



Castle View
Enterprise
Academy

Pathways

2022 - 2024



Key Stage 4



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Core Subjects

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- Personal Development/PSCHE

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Introduction for Parent/Carer

In September 2022 your son or daughter will move into Key Stage 4 at Castle View Enterprise Academy. This will be the start of their 14 – 19 education, a stage which hopefully will lead them onto further and possibly higher education.

As an Academy we are committed to ensuring that all students are given the opportunity to achieve, whatever their level of ability. To cater for a range of ability needs we have designed the Key Stage 4 curriculum to prepare students for life post 16. The range of subjects on offer will allow students to progress onto A-Levels, vocational courses, apprenticeships or employment in a range of sectors.

We recognise that it can be difficult for students to choose suitable options at such an early stage of their academic life; however they will be given guidance by staff as to the most appropriate option choices available to your child in line with recent changes from central government and keeping in mind their academic ability. Your child will follow all of the core subjects which include; English Literature, English Language, Maths, Science and Physical Education which are essential for all progression routes.

This booklet has been produced to provide you with information about the various courses and guidance about the range of subjects from which a choice of three needs to be made.

Should you have any queries please do not hesitate to contact us.

Thank you



Mrs J Owens

Principal

Expectations

Homework

Homework is very important and is a feature of academic progress at Key Stage 4. It can take many forms, for example written exercises, project work, short investigations and problem-solving tasks, research, learning and revision and planning work for future lessons. For some subjects such as Spanish, learning by rote for homework is an essential requirement whereas in Geography it could be an extended piece of writing. Good attendance at 95% and above and completion of practical work to be assessed will also be vital. It is essential that from the start of September 2022, students are aware of the demands which will be made of them.

In particular, students will have to make sure they have the self-discipline to keep up to date with their work, meet deadlines for handing in homework. A responsible student will comply fully with all homework requirements. Self-initiated tasks and preparation work can also be carried out at home to support or enhance work.

Personal Qualities

Students embarking on a two-year examination course will be expected to have a positive attitude towards staff, other students, subjects and study in general. We encourage active learning and enquiring minds. Passive students are unlikely to do themselves justice due to the demands of the various examination courses. Students must fulfil all requirements for each course and need to be well organised and properly equipped. Possession of a “basic kit” of equipment (please see the appropriate teacher) to serve each subject is essential.

How can parents/carers help?

You can help your child by:-

- Providing the required equipment for their courses
- Supporting them to complete homework and all other additional work set
- Making sure that they catch up with all work if they are absent from school.
- Contacting the school immediately if they have a problem
- Ensuring they attend school every day
- Supporting the study support sessions including those after school and on a weekend.
- Ensuring the no holidays are taken during school term time.

The Curriculum Rationale

Education has seen an unprecedented amount of change in recent years. Changes from central government affect your child's education such as the introduction of the EBACC as a performance measure, additional marks for SPaG (Spelling, Punctuation and Grammar) in all subjects is now in place, changes to the GCSE grading system from A* - G grades to 1 – 9, new specifications in all subjects which are more challenging and the reduction or withdrawal of controlled assessment.

In addition, we have seen the abolition of modular exams for all courses, the return to traditional linear exams with the emphasis on exam performance at the end of a GCSE course and the withdrawal of many GCSE subjects and vocational qualifications resulting in GCSE's being much more rigorous and robust than they ever have been before.

The reformed GCSE's will be more demanding, will be linear and will have a new grading scale from 9 to 1 with 9 being the highest.

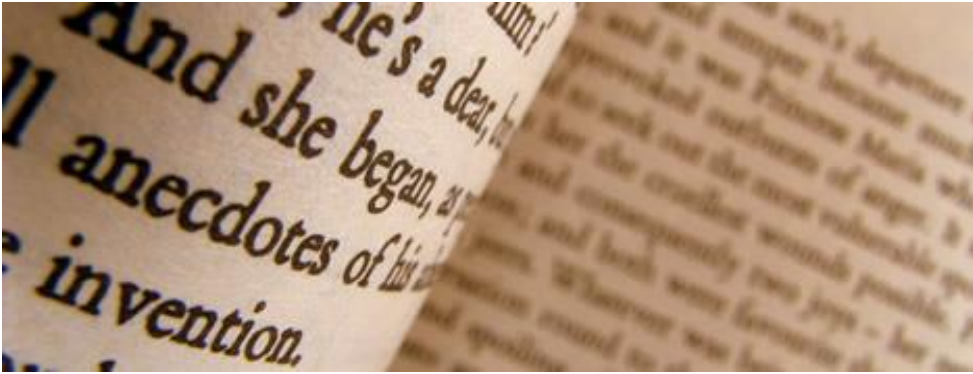
The table below shows the new grading structure of GCSE's.

New Grading Structure (From 2017 for English and Maths, from 2018 for other subjects)	Current Grading Structure
9	
	A*
8	
7	A
6	B
5	
4	C
	D
3	
	E
2	
	F
1	
	G
U	U

The Government has also introduced the new Progress 8 measure which will affect the subjects that students take also how they are reported on throughout the course.

Your child will follow a curriculum that consists of core subjects that all students will follow and option choices which your child can choose. Please note that we will do everything that we can to run all courses that are on offer in the option booklet but whether the course goes ahead in September 2022 will depend upon the number of students who actually choose in. If limited amount of student choose an option subject then unfortunately we will be unable to offer the course.

