in science are the gateways to many careers which can range from laboratory technicians to industry management and teaching based roles. Triple science is ideal for students wishing to further careers as health care professionals.

Assessment
Practical skills are assessed throughout years 9, 10 and 11.
Six exams to be sat in summer term of year 11 (terminal assessment). Two exams in each area of Science, Biology, Chemistry and Physics. Each exam is 1hr 45min in duration. Final grades will be 9-1.

GCSE Mathematics

Exam board: Edexcel

CONTENT OF COURSE

GCSE Mathematics is a qualification that is required by most employers and is required for entry to further or higher education and so it is an important subject to study. We will provide a strong foundation for further academic and vocational study and for employment. We will give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. Through this course we hope that your child will develop a positive attitude towards mathematics. They will apply their mathematical knowledge and understanding to solve problems.

Homework is set once a week and additional homework is set as and when it is needed.

LEVEL OF ENTRY

Students will be following the Edexcel program of study which is linear at either a higher or foundation level.

ESSENTIAL EQUIPMENT

Writing equipment, a study/revision guide, a good quality scientific calculator (compulsory), a geometry set. Revision Guides and calculators can be purchased through school.

POSSIBLE FUTURE COURSES AND CAREERS

A GCSE in Mathematics is an essential requirement of practically every college course and for employers. If you can get a grade 5 it acts as a key that will open nearly any door for you in terms of college and careers.

Possible careers that need Mathematics on a daily basis are builders, plumbers, construction work, landscape gardeners, the retail industry, teaching, banking, accountancy, engineering and scientific research. In fact, if you look at most areas in life you will need some level of numeracy to be successful.

Assessment
<p>There is a choice between two levels of entry which cater for all levels of ability:</p> <p>Foundation for grades 5 to 1 and Higher for grades 9 to 4. Your teacher will help you to decide which level you should enter during year 11. There is a new grading scale that uses the numbers 9 - 1 to identify levels of performance (with 9 being the top level).</p> <p>The course is entirely assessed by exams. These will be at the end of the course, where you will take three written papers, two with a calculator and one non-calculator. Examinations will take place during Summer of Year 11.</p>

GCSE Modern Foreign Languages (German/French)

Exam board: Edexcel

CONTENT OF COURSE

The ability to get by in a foreign language is a skill which is highly valued by employers in the UK and abroad. Students will study six broad themes as part of the new 2024 GCSE course:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

In addition, students will develop their confidence in the key skills of communication, problem solving and working with others. They will improve their understanding of the spoken and written forms of the language in a range of contexts, and develop their cultural awareness of life in other countries. A GCSE will develop the skills and knowledge needed to undertake further study at A Level and beyond.

ESSENTIAL EQUIPMENT

GCSE revision guide and workbook (provided by school).

A bi-lingual dictionary would also be very useful.

LEVEL OF ENTRY

Students will access courses at GCSE level. Entry is tiered at either Foundation level (Grades 1-5) or Higher level (Grades 9-4).

POSSIBLE FUTURE COURSES AND CAREERS

A GCSE qualification in a Foreign Language is an invaluable asset affording students a real competitive edge in all areas of post 16 opportunities on a local and national level. There are many careers where the knowledge of a modern foreign language can be extremely advantageous, such as:

- Intelligence and policing
- International law
- Broadcast journalism
- Politics
- International trade, logistics and distribution
- Sales and marketing
- Publishing
- Tourism
- Conference interpreting and technical translation

Assessment
<p>Assessment is by exams at the end of course.</p> <p>Paper 1 – Speaking 25% - one exam of up to 12 minutes Paper 2 – Listening 25% - one exam of approximately 45 minutes Paper 3 – Reading 25% - one exam of approximately 45 minutes Paper 4 – Writing 25% - one exam of approximately 1 hour 15 minutes</p>

GCSE Geography

Exam board: AQA

CONTENT OF COURSE

Geography is about; people, places, processes and the interrelationships between them.

Geography helps you gain an understanding of key global themes that shape the world we live in;

- Climate change and sustainability
- Development and poverty
- Cultural understanding and tolerance
- Earth processes and hazards (e.g. earthquakes, hurricanes and extreme weather)
- Economics, trade and governance

The world is changing as we speak, from developing countries to natural disasters and from climate change to changing economies. In geography we learn about the connection between people, places and processes.

At Crestwood we follow the AQA GCSE Geography specification. The course is split between human and physical geography topics and geography skills/fieldwork techniques. There will be a compulsory fieldwork trip during the course where we will investigate physical and human geography.

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, ruler and rubber), highlighters/coloured pens, calculator.

LEVEL OF ENTRY

Good levels of literacy and numeracy will be required for the course although all pupils will be catered for.

POSSIBLE FUTURE COURSES AND CAREERS

“Statistics show that compared to other subjects Geography graduates are among the most employable.”

- A level Geography/Environmental issues
- Geography degree or associated degree such as Town Planning, Environmental Studies, Sustainability, Development and many vocational courses.

Examples of career paths directly using GCSE Geography are:

Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher, Social researcher, Town planner, Urban/Environmental planning and management, Cartographer, Data Analysis or working in the leisure industry.