GCSE English Language



Career Options

Teaching, Broadcasting,
Marketing, Author, Public
Relations, Advertising,
Publishing, Law, Journalism,
Sales, Administration.

Course Objectives

Within year 10 students will study skills following GCSE specifications in English language that will enable students to read a wide range of texts, fluently and with good understanding:

- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology¹, and linguistic conventions for reading, writing and spoken language.

In addition, GCSE specifications in English language will enable students to:

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

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

Unit Information

Paper 1 – Explorations in Creative Reading and Writing

Reading is assessed across four questions which are surrounding one literature fictional text and one writing task which focuses on either descriptive writing or narrative writing. Reading and writing sections are equally weighted at 50% per paper.

Paper 2: Writers Viewpoints and Perspectives

Reading is assessed across four questions which are surrounding fictional texts and one literary non-fiction text. The writing section is focused on writing to present a viewpoint. Reading and writing sections are equally weighted at 50% per paper.

This is a linear examination to be sat at the end of Year 11.

Unit 3 - Spoken Language

One presentation to be completed to an audience which assesses skills of presenting, responding to questions and feedback and using Standard English. This unit is teacher set and marked by the class teacher.

The Spoken Language unit is a separate endorsement and does not form part of your overall grade.

Why Study...?

English Language is a core subject and must be studied at Key Stage Four. English language is central to progression in your life and in your career and it is an essential requirement for all Post 16 courses and in the world of work. GCSE English Language will allow you to demonstrate the use of English in real life, investigate how language is used and to draw on your own experience. All colleges, universities and employers will require you to communicate clearly and precisely with confidence both verbally and on paper.

Key Contact: Mrs K Traves

GCSE English Literature

Career Options



Teaching, Broadcasting,
Marketing, Author, Public
Relations, Advertising, Publishing,
Law, Journalism, Sales,
Administration.

Course Objectives

English Literature enables students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world, to develop an appreciation of the ways in which authors use literary effects and to develop the skills needed for literary study.

The subject explores the author's use of language to create effect and gives students the opportunity to find enjoyment in reading literature and understand its influence on individuals and societies.

A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts.

The examination questions allow all students to make a personal, informed response to the texts studied.

The qualification offers an enjoyable and stimulating study of English Literature.

Unit Information

English literature will enable students to:

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

Detailed Study

Students will study a range of high quality, intellectually challenging, and substantial whole texts in detail. Over the course of Key stage 4:

- One play by Shakespeare
- One 19th century novel
- A selection of poetry since 1789, which focuses on the theme of Power and Conflict
- Fiction or drama from the British Isles from 1914 onwards

Why Study...?

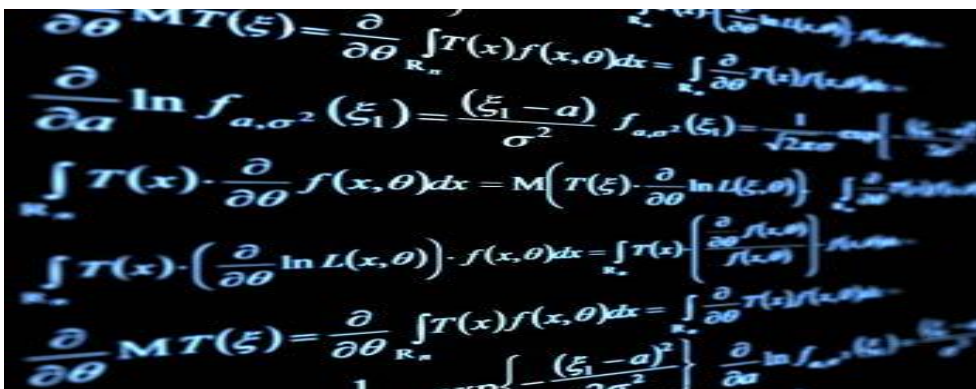
The AQA GCSE in English Literature qualification enables students to: understand that texts from the English, Welsh and Irish literary heritage have been influential and significant over time and explore their meaning today, explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity, connect ideas, themes and issues, drawing on a range of texts, become critical readers of fiction and non-fiction prose, poetry and drama and experience different times, cultures, viewpoints and situations as found in literary texts.

Key Contact: Mrs K Traves

GCSE Mathematics

Career Options

Computer Programming,
Accountancy, Architecture,
Teaching, Medicine, Dentistry,
Veterinary Science, Banking and
Finance, Engineering,
Insurance.


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Course Objectives

GCSE Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

GCSE Mathematics also gives students the opportunity to develop the ability to:

- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

In addition to mathematics lessons, students in key stage 4 will have the opportunity discuss real world mathematics scenarios and come to understand that a large proportion of everyday life is underpinned by mathematics.

Unit Information

Paper 1 - F and H External:

Calculator paper 1 hour and 30 minutes

Paper 2 - F and H External:

Non-calculator Paper 1 hour and 30 minutes

Paper 3 - F and H External:

Calculator Paper 1 hour and 30 minutes

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Two tiers are available: Foundation (grades 1-5) and Higher (grades 4-9). Each paper will cover all Assessment Objectives and content will be assessed across all three examinations.

Why Study...?

Mathematics is a core life skill that is essential to further study, careers and many everyday tasks. The skills you develop while studying GCSE mathematics will be essential to many other subjects; problem solving, analytical thinking and logic all play a big part in success at GCSE. All further steps beyond school require mathematics at GCSE and the skills developed while studying will be transferable to many subjects.

Key Contact: Mr R Myers

GCSE Statistics



Career Options

Statistician, accountant, medical researcher, scientist, research psychology, marketing, biostatistician, weather forecasting.

Course Objectives

Statistics is about making decisions when there is uncertainty, using statistics to understand large amounts of data, and communicating the findings. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret, and present data using the statistical enquiry cycle.

GCSE Statistics initially builds on many of the skills studied in key stage 3 and GCSE maths, but takes these mathematical ideas much further and seeks to develop an understanding of their use. Many new skills and statistical methods are introduced and applied to real world situations, including the communication of statistical findings.

Unit Information

The GCSE Statistics qualification requires students to:

Develop knowledge, skills and understanding of statistical methods and concepts, including:

- The collection of data
- Processing, representing and analysing data
- Probability
- Interpret statistical information and results in context and reason statistically to draw conclusions.
- Assess the appropriateness of statistical methodologies and the conclusions drawn through the statistical enquiry cycle.

Paper 1 1 hour 30 minutes written examination, 80 marks. 50% of qualification.

Paper 2 1 hour 30 minutes written examination, 80 marks. 50% of qualification.

Both exams cover the full content of the qualification and both are calculator exams.

Why Study...?

It complements subjects such as biology, geography and business at GCSE, and will be a very useful subject to study at GCSE for anyone thinking about taking maths, further maths, psychology, sociology, or any of the sciences at A Level.

There is an overlap of skills between GCSE statistics and maths, so studying GCSE statistics will help your GCSE maths whilst providing a deeper understanding of statistics. Understanding what statistics are telling you, how they are communicated, particularly the use and potential misuse, is also a vital life skill.

Key Contact: Mr R Myers

GCSE Science (Combined Science)

Career Options

Teaching, Veterinary Science, Dentistry, Medicine, Forensic Science, Psychiatry, Pharmacy, Engineer, Beauty Therapy.



Course Objectives

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Unit Information

Assessment

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper One: Topics 1–4.

Biology Paper Two: Topics 5–7.

Chemistry Paper One: Topics 8–12.

Chemistry Paper Two: Topics 13–17.

Physics Paper One: Topics 18–21.

Physics Paper Two: Topics 22–24.

- Each written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions: Multiple choice, structured, closed short answer, and open response.

*This qualification is linear which means that students will sit all their exams at the end of the course and will gain 2 GCSE's.

Why Study...?

We believe that science has something to offer every student. This qualification is developed with teachers to inspire and challenge students for all abilities and aspirations. Our science qualifications provide opportunities for progression. This course gives students the option to progress to A-levels in science or other subjects.

Key Contact: Mrs S Green

GCSE Science (Triple Award)

Career Options

Teaching, Veterinary Science, Dentistry, Medicine, Forensic Science, Psychiatry, Pharmacy, Engineer, Beauty Therapy.



Course Objectives

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Unit Information

Assessment

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper One: Topics 1–4.

Biology Paper Two: Topics 5–8.

Chemistry Paper One: Topics 1–5.

Chemistry Paper Two: Topics 6–10.

Physics Paper One: Topics 1–4.

Physics Paper Two: Topics 5–8.

- Each written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions: Multiple choice, structured, closed short answer, and open response.

*This qualification is linear which means that students will sit all their exams at the end of the course and will gain 3 GCSE's.

Why Study...?

We believe that science has something to offer every student. This qualification is developed with teachers to inspire and challenge students for all abilities and aspirations. Our science qualifications provide opportunities for progression. This course gives students the option to progress to A-levels in science or other subjects.

Key Contact: Mrs S Green

GCSE Physical Education



Career Options

Sports Coach, Personal Trainer, Sports Development, Teaching, Management, Sports Therapy, Sports Psychology, Health Promotion

Course Objectives

GCSE Physical Education will help students to move onto further education and follow sports related qualifications at college and/or University. The modules of study allow pupils to develop an in depth understanding of how the body works during exercise.

In Years 10 and 11 you will follow the seven modules of:-

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

The modules are assessed through internal examinations, practical assessments and the external examinations at the end of Year 11.

Unit Information

Assessment

1. Pupils are assessed in three practical sports, **each one** worth **10%** of the total marks.
2. **One piece of written coursework** focussed around analysing and evaluating a sporting performance – **10%** of total marks.
3. **Examination Paper 1** – taken at the end of Year 11 based on the four modules of applied anatomy and physiology, movement analysis, physical training and use of data – worth **30 %** of total marks
4. **Examination Paper 2** – taken at the end of Year 11 on the four modules of sports psychology, socio-cultural influences, health, fitness and well-being and use of data – worth **30 %** of the total marks.

Like all GCSE courses, GCSE PE involves plenty of rigour and is very challenging. The focus of this course is about developing an indepth knowledge of how the body works during exercise, making up 70% of the overall assessment. This must be considered when choosing GCSE PE.

Why Study...?

GCSE Physical Education combines theoretical knowledge and practical ability. This course is ideally suited to students who enjoy taking part in a range of physical activities which they can perform to a good standard, but more importantly also enjoy learning about the theory behind sports performance. This is now more important than ever as the theoretical element of the course makes up 70% of the overall assessment. This course can lead to a successful career in the sport and leisure sector. The course is a single GCSE award. Physical Education is a subject that involves discussion, team work, analysis, evaluation in both a practical and classroom based setting which students will enjoy contributing to and taking part in.