Examples of career paths indirectly using GCSE Geography are:

Astronomer, International aid/development worker, Landscape architect, Logistics and distribution manager, Market researcher, Nature conservation officer, Political risk analyst, Sustainability consultant, Tourism officer or Transport planner

Assessment
<p>Students will complete three examinations. The units are:</p> <ul style="list-style-type: none"> • Living with the physical environment - 35% - 90 minutes • Challenges in the human environment - 35% - 90 minutes • Geographical applications (Pre-release and decision-making activities and fieldwork- (seen and unseen) - 30% - 90 minutes

GCSE History

Exam board: AQA

CONTENT OF COURSE

History is one of the most fascinating and rewarding subjects, you can study. It is more than a GCSE. It is a lifelong interest!

It teaches vital life skills such as interpreting written and visual sources, excellent communication skills and links well with other subjects from Psychology and Science to Politics and Religious Studies. Critical thinking skills, the ability to research and other key skills will be developed through this course.

The course covers timeless issues that affect humans both past and present from conflict to how we live.

The units that make up the course are:

Period study: Germany 1890-1945: Democracy and dictatorship

Wider world depth studies: Conflict and tension: The First World War, 1894-1918

Thematic studies: Britain: Health and the People c1000 to the present day

British depth study and the historic environment: Elizabethan England 1568-1603

HOMEWORK REQUIREMENTS

This is set regularly and is shared on INSPIRE. You consolidate key knowledge, practise written exam skills and prepare for exams.

ESSENTIAL EQUIPMENT

Writing equipment, highlighters, different coloured pens and pencils, rulers.

LEVEL OF ENTRY

Good levels of literacy and numeracy will be required for the course although all pupils will be catered for. The course is heavily reading and writing based, with exams being 100% written based at the end.

POSSIBLE FUTURE COURSES AND CAREERS

Possible further qualifications include A level History, Law, Politics, Economics, Sociology, Ancient History, Classical civilisations and more. A degree in History and related subjects listed above. The wealth of careers that a history degree can lead to is both diverse and broad. Some of these include teaching and social work, journalism, media, the Civil Service, HR, marketing, recruitment, archaeology and academic research.

Assessment
<p>Exams: 2 x 2 hour exams, both 50% of the GCSE.</p> <p>Paper 1 – Understanding the Modern World</p> <p>Period study: Germany 1890-1945: Democracy and dictatorship</p> <p>Wider world depth studies: Conflict and tension: The First World War, 1894-1918</p> <p>Paper 2 – Shaping the Nation</p> <p>Thematic studies: Britain: Health and the People c1000 to the present day</p> <p>British depth study and the historic environment: Elizabethan England 1568-1603</p>

GCSE Religious Studies

Exam board: AQA

CONTENT OF COURSE

The course is split in two. Firstly, themes about life from a religious and non-religious perspective. Secondly, a study of the key beliefs and practices (actions) of Christianity and Buddhism.

Themes:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, human rights and social justice

This will include issues such as:

- Abortion/Euthanasia
- War and Peace
- Sexuality
- Family Life

The study of religions:

- Christianity beliefs and practices
- Buddhism beliefs and practices.

ESSENTIAL EQUIPMENT

Writing equipment, highlighters, different coloured pens and pencils.

LEVEL OF ENTRY

All levels of ability are catered for.

POSSIBLE FUTURE COURSES AND CAREERS

- A level Religious Studies (at Invictus 6th Form), Theology or Philosophy, Law, Politics, Sociology
- A degree in Theology/Philosophy/Ethics/Sociology
- Highly valued in careers such as teaching, care work, social work, business, pastoral care, policing and the law.

A GCSE in Religious Studies really is a fantastic qualification to get whatever career you decide upon. For example, Doctors, nurses, members of the police and business managers all need to know about the religion and culture of their clients to ensure they meet their needs. Also, it is a study of right and wrong and this is so crucial in many careers in the modern world where you have to deal with people. RS students who have studied GCSE have gone on to be nurses, care workers and join the police. RS students from our sixth form have gone on to be primary and secondary teachers, study English and Philosophy, study Law and be a Pharmacologist.

Assessment
Two final examinations. Paper One is on The Study of Religions and Paper Two is on Themes.

GCSE Computer Science

Exam board: OCR

CONTENT OF COURSE

The GCSE in Computer Science is a dynamic and exciting qualification that will help prepare students for the future; the knowledge and experience students will gain from computer science will allow them to develop solutions that not only address today's challenges but those of the future that we are yet to encounter and comprehend.

This GCSE will equip students with a range of transferable practical and theoretical skills:

- Programming skills in a modern language
- An understanding of how computers and networks work
- Knowledge of cyber-security and how hackers attack systems

The GCSE in Computer Science has 2 assessment components:

- Component 1 – Computer Systems
- Component 2 – Computational thinking, algorithms, and programming

ESSENTIAL EQUIPMENT

Access to a computer with the internet so students can access programming language software, this is essential in order in order to secure their programming skills. Writing equipment (pen, pencil, ruler and rubber).

LEVEL OF ENTRY

Exam papers are not tiered so therefore students can achieve the full GCSE range.