Key Contact: Mr L Tumelty

GCSE Religious Studies



Career Options

Public Services, Teaching, Social Research, Archivist, Journalism, Development Work, Youth Work, Probation Service, Clergy, Nursing, Social Work.

Course Objectives

GCSE Religious Studies provides students with the opportunity to;

- Develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Unit Information

Students will complete two terminal written exams and then will be awarded with a GCSE grade based on their knowledge, understanding, analysis and debating skills.

Paper 1 – Religion and Ethics - 50% of award. In this unit Students will study the following topics from a Christian perspective: 1. Christian beliefs 2. Living the Christian life 3. Marriage and the family 4. Matters of life and death.

Paper 2 – Religion, Peace and Conflict - 50% of award. In this unit Students will study the following topics from a Muslim perspective: 1. Muslim beliefs 2. Living the Muslim life 3. Crime and punishment 4. Peace and conflict.

Each paper is assessed by a 1hour 45 minute exam. Exam board: Edexcel.

Why Study...?

This course gets you to think about six key moral issues. Some of them will have directly affected you, or you will know of them through other people's experience. Some you may only have heard about in the news. You will study two different religions (which will help you gain the higher grades) in order to understand their attitudes towards each of these key issues. You will be given a range of opportunities to discuss and debate each key question in order to appreciate a range of opinions about each issue, not just the two religious views. This will enable you to gain an understanding of the world around you and consolidate your own point of view relating to each key issue. This topic is useful in any job which involves people as you will be equipped to work in a multicultural workplace.

Studying RE leads to; an understanding of where people's beliefs come from, an understanding of why people view the world differently, an examination of some of the fundamental questions of life, the weighing up of different beliefs, opinions and experiences, the working out of your own view about how to live your life and the ability to relate beliefs, values and experiences of others to your own experience of life.

Key Contact: Mrs N French

GCSE Spanish



Career Options

Translator, Interpreter,
Teaching, Diplomatic Service,
Logistics and Distribution,
Retail, Business Management,
Event Organisation.

Course Objectives

The AQA GCSE Spanish course content is delivered in such a way that students develop, deepen their understanding of and commit to memory language structures and vocabulary so that they can respond with spontaneity and fluency in a wide range of situations.

The four skills (Listening, Speaking, Reading and Writing) each carry an equal 25% weighting with the grading based on the 9-1 system.

Assessment is wholly on exams at the end of year 11. These are externally assessed by the AQA exam board.

Students are assessed on a regular basis both during and at the end of each topic. We use a range of assessment methods, such as weekly tests and skill tests, to monitor progress in Listening, Speaking, Reading and Writing in Spanish.

Homework is set regularly with the specific focus on developing the student's breadth of vocabulary, developing fluency & spontaneity and cultural capital.

Unit Information

During Years 10 and 11, students will be exposed to the skills and attributes required to do well at GCSE and beyond. The content of the themes covered during the course is broken down in to the following aspects:

Theme 1: Identity and Culture

Me, my family and friends cover:

Topic 1: Relationships with family and friends and Marriage/partnership

Topic 2: Technology in everyday life (Social media & Mobile technology)

Topic 3: Free-time activities (Music and Cinema and TV, Food and eating out and Sport).

Topic 4: Customs and festivals in Spanish-speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Charity/voluntary work & Healthy/unhealthy living

Topic 3: Global issues

The environment & Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following topics:

My studies, Life at school, Education post-16 and Jobs, career choices and ambitions

Why Study...?

Studying a language will add an international dimension to your GCSE subjects. This means that students will create greater opportunities to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language. You will learn about the countries where the language is spoken and have an opportunity to visit it. You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies.

Key Contact: Mr A Quinn

Career Options



Unit Information

The OCR GCSE (9–1) in Computer Science consists of two externally-examined papers worth in total 100% of qualification. Terminal Examinations.

- This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with Computer Science.

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Learners will become familiar with computing related mathematics.

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Students who study GCSE in Computer Science will gain limited practical experience of designing, writing, and testing computer programs, develop the ability to reason, explain and evaluate computing solutions, and develop awareness of current and emerging trends. As well as this many theory topics are covered to develop knowledge and understanding of Computer Science.

Key Contact: Mrs C Heaney

Data Analyst, Junior Designer,
Business Analyst, Database
Administrator, Software
Developer.



Course Objectives

Through studying ICT, students will be given the following opportunities to develop sector-specific knowledge and skills in a practical learning environment.

- Development of key skills, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Identify effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Attitudes that are considered most important in digital information technology, including
- personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such
- as how different user interfaces meet user needs, how organisations collect and use data
- to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Unit Information

Component 1 Internal Assessment Overview

This component will introduce learners to Exploring User Interface Design Principles and Project Planning Techniques.

Learners will:

- develop an understanding of what makes an effective user interface and how to effectively manage a project. Utilise understanding to plan, design and create a user interface.

Component 2 Internal Assessment Overview

This component will introduce learners to the use of Data in an organisation. This will consist of Developing, Collecting, Presenting and Interpreting Data.

- understand the characteristics of data and information and how they help organisations in decision making. Use data manipulation methods to create a dashboard (excel) to present and draw conclusions from information.

Component 3 External Assessment (Exam unit) Overview

This component will introduce learners to effective Digital Working Practices.

- Explore how organisations use digital systems and the wider implications associated with their use.

Why Study...?

After completing the course students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes.

GCSE Geography



Career Options

Aid Worker, Environmental Scientist, Meteorologist, Architect, Volcanologist, Travel Agent, Disaster Management, Surveyor, Civil Engineer, Advertiser.

Course Objectives

GCSE Geography AQA offers a different approach to delivering Geography, focusing on geographical issues and challenges and how these affect our world.

This course offers a stimulating and imaginative issue-based approach to Geography an insight into future challenges through the study of current issues of local, national and global importance an awareness of mankind's responsibilities to other people, the environment and the sustainability of the planet. It also provides the opportunity to study the physical geography of different places and environments.

Study of this course will give students of all backgrounds the opportunity to develop: communication skills

- ✓ graphical and cartographical skills
- ✓ technological skills, including ICT and GIS
- ✓ interpersonal skills through debate and discussion
- ✓ literacy and numeracy skills
- ✓ Entrepreneurial skills and awareness of career possibilities.

Unit Information

Assessment

Living with the physical environment

(Written exam: 1 hour 30 minutes / 88 marks 35% of GCSE)

Section A: The challenge of natural hazards – tectonic hazards, tropical storms, extreme weather in the UK, climate change.

Section B: Physical landscapes in the UK – coastal landscape, river landscapes, glacial landscape.

Section C: The living world – ecosystems, tropical rainforests, hot deserts, cold environments.

Challenges in the human environment

(Written exam: 1 hour 30 minutes / 88 marks 35% of GCSE)

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Geographical applications

(Written exam: 1 hour / 76 marks (including 6 marks for SPGST) / 30% of GCSE / Pre-release resources made available from 15 March in the year of the exam)

Section A: Issue evaluation

Section B: Fieldwork

Geographical skills

Why Study...?

Statistics show that students who study Geography are amongst the most employable. Skills that are taught include problem solving, graphical and ICT, discussion and entrepreneurial skills are the qualities which employers look for. Geography will help you to be more aware of everyday life and problems of the people who live in your local area, other part of the United Kingdom, Europe and the rest of the world. Geography is a highly topical subject, ever changing as world events unfold. Studying Geography explains how and why it is changing and helps you prepare for those changes.

Key Contact: Mrs E Lincoln

GCSE History

Career Options

Teaching, Broadcasting, Publishing, Media, Solicitor, Journalist, Civil Servant, Archivist, Author, Researcher, Archaeologist, Museum Curator, Politician.



Course Objectives

History at GCSE studies some of the main events which have helped produce the world we live in today. Students will study important and interesting aspects in the history of Britain, European and World History. Students will develop essential skills through opportunities to study history from a variety of perspectives, including political, social, economic and cultural, thereby helping candidates to appreciate the diversity of the societies studied, and the experiences of the people in these societies.

Students will build on the key skills introduced to in KS3 (analysis, interpretations, evaluating, source work and communication).

Students will also understand key concepts in History that allow us to find out about the past and more importantly, make sense of the past e.g. Change & Continuity, Similarities, Differences, Significance, Cause & Consequence.

GCSE History will help students to:

Gain transferable skills that can contribute to the world of work and further study. To: read/write/communicate, argue/debate, analyse interpret/evaluate, present/persuade/justify.

Learn from the mistakes of the past and relate these to our lives today and help to inform student's political and social decision-making skills.

Unit Information

Assessment

Pearson EDEXCEL (9-1) History GCSE (1HIO)

Paper 1 – Thematic study and historical environment (Code 1HIO/10-12 – 30%) – 52 marks

- ✓ Medicine in Britain, c1250-present
- ✓ The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.

Assessed by a 1hour 15minute formal examination

Paper 2 – Period study and British depth study (Code 1HIO/20-29 – 40%) – 64 marks

- ✓ Early Elizabethan England, 1558-88
- ✓ Superpower Relations and the Cold War 1970-1991

Assessed by a 1hour 45minute formal examination

Paper 3 – Modern depth study (Code 1HIO/30-33 – 30%) – 52 marks

- ✓ Weimar and Nazi Germany, 1918-39

Assessed by a 1hour 20minute formal examination

"History will be kind to me for I intend to write it."

Winston Churchill

Why Study...?

History is a subject that is guaranteed to make you think about the world and the changes it has experienced. Looking back at world events will help you make sense of the modern world and the world in which you live. This course will be of interest to those who enjoy studying the events of the past and acquiring skills of dealing with evidence. A range of topics are studied which will give students an insight into important events that changed people's lives in the process. History is a subject that involves discussion, arguments, analysis and investigations which students should enjoy contributing to and taking part in.

Key Contact: Mrs C Russell

GCSE Art & Design



Career Options

Artist, Architect, Animator, Photographer, Graphic Designer, Interior Design, Tattoo Design, Make-up Artist, Transport Design, Fashion Design, Fashion Illustrator, Fashion Buyer, Hair Design, Costume Design, Set Design, Sport Design, Storyboard Artist, Textile Design, Gaming Design.

Course Objectives

Students will follow a course which focuses on Art and Design in a work-related context. It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design or Fine Art and enhances vocational and career pathways.

The course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

Students develop skills in:

- Creativity
- Imagination
- Research
- Investigation and experimentation
- The development of ideas from first-hand experience and artist analysis.