POSSIBLE FUTURE COURSES AND CAREERS

Computing involves everyone, in every walk of life, so career opportunities are endless. Companies currently have a huge demand for people with Computer Science and IT skills.

Career opportunities:

- Programming
- Cybersecurity
- Information systems
- Database administration

Alternative career options include working in other areas such as teaching, IT training, journalism, management or entrepreneurship.

Assessment
<p>The GCSE in Computer Science has 2 assessment components:</p> <ul style="list-style-type: none"> • Component 1 – Computer Systems <ul style="list-style-type: none"> ○ Written paper: 1 hour 30 minutes ○ 50% of total GCSE – 80 Marks • Component 2 – Computational thinking, algorithms, and programming <ul style="list-style-type: none"> ○ Written paper: 1 hour and 30 minutes ○ 50% of total GCSE – 80 Marks

GCSE Design & Technology

Exam Board Eduqas

CONTENT OF COURSE:

GCSE Design & Technology with an option to focus upon one or more material areas e.g. Fashion and Textiles using fabric or Product Design using Plastics, timber, metal, card/ board. The course covers design history, Illustration and commercial practice. This is a subject that will develop creative thinking leading towards invention and design innovation, as well as designing and making prototypes that solve real and relevant problems.

Key Features of Design and Technology

- Problem solving and independent learning
- Commercial practice: creating and developing new products
- Computer Aided Design and Manufacture including; laser cutting linked to 2D Design, dye sublimation printing; 3D Printing;
- Working with a wide range of materials and components.
- Design thinking and communication (including illustration skills)
- Material considerations and technical understanding (including learning new techniques and experimenting with new tools and processes)

ESSENTIAL EQUIPMENT

- Writing equipment (pen, pencil, ruler) and drawing equipment. A3 Folder.

LEVEL OF ENTRY

Single Tier / Grade 9-1

How will Design & Technology help with your future?

This course will be useful for anyone thinking of pursuing a career in any area of design and making. There is a massive shortage of designers. 28% of all jobs in Britain are in Design & Technology sector - more than any other subject - and it is a rapidly growing sector of the UK economy.

POSSIBLE FUTURE COURSES AND CAREERS

Sixth Form – A Level Product Design, BTEC Fashion & Textiles, A Level Fashion and Textiles

Assessment
GCSE course composition: <ul style="list-style-type: none"> • Iterative Design Challenge - NEA (non-exam assessment 50% of final grade) • Principles of Design & Technology - Written Examination (50% of final grade)

Examples of career pathways when taking GCSE Design and Technology

Architecture	Web Designer	Fashion Design	Fashion Journalism
Graphic Design	Furniture Design	Textile Design	Pattern Cutter
Set Design	Software Engineer	Interior Design	Product Development
Joiner	Building and Construction	Industrial Engineers	Design Technician
Site Managers	Carpentry		

Students that study D&T will have opportunities to apply for an Arkwright Engineering Scholarship or Jaguar Land-Rover Apprenticeship. Ask your teacher for more information and visit the following websites: <http://www.arkwright.org.uk/>

<http://www.jaguarlandrovercareers.com/jlr-roles/future-talent/apprentices/>

GCSE Art & Design: Fine Art

Exam board: OCR

CONTENT OF COURSE

Students will produce two units of work each completed in approximately 45 hours. The most successful unit of work will be submitted as the coursework portfolio worth 60%. Students can work in a range of 2D and 3D materials including clay, textiles, printing, ICT, modelling, sculpture and mixed media. Work will be presented in an A3 sketchbook (which can be purchased from the Art Department).

Units of work will be based on a theme set by the tutor and incorporate the following:

- Responding to a theme using primary and secondary sources; creating drawings
- Research other artists, craftspeople and designers
- Development of ideas and exploration of materials
- Presentation of a final piece based on preparation in sketchbook

Year 10

Students will explore materials, techniques and processes in order to meet the assessment criteria. They will build a good skills base in which to complete a project provided by their tutor. Students are expected to complete an hour of work per week outside of lessons. Project themes can include, natural forms, identity, character, magnified, growth and decay. Students should develop confidence in their creative choices and application of ideas.

Year 11

Students will complete their portfolio (worth 60%) on a given theme. They will create practical work to meet the four assessment objectives. Final pieces will be created during a mock exam (5 hours).

Students will begin their final GCSE preparatory work for the exam in January of YR11 and sit a final exam in April (10 hours)

ESSENTIAL EQUIPMENT

- A3 sketchbook (which can be purchased from the Art Dept)
- A2 folder (which can be purchased from the Art Dept)
- A set of shading pencils, fine liner, eraser and sharpener.

LEVEL OF ENTRY

All levels of ability are catered for. With hard work everyone can achieve success although a good drawing ability is advantageous. This course suits students who like to work independently, are creative thinkers and enjoy practical based activities.

POSSIBLE FUTURE COURSES AND CAREERS

Art and Design develops a broad range of skills including creative thinking, problem solving, innovation, visual communication and the ability to see and analyse fine detail; essential life skills!

There are wide ranges of careers that utilise this subject: architecture, advertising, publishing, film/media and jewellery/ceramic design, teaching, Art therapy, graphic design, fashion design, printmaking.

Possible courses you could continue to study after this are A-levels in Art and Design, the History of Art or a BTEC National Diploma in Art & Design.

Assessment
<ul style="list-style-type: none"> • 60% - coursework, one project produced during the two years. • 40% - externally set assignment (consisting of two parts – preparatory supporting studies and timed test (10 hours practical work. No written exam for this subject).

GCSE Art & Design: Photography

Exam Board: OCR

CONTENT OF COURSE

Students will produce two units of work each completed in approximately 45 hours. The most successful unit of work will be submitted as the coursework portfolio worth 60%.

The focus of the course is to explore skills using traditional and digital techniques and processes in photography. Students apply these skills to explore ideas in historical, environmental and social issues. Students will create work which explores visual language and develop a specialist glossary of terms to support annotation.

Units of work will be based on a theme set by the tutor and incorporate the following:

- Responding to themes through images and primary research
- Research into photographers/artists and other relevant contextual studies
- Development of ideas using practical and digital manipulation
- Presentation of a final outcome

Year 10

You will be introduced to a range of materials, concepts and creative processes specific to photography. You will explore basic techniques using the camera and learn how to physically and digitally manipulate images. Students are expected to take photographs outside of lessons to build up an extensive portfolio. A minimum of an hour's work is required per week. Students will create an e-portfolio.

Year 11

Students will complete their portfolio (worth 60%) on a given theme. They will create practical work to meet the four assessment objectives. Final pieces will be created during a mock exam (5 hours). Students will begin their final GCSE preparatory work for the Set Task in January of YR11 and sit a final exam in April (10 hours)

ESSENTIAL EQUIPMENT

- Digital camera and/or a good quality phone camera
- Photographic paper – optional
- Access to a printer
- Access to a laptop/apps

LEVEL OF ENTRY

All abilities are catered for, but you must have a real interest in photography and art.

POSSIBLE FUTURE COURSES AND CAREERS

A Level Art and Design courses

Photographer, photo-journalism, advertising, graphic designer, animator, marketing.

Assessment
<ul style="list-style-type: none"> • 60% - coursework, one project produced during the two years. • 40% - externally set assignment (consisting of two parts – preparatory supporting studies and timed test (10 hours practical work. No written exam for this subject).

GCSE Art & Design: Fashion and Textiles

Exam board: AQA

CONTENT OF COURSE

Students will produce two units of work each completed in approximately 45 hours. The most successful unit of work will be submitted as the coursework portfolio worth 60%. Students can work in a range of 2D and 3D materials including inks, yarns, threads, fibres, fabrics, textile materials and digital imagery. Work will be presented in an A3 sketchbook (which can be purchased from the Art Department). Units of work will be based on a theme set by the tutor and incorporate the following:

- Responding to a theme using primary and secondary sources; creating ideas in fabric 2D or 3D
- Research other artists, craftspeople and designers
- Development of ideas and exploration of materials
- Presentation of a final piece based on preparation in sketchbook

Year 10

Students will explore materials, techniques and processes in order to meet the assessment criteria. They will build a good skills base in which to complete a project provided by their tutor. Students are expected to complete an hour of work per week outside of lessons. Within the context of textiles students will have the opportunity to demonstrate their abilities for: weaving; felting; stitching; appliqué; embroidery; garment construction methods and a variety of printing techniques

Year 11

Students will complete their portfolio (worth 60%) on a given theme. They will create practical work to meet the four assessment objectives. Final pieces will be created during a mock exam (5 hours). Students will begin their final GCSE preparatory work for the exam in January of YR11 and sit a final exam in April (10 hours)

ESSENTIAL EQUIPMENT

- A3 sketchbook (which can be purchased from the Art Dept)
- A2 folder (which can be purchased from the Art Dept)
- A set of shading pencils, fine liner, eraser and sharpener.

LEVEL OF ENTRY

All levels of ability are catered for. This course suits students who like working with new materials, who want to explore both traditional and modern techniques, also students who can work independently, are creative thinkers and enjoy practical based activities.

POSSIBLE FUTURE COURSES AND CAREERS

Fashion and Textiles develops a broad range of skills including creative thinking, problem solving, innovation, visual communication and the ability to see and analyse fine detail; essential life skills!

There are wide ranges of careers that utilise this subject: trend forecasting, fashion journalism, film/media/ theatre costume design, teaching, interior design, fashion design, printmaking, designing fabric

Possible courses you could continue to study after this are A-levels in Textiles, BTEC National Diploma in Fashion and Textiles, leading to Degrees in many Fashion/ Textile related fields.

Assessment
<ul style="list-style-type: none"> • 60% - coursework, one project produced during the two years. • 40% - externally set assignment (consisting of two parts – preparatory supporting studies and timed test (10 hours practical work. No written exam for this subject).

GCSE Drama

Exam board: Eduqas

CONTENT OF COURSE

GCSE Drama offers pupils the unique opportunity to experience theatre from a practical, analytical and critical perspective. The course focuses on two key areas – the performance of plays in groups (both scripted and original devised work) and theatre criticism based on professional theatrical productions seen during the course as well as criticism of their own and others' performance work during the course. Students will develop a keen sense of theatrical discernment through self and peer evaluation as well as through the academic discipline of theatre criticism. The course will develop students' communication and ensemble skills, increase self-confidence and will expose them to a wide range of theatrical styles and genres through practical experience and through visits to professional theatre. It gets students up on their feet, rehearsing and exploring new plays and new ideas as part of a theatrical team.