Students are actively encouraged to work independently on their projects both at home and by attending the after school sessions.

Unit Information

Assessment

The two unit specification enables students to develop their ability to actively engage in the processes of Art and Design - to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment throughout the two year course is by:

Unit 1: Portfolio of Work (60%)

Unit 2: Externally set task (40%)

Marks are awarded across four key areas for both units:

AO1 - Artist research and developing ideas

AO2 - Using resources, media and materials

AO3 - Recording ideas and observations

AO4 - Making a personal, informed and meaningful response

The student's portfolio of work must include more than one extended collection of work. To meet this requirement, students undertake three complete projects during their two year course.

Why Study...?

GCSE Art and Design is suited for students who enjoy Art and want to develop their skills further. Students will have the opportunity to be creative, realise exciting ideas and express themselves through a range of art medium. The ability to think creatively is highly valued in today's employment market. The GCSE examination courses offered in Years 9, 10 and 11 follow a general art course, specialist areas such as painting and drawing, ceramics and a possibility of digital photography. Students are offered a wide experience of aspects of art education, including print-making and a variety of 3D work, as well as painting and drawing. The aim of the courses are to provide as thorough an art education as possible, with the eventual aim of gaining the highest possible GCSE grade or grades, that the individual student is capable of achieving.

Key Contact: Miss L Gaffney

Business



Career Options

Marketing, finance, accountancy, business administration, teaching, human resource management, publishing, IT, business ownership, entrepreneur.

Course Objectives

Through studying Business, students will:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- develop as enterprising individuals with the ability to think commercially and creatively
- investigate and analyse real business opportunities and issues
- develop problem-solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- develop and apply quantitative (mathematical) skills relevant to business, including using and interpreting data
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds

Unit Information

This course aims to provide students with a practical appreciation of what 'being in business' involves. Students will investigate actual businesses and explore what it means to set up and run a business enterprise, as well as develop key employability skills and explore potential careers.

The qualification enables students to develop their technical skills such as market research skills, planning, promotional and financial skills using realistic business scenarios, as well as personal skills including time management and problem solving.

R067: Enterprise and marketing

Students will develop essential knowledge of marketing and enterprise. They will explore the key factors to consider when starting a business. This unit is assessed through an external examination (60%).

R068: Designing a business proposal

Students will develop the skills to design a business proposal for a specific business challenge. They will identify a consumer profile for a specific product, complete market research to generate product design ideas and use financial calculations to propose a pricing strategy and determine the likely success of their product proposal. This unit is assessed through a coursework assignment (30%).

R069: Marketing and pitching a business proposal

Students will develop the skills to create a brand identity and promotional plan for their product. They will develop presentation skills in order to pitch their business proposal. This unit is assessed through a coursework assignment (30%).

Why Study...?

The business world comprises an enormous variety of different careers. This course aims to provide students with a practical appreciation of what 'being in business' involves. The course is structured to give students a broad introduction to business principles. During the course students will investigate actual businesses and gain an understanding of business finance. Business has strong links with lots of other subjects and develops skills such as IT, as well as enhancing communication and mathematical skills.

Key Contact: Mrs E McDermott

Child Development

Career Options

Nursery Nurse, Midwife, Child Psychologist, Paediatrician, Teacher.



Course Objectives

What will the student study as part of this qualification?

All students will study three mandatory topics as follows:

1. Health and well-being for child development
2. Create a safe environment and understand the nutritional needs of children from birth to five years
3. Understand the development of child from birth to five years

The first topic of study underpins all of the other. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, and conditions for development, childhood illnesses and child safety. In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. 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.

Unit Information

The first unit underpins all of the other learning in this qualification. All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.

In Unit 2, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. Evaluation skills are transferable skills which would be of use in further studies in most areas.

In Unit 3, students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development. These transferable skills will support further studies in many other subjects.

Why Study...?

Child Development offers students an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts. The skills and knowledge acquired will be relevant and transferable to other settings and provides enhanced career opportunities and providing a satisfying course of study for candidates of various ages and from diverse backgrounds who may not progress to further study of the subject.

Key Contact: Miss G Woollett

GCSE Dance

Career Options

Dancer, Choreographer, Dance Teacher, Dance Therapist, Dance Journalist, Dance Critique, Company Director



Course Objectives

The AQA GCSE Dance qualification enables students to:

To actively engage in the process of dance developing skills, knowledge and understanding of a range of dance styles and choreography through the interrelated processes of performing, creating and appreciating dances.

To develop physical, technical and expressive skills through which they are able to communicate choreographic intention and develop their individual qualities as performers.

To develop a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.

To develop their knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing dances.

Unit Information

Assessment

Component 1: Performance and choreography (60%)

Internally marked and externally moderated

Performance- 40 marks (30%)

- Set phrases through a solo performance (approximately 1 minute)
- Duet/ trio performance (three and a half minutes)
- **Choreography- 40 marks (40%)**
- -Solo or group choreography- a solo (two-two minutes 30) or a group for two to five dances (three – three minutes 30)

Component 2: Dance appreciation- 80 marks (40%)

Written exam: 1 hour 30 minutes

What's assessed?

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Questions

- Based on students' own practice in performance and choreography and the GCSE Dance anthology

Why Study...?