ESSENTIAL EQUIPMENT

- Drama Journal (provided by the school)
- Visits to see professional theatre productions
- Expectation to attend rehearsals after school

LEVEL OF ENTRY

Exam papers are not tiered - students can achieve the full GCSE range of 9 - 1. You are however, required to have a strong ability within both performing and literacy in order to succeed in this GCSE.

POSSIBLE FUTURE COURSES AND CAREERS

There are many career paths in Drama, from performance through design, writing and production. Importantly the subject is valued by employers across the board; Skills learned in Drama are those most looked for by employers; discipline, confidence, teamwork, analytical prowess and imagination.

Assessment
<p>Component 1: 40% of GCSE: Devising Theatre</p> <ul style="list-style-type: none"> • 60 marks in total • Devising log (30 marks) • Devised performance (15 marks) • Controlled assessment: evaluation (15 marks) <p>Component 2: 20% of GCSE: Performance from a Text</p> <ul style="list-style-type: none"> • 60 marks in total • Perform two extracts from a play • Marked by a visiting examiner <p>Component 3: 40% of GCSE: Interpreting Theatre</p> <ul style="list-style-type: none"> • 60 marks in total • Study of DNA play text (5 questions out of 45 marks) • Watch a piece of live professional theatre (1 question out of 15 marks) • Trip organised through the school

GCSE Music

Exam board: OCR

CONTENT OF COURSE

Students will receive 3 lessons per week and will work through 5 areas of study.

Area of Study 1: My Music

Learners should study their instrument, which can be any of the following:

- any instrument
- voice –this can include styles such as rapping or beat boxing
- DJ-ing
- Sequencing – realisation using ICT

Area of Study 2: The Concerto Through Time

Learners should study The Concerto and its development from 1650 to 1910

Area of Study 3: Rhythms of the World

Learners should study the traditional rhythmic roots from four geographical regions of the world

Area of Study 4: Film Music

Learners should study a range of music used for films including

Area of Study 5: Conventions of Pop

Learners should study a range of popular music from the 1950s to the present day,

All learning styles are catered for through a variety of activities including group work, presentations, debates & performance work.

ESSENTIAL EQUIPMENT

- Writing equipment (pen, pencil, ruler and rubber)
- Folder
- The ability to work as a team and an open mind.

LEVEL OF ENTRY

All levels of pupil ability are catered for, although it must be noted that the ability to play a musical instrument to a good standard is a significant advantage.

POSSIBLE FUTURE COURSES AND CAREERS

- A1/A2 levels in Music / BTEC Music Performance / BTEC Music Technology
- Degree in Music/Popular Music
- Music Teacher (School or Private)
- Recording Studio Engineer / Recording Artist

Assessment
Performance on the learner's chosen instrument - Non-exam assessment 30% of total GCSE
Ensemble performance - Non-exam assessment 30% of total GCSE
Aural recognition and context unheard - 1 hour and 30 minutes written paper 40% of total GCSE

GCSE Business

Exam board: OCR

CONTENT OF COURSE

GCSE Business is an up-to-date and engaging qualification that is relevant to the world of business today. Students will gain the skills and confidence to explore how different business situations affect decisions taken in the business world. Students will get the opportunities to make informed choices about a wide range of further learning opportunities and career pathways. They will develop life skills to enable them to become more financially and commercially aware. The course allows students to explore business concepts, business terminology, business objectives and the impact of businesses on individuals and the wider society.

Year 10 -Unit 1 Business 01: Business activity, marketing and people

You will be introduced to business concepts and issues concerning the activities of a business. You will explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. You will also look at the role of marketing and human resources.

Year 11 -Unit 2 Business 02: Operations, finance and external influences on business

In this unit you will take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. You will also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

ESSENTIAL EQUIPMENT

- Writing equipment (pen, pencil, ruler and rubber, calculator).
- Revision guide
- Knowledge of a business useful.

LEVEL OF ENTRY

Single Tier / Grade 9-1

POSSIBLE FUTURE COURSES AND CAREERS

Business and Enterprise provides an excellent basis for anyone joining a company in any functional area of the business, and is highly regarded by employers who are seeking staff with sound business knowledge.

Possible careers: Retail, Government, Media, Technology, Finance and any local/national businesses.

Possible courses: A Level Business, Accountancy, Economics, BTEC Level 3, Degree in Business.

Assessment
Examinations: 100% – Examination based
Business 1 (50% – Business Activity, Marketing & People) containing multiple choice and extended written answers – 1hr 30 min
Business 2 (50% – Operations, Finance, Influence on business and the interdependent nature of business,) containing multiple choice and extended written answers – 1hr 30 min

GCSE Film Studies

Exam board: Eduqas (WJEC)

CONTENT OF COURSE

The Film Studies course is designed to build upon students' own experience of film – as consumers and creators – and to encourage a recognition of the complexity of this experience within an increasingly globalised, interconnected environment.

The course allows students to study films and the ways in which they are experienced, the importance of visual representation, and the place film has in communicating ideas, attitudes and cultural beliefs, both now and in the past.

The assessments ensure that students cover four inter-related areas of film:

1. The 'language' of film
2. The organisations which produce, distribute and exhibit films
3. The audiences for film
4. The history of the film industry ***new for this specification***

This is a highly demanding course; the new 9-1 specification is even more academic and challenging than the previous course, and will require a lot of independent work. **Strong literacy skills are essential for you to take this GCSE option.**

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, ruler, and rubber), a study/revision guide, A4 Ring binder. Access to a digital camera (most smart phone technology is suitable), computer and/or iPad would also be very useful.

To support your child it is essential that he/she has a wide understanding of the film industry and films from different eras -we may require your child to stay after school for film viewings.

LEVEL OF ENTRY

Exam papers are not tiered, so students can achieve the full GCSE 9-1 range.

POSSIBLE FUTURE COURSES AND CAREERS

Naturally, this course can lead to A-Level, college and university courses in Film Studies. It is also a strong foundation for those students looking to go into Media Studies.

Due to the analytical nature of the course, the skills also lead nicely into English careers, careers in the media, technology and a range of analytical pathways.

Assessment
<p>The course is split into 70% exam and 30% coursework.</p> <p>Examinations:</p> <ol style="list-style-type: none"> 1. Key developments in US Film (1 hour 30) 35% 2. Global Film: Narrative, Representation, and Film Style (1 hour 30) 35% <p>Coursework:</p> <ol style="list-style-type: none"> 1. Create a film extract (2 minutes) or a screenplay extract (750-800 words) for a chosen genre of film 2. A written evaluation of how you approached the production task

GCSE Statistics

Exam board: Edexcel

CONTENT OF COURSE

Statistics ensures that students develop the confidence and competence with statistical techniques to enable them to apply those techniques flexibly to solve statistical problems through a practical programme of study, students will develop skills in

- the use statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae, and building on prior knowledge.

The course is particularly suitable for those students who have a love of mathematics and wish to further develop their skills with Data Analysis, Processing and Representing Data and Probability.

LEVEL OF ENTRY

Students will be following the Edexcel program of study which is linear at either a Higher or Foundation level.

ESSENTIAL EQUIPMENT

Writing equipment, a study/revision guide, a good quality scientific calculator (compulsory), a geometry set. Revision Guides and calculators can be purchased through school.

POSSIBLE FUTURE COURSES AND CAREERS

Possible careers that benefit from a qualification in Statistics include, Business Analyst, Actuary, Economist, Data Scientist, Statistician, Database Administrator, Surveyor and Cost Estimators.

Assessment
<p>The course is entirely assessed by exams. These will be at the end of the course, where you will take two written papers. Examinations will take place during Summer of Year 11. Content is on</p> <ol style="list-style-type: none"> 1. The collection of data 2. Processing, representing and analysing data 3. Probability <p>Paper 1 - 90 minutes (50%) Paper 2 – 90 minutes (50%)</p>

GCSE Psychology

Exam board: OCR

CONTENT OF COURSE

Psychology is the scientific study of behaviour and the mind. When taking GCSE Psychology, students will gain an understanding of why humans behave the way that they do by learning and evaluating theories and research that explore different areas in Psychology.

In addition to this, students will gain an understanding of how psychological research is conducted and will carry out their own psychological experiments. Through studying and evaluating each area of Psychology and conducting their own practical investigations, students will gain a broad set of desirable skills that will equip them for further study and life beyond school.

You will study the following topics during the course:

- **Criminal Psychology** – why do criminals commit crimes?
- **Development** – how humans and the brain develop from birth.
- **Psychological problems** – depression and schizophrenia.
- **Research methods** – planning and conducting our own experiments and research.
- **Social influence** – why do we obey others?
- **Human memory** – how do we remember and why do we forget?
- **Sleep and dreaming** – what happens when we sleep and why do we dream?

ESSENTIAL EQUIPMENT

Textbook - OCR GCSE (9-1) Psychology textbook (Billingham and Kitching, Hodder Education).

LEVEL OF ENTRY

Students require very good literacy skills and should have a strong understanding of science and maths.

POSSIBLE FUTURE COURSES AND CAREERS

Careers in the NHS	Schools	Police force	Counselling
The criminal justice system	Social services	Marketing	Media

A Psychology GCSE will also equip you with invaluable analytical and essay writing skills, as well as the ability to evaluate ideas and think critically, which can be applied to further study of any subject, including Psychology A-Level.

Assessment
<p>Formative:</p> <ul style="list-style-type: none"> • Regular assessment of subject knowledge through discussion and written work. <p>Summative:</p> <ul style="list-style-type: none"> • Past exam papers used to indicate performance in test conditions • Homework tasks – research, quizzes, revision activities and exam questions. <p>At the end of the course:</p> <ul style="list-style-type: none"> • Externally set exams • Two written papers worth 50% each • 1 hour and 30 minutes each, consisting of multiple-choice, short-answer and extended responses • Final grades will be 9-1.

Cambridge National – Sport Studies

Exam board: OCR

CONTENT OF COURSE

Students currently receive three lessons per week of which two will be theory and one will be practical.