Dance is both physical and expressive and uses movement symbolically as a fundamental form of human expression. It is both empowering and powerful as a form of non-verbal communication. The intrinsic value of dance is the development of creative, imaginative, physical, emotional and intellectual capacities. This course is ideal for students who are passionate about dance and enjoy both performing and choreographing. Students will also develop skills in the critical appreciation of professional works and be able to interpret the choreographic intentions preparing them for a career in dance. You need to have some experience and self-discipline to be able to achieve in this course. GCSE Dance requires you to be confident in performing as a solo dancer as well as in small groups.

Key Contact: Mrs L Stocks/Mrs J Coxon

GCSE Design & Technology

Career Options

Interior Designer, Set Designer, Building Trade, Jewellery Maker, Graphic Designer, Jewellery Maker, Fashion Designer, Illustrator, Architect, Engineer, Advertising Designer, Computer Graphics, Animator, Web Designer, Games Designer, Model Making and Special Effects for TV & Film.



Course Objectives

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

GCSE Design and Technology enables students to work creatively when designing and making and apply technical and practical expertise, in order to:

- use imagination, experimentation and combine ideas when designing.
- develop the skills to critique and refine their own ideas whilst designing and making.
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.

GCSE D&T will give students a broad knowledge of designing, materials, techniques and equipment. It does not restrict to one area so you could work in Product Design, Graphic Design, Textiles or Electronics or a combination of the above.

Unit Information

There will be a 50/50 split between exam and Non-Examination Assessment (NEA) which is the coursework element.

The exam, 2 hours, (50% of the total GCSE) will be split in Technical Principles and Design Principles. Section A: (Technical Principles) will include multiple choice, short answer questions and one extended writing question.

Section B: (Design Principles) will include a design question and a product study. The non-exam assessment (NEA) will make up the other 50%.

This will be an open contextual challenge where the students will develop their own project and brief, follow an iterative design process and design and make high quality prototypes in the materials area of their choice. Approximately 10% of the course overall will be assessed on foundation level Maths and Science which will be built into the projects.

There will be the option to choose between Product Design and Textiles Design.

Why Study...?

Design and technology is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

Key Contact: Mr K Sawkill

Health & Social Care



Career Options

Care Assistant, Nurse, Physiotherapist, Nursery Nurse, Dietician, Nutritionist, Early Years Worker, Drugs Counsellor, Aid Worker.

Course Objectives

The Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings

- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

This qualification will help students to develop:

- valuable communication skills that are extremely attractive in the modern workplace
- an understanding of the rights of individuals and person-centred values and how to apply these when working with service users
- vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures
- an understanding of growth and development through the life stages
- an understanding of life events and how to support individuals through them
- transferable skills, such as evaluation, planning, presentation/delivery and research skills.

Unit Information

Assessment

The two mandatory units are:

- R032: Principles of care in health and social care settings

This unit is assessed by an exam.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:

- o Topic Area 1 The rights of service users in health and social care settings
- o Topic Area 2 Person-centred values
- o Topic Area 3 Effective communication in health and social care settings
- o Topic Area 4 Protecting service users and service providers in health and social care settings

- R033: Supporting individuals through life events

This unit is assessed by a Set Assignment.

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- o Topic Area 1 Life stages
- o Topic Area 2 Impacts of life events
- o Topic Area 3 Sources of support

One Optional Unit

To be confirmed.

Why Study...?

The health and social care sector comprises an enormous variety of different careers. The GCSE in Health and Social Care aims to provide students with an appreciation of what this area of employment involves and will help students to develop the understanding and competency needed when considering entering employment in this sector. Students will gain an understanding of the essential skills crucial to this area of employment.

Key Contact: Miss G Woollett

Level 1/2 Vocational Award in Hospitality and Catering

Career Options

Chef, Teacher, Nutritionist,
Dietician, Front of House
Manager, Concierge, Head
Waiter, Housekeeper



Course Objectives

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to consider in order to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation, time management, planning, communication, research, self-discipline, confidence, learning independently, stamina and responsibility.

Unit Information

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 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 will be assessed by a written examination, which is worth 40% of the qualification.

Unit 2 will be assessed by an assignment in which candidates will plan and prepare a menu in response to a brief. This will be worth 60% of the qualification and will take 12 hours.

Why Study...?

This course is very practical based and involves information about food and its nutritional content, the world of catering and producing food. You will enjoy and succeed in this course if you have a keen interest in preparing food, are looking to learn and develop life skills, would like to pursue a career in the hospitality industry and want to study a subject that is practical, active and is never the same in any lesson.

Key Contact: Mrs M Lauder

GCSE Music

Career Options

Teaching, Musician, Music Therapy, Composer, Sound Technician, Broadcasting, Journalism, Armed Services, Retail, Performer.



Course Objectives

The Edexcel GCSE in Music qualification enables students to:

- * Three engaging components, assessing practical performance, composition and externally examined paper.
- * Key content of musical elements, musical contexts and musical language are taught through areas of study and set works to show real examples of how these are used within different types of music.
- * Investigate, analyse and evaluate music and its features.
- * Set works enable students to conduct in-depth studies into different musical styles and genres, and put them into wider context.
- * Develop and improve skills in listening and appraising.
- * Develop interest and enjoyment of music that will be sustained in later life; inspire, move and change by studying a broad, coherent, satisfying and worthwhile course of study.
- * Evaluate their own and others' music.

Unit Information

Assessment

Component 1: Performing-60 marks (1MU0/01) (30%)

Non-examined assessment: internally marked and externally moderated.