The theory exam covers:

A – Contemporary issues in sport = 40% of the final grade

The coursework elements are based on:

B- Performance and Leadership in sports activities

C- Sport and the media

The Practical aspects course will consist of activities that improve:

- Skills in progressive drills.
- Performance in its full context.
- Analysis and evaluation to bring about improvement in one of their activities.

HOMEWORK REQUIREMENTS

Homework is set every week.

ESSENTIAL EQUIPMENT

- Full P.E. kit including boots and swimming kit
- Writing equipment (pen, pencil, ruler and rubber)
- Drawing equipment
- A labelled PE kit will be required to be purchased should students not already have one.

LEVEL OF ENTRY

All levels of pupil ability are catered for.

POSSIBLE FUTURE COURSES AND CAREERS

- A Level Physical Education.
- Various BTEC awards in Sport, Sport and Leisure and Sport and Tourism, plus Cambridge National awards at level 3.
- A good introduction for anyone who wants to become physiotherapists.
- A good introduction for anyone wanting to go down the coaching route.
- Very useful for later for those who wish to become school teachers.
-

Assessment

Unit 1 – Exam paper Test. A theory based test that examines student knowledge and understanding In contemporary issues in sport. Worth 40% of final outcome, sat in yr11 and contains some long answer questions where detail and levels of spelling and grammar are assessed.

2 subsequent units – Coursework based on Performance and leadership in sports activities and Sport and the media. Students need to be physically capable in sport so must have a good sporting level to succeed, without this a student will not access higher grades. Coursework plays a vital part in the assessment so meeting deadlines is very important.

Cambridge National Creative iMedia

Exam board: OCR

CONTENT OF COURSE

Creative iMedia is a course designed to prepare students for the media sector including film, television, web development, gaming and animation. Creative iMedia has a strong foundation in IT at its core. The course is vocational with a range of engaging and creative projects to complete.

Students will study 3 units:

Unit R093: Creative iMedia in the media industry (Exam)

In this unit students 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.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Unit R094: Visual identity and digital graphics (Coursework)

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

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

Unit R097: Interactive digital media (Coursework)

In this unit students will learn how to plan, create and review interactive digital media products.

Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

ESSENTIAL EQUIPMENT

Access to a computer with some graphical software applications would be useful in preparing students prior to the course as well as aid students during the completion of practice material.

LEVEL OF ENTRY

Exam papers are not tiered so therefore students can achieve the full range of grades.

POSSIBLE FUTURE COURSES AND CAREERS

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Creative Media, an apprenticeship or university. Creative iMedia could be first step of a career in Games Developer, Web Design, Animation, Video Production, or Sound Production.

Assessment
<p>You will complete 3 units in total.</p> <p>Two units are coursework completed in the classroom, R094 – 25% and R097 – 35%. Both pieces of coursework count towards 60% of the final grade</p> <p>The final unit is the final written exam, which will make up the final 40%. The examination will cover topics taught over the 2 years whilst completing the coursework units.</p>

Cambridge National Child Development

CONTENT OF COURSE

This exciting and challenging course will introduce you to the sector of Child Development and Education. In studying this fascinating subject you will gain the important knowledge, understanding and skills that underpin learning about young children from before birth through to five years of age. This will include many of the skills that are used by child development professionals on a day to day basis such as understanding how a child develops during pregnancy into infancy and how that development is promoted through play. You will also learn about how health and nutrition aid the development of the child as well as understanding the equipment needed for children from birth through to five years of age

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, ruler and rubber) coloured pencils and A4 folder.

LEVEL OF ENTRY

All students will be required to write at length about subject specific terms and use case studies so a competent level of literacy would help. Students will also need to carry out observations and play activities with a child between the ages of one and five years old.

POSSIBLE FUTURE COURSES AND CAREERS

A qualification in Child Development can lead to A level study in a variety of subject areas. It can also be continued into 6th form or college at Level 3 where students can study the subject in depth.

- Nursing
- Nursery Nurse
- Play Therapist
- Carer
- Learning Support Assistant
- Teacher

Assessment

Create a safe environment and understand the nutritional needs of children from birth to five - centre assessed tasks

This unit will allow students to investigate the different equipment and nutritional requirements of children from birth to five years. Through a practical activity, students will be able to apply their knowledge and understanding to show how the needs are met to promote the well being and development of the child.

Understanding the development of the child from birth to five years – centre assessed tasks

This unit will enable students to investigate how children develop from birth to five years, as well as learning about the impact of play in the healthy development of the child. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

Health and well-being for child development –written exam of 1 hour 15 minutes

This unit will allow students to learn about the responsibilities of parenthood and child development, from preconception through to post-natal care, to childhood illnesses and child safety.

Health & Social Care Level 1 & 2

Exam board: Edexcel

CONTENT OF COURSE

This exciting and challenging course will introduce you to the Health & Social Care sector. By studying for your award you will gain the important knowledge, understanding and skills that are the foundations for working in this area. This will include many of the skills that are used by Health care Professionals on a day to day basis such as assessing people health and well-being and designing individual health care plans. You will also learn about health care services and the importance of care values with the opportunity to apply these in realistic scenarios.

ESSENTIAL EQUIPMENT

Writing equipment (pen, pencil, ruler and rubber) coloured pencils and A4 folder.

LEVEL OF ENTRY

All students will be required to write at length about subject specific terms and use case studies so a competent level of literacy would help.

POSSIBLE FUTURE COURSES AND CAREERS

A qualification in Health & Social Care can lead to A level study in a variety of subject areas. It can however be continued into 6th form or college at Level 3 where students can study the subject in depth.

- Careers
- Nursing
- Nursery Nurse
- Physiotherapy
- Carer
- Primary school teacher

These are just a selection of the careers this qualification can lead to.

Assessment
<p>Technical Award</p> <p>Component 1 - Human Lifespan development (Internal Unit) This unit comprises of understanding human growth across the life stages and the factors that affect it and how individual deal with life events.</p> <p>Component 2 – Health & Social Care Services and Values (Internal Unit) This unit is comprised of understanding the types of health and social care services and barriers to accessing them. You will also practically demonstrate care values and review your own practice.</p> <p>Component 3 – Health and Well Being (External Unit) This is an external exam unit which covers the factors that affect our health and well-being, interpreting health indicators and examining person centred health and well-being plans. The exam is 2 hours in length.</p>

Hospitality and Catering Level 1 & 2

Exam board: WJEC

CONTENT OF COURSE

Unit 1: The Hospitality and Catering Industry

Understanding the environment in which hospitality and catering providers operate
 Understanding how hospitality and catering provision operates
 Understanding how hospitality and catering provision meets health and safety requirements
 Know how food can cause ill health
 Be able to propose a hospitality and catering provision to meet specific requirements

Unit 2: Hospitality and Catering in Action

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Understanding the importance of nutrition when planning menus
 Understanding menu planning
 Be able to cook dishes

This vocational course will equip you with the knowledge, understanding and skills required to cook and apply the principles of food, nutrition and healthy eating.

ESSENTIAL EQUIPMENT

- Writing equipment (pen, pencil, ruler and rubber)
- You will also be required to provide ingredients for your practical lessons
- Revision Guide and Workbook
- Chef's white

LEVEL OF ENTRY

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

HOW WILL FOOD PREPARATION AND NUTRITION HELP WITH YOUR FUTURE?

There is a strong demand for well-trained chefs and excellent promotion prospects in the food industry for hardworking individuals. This course will help prepare you for the next step and allow you to make informed decisions about a wide range of further learning opportunities and career pathways.

POSSIBLE FUTURE COURSES AND CAREERS

Sixth Form – Level 3 Hospitality and Catering (Professional Cookery)

Examples of career pathways

Chef, Food Safety Inspector, Catering Manager, Baker, Food Designer, Artisan Baker, Nutritionist

Assessment
Unit 1: The Hospitality and Catering Industry – 40% written exam
Unit 2: Hospitality and Catering in Action – 60% Coursework and 3 hour practical exam

Cambridge National Engineering Design

Exam board: OCR

CONTENT OF COURSE

Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities you will develop skills in computer modelling and model making and how to communicate design ideas effectively (CAD/CAM).

Key Features of Engineering Design

- How designs are developed – including what information is needed and how manufacturing influences design
- Communicating designs using sketches, drawings and computer aided design (CAD), producing accurate detailed 2D and 3D drawings and models
- How designers create and test models to make a working prototype
- Problem solving, logic and independent learning
- Understanding commercial manufacturing processes
- Reverse engineering a range of products to investigate how the function, material and construction - how products and system work
- Computer Aided Design and Manufacture (CAD/CAM) including; Autodesk Fusion 360, laser cutting and engraving, 3D printing and CNC routing
- Industry relevant skills and experiences. This is a subject that opens many doors for a wide variety of exciting careers in High Value Manufacturing (HVM) and construction.

ESSENTIAL EQUIPMENT

- Writing and design equipment: pen, pencil, fine liner, pencil crayons, 300mm ruler, eraser and sharpener, A3 folder
- Hodder Education Engineering Design revision guide: ISBN 978-1-3983-5247-6

LEVEL OF ENTRY

Single Tier / Level 2 qualification

POSSIBLE FUTURE COURSES AND CAREERS

Sixth Form – A Level: Product Design. Design Engineering. Arkwright Engineering Scholarships available for year 11 students intending to study A-Level STEM subjects (Science, Technology, Engineering and Maths). <http://www.arkwright.org.uk/>

College – T Level: Engineering, Manufacturing, Processing and Control. Building Services Engineering for Construction. Digital Production, Design and Development.

Apprenticeships: Wide range of apprenticeships from local colleges, providers and companies including: Jaguar Land Rover, Lander Automotive, In-Comm Training Services, BAE Systems. See <https://www.gov.uk/apply-apprenticeship> for what is on offer in your local area.

Assessment
<p>Course composition:</p> <ul style="list-style-type: none"> • Unit R039: Communicating Designs (30% of final grade). Sept. – May of year 10 • Unit R040: Product Disassembly and analysis (30% of final grade). May – Dec. of year 11 • Unit R038 written examination (40% of final grade). Jan. of year 11 (Optional re-sit in May)