Students complete a solo and ensemble performance.

Students perform for at least four minutes' combined duration. Each performance will be marked out of 30.

Component 2: Composing-60 marks (1MU0/02) (30%)

Non-examined assessment: internally marked and externally moderated.

Students develop musical ideas, use a range of compositional techniques and strategies ensuring technical control and coherence. Students also learn methods of notating composition scores.

Students compose two compositions, at least three minutes' combined duration. One composition brief is set by the exam board, the other is a few compositions set by the student. Each composition will be marked out of 30.

Component 3: Appraising-80 marks (1MU0/03) (40%)

Written examination: 1 hour 45 minutes

The exam covers musical element, musical contexts and musical language, areas of study: instrumental music 1700-1820, vocal music, music for stage and screen and fusion.

The paper is made up of two sections

Section A - Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works
- One short melody/ rhythm completion exercise
- One question on an unfamiliar piece (skeleton score provided) with questions on musical elements, musical contexts and musical language

Section B- Extended response comparison between a set work and one unfamiliar piece (12 marks)

One question comparing and/or evaluating the musical elements, musical contexts and musical language of one set work with one.

Why Study...?

Music is one of the largest communicative tools in life and, more importantly, is enjoyable! Studying this course will help you to improve all aspects of your musicianship, whilst having the opportunity to explore other styles of music from around the world. You will have the opportunity to select your own styles of music to perform and you will become independent in your own creative style whilst composing. Music is a valued subject to prospective colleges, universities and employers once you leave school. To successfully complete the course to a high standard you will need to be able to perform using an instrument or your voice.

Key Contact: Mr L Tumelty

Sports Studies

Career Options

Sports Coach, Personal Trainer, Sports Development, Teaching, Management, Sports Therapy, Sports Psychology, Health Promotion, Armed Forces, Grounds Staff, , Physiotherapy, Public Services, Youth Work.



Course Objectives

The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. OCR Sports Studies will help students to move onto further education and follow sports related qualifications at college.

In Years 10 and 11 you will follow 4 modules consisting of:-

1. Contemporary Issues in Sport
2. Developing Sports Skills
3. Developing Sports Leadership
4. Sport and the Media

The modules are assessed through a combination of written coursework, practical assessments and one external examination.

Unit Information

Contemporary issues in Sport

Students will study a range of contemporary issues such as factors that affect sports participation, the role of governing bodies, the importance of hosting major sports events and role of sport in promoting values.

Assessment: A 1 hour external exam. (25% of course)

Developing Sports Skills and Leadership

Students will develop their sports and officiating skills in one team sport and one individual sport. As well as develop knowledge of leadership styles to deliver their own coaching sessions.

Assessment: Practical assessment of both participating and officiating the sport as well as a written analysis of performance. (50% of course).

Sports and the media

Students will study the types and roles of the media and the impact it has in sport and on the sports industry as a whole.

Assessment: Five pieces of written coursework based assignments (25% of course).

Why Study...?

OCR National Sports studies combines theoretical knowledge and practical ability. This course is aimed at those students who have a keen interest in the sports industry as a whole. Students should also have a keen interest in Sports Leadership and officiating as there is the need be assessed within both of these roles. This course can lead to a successful career in the sport and leisure sector. Sports Studies is a subject that involves discussion, team work, analysis, evaluation in both a practical and classroom based setting which students will enjoy contributing to and taking part in. What makes this course different to GCSE PE is that in GCSE PE the final two external exams are worth 70% of the course. Where as for OCR Sports Studies there is one exam worth 25%.

Key Contact: Mr L Tumelty

BTEC Engineering



Career Options

Interior Designer, Set Designer, Building Trade, Graphic Designer, Architect, Engineer, Electrician, Plumber, Mechanic, Offshore, Welder, Telecommunications, Automotive industry.

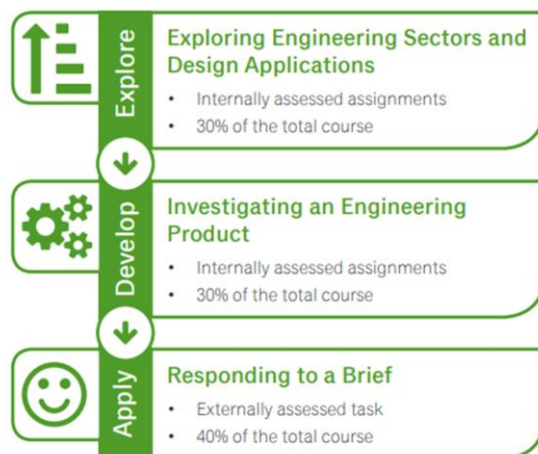
Course Objectives

Why choose BTEC Tech Award in Engineering?

- The course is an introduction to Engineering where you can focus on specialist areas.
- Clear progression to the Level 3 National.
- All the support you need: free course materials, published resources.
- Assessments based on real-life scenarios you will recognise.
- Graded across Level 1 and 2 to ensure all your achievements are recognised. developing transferable skills.

Unit Information

- You will complete 5 internally assessed assignments which directly go towards your final grade.
- There is also a two part exam which is externally assessed by BTEC.
- The assignments and exam combine together to form your final grade.
- The course is split into 3 overall components as you can see by the graphic below.



Why Study...?

BTEC Tech Awards focus on building skills which will give students the confidence to progress in whatever path they choose. The BTEC Tech Award is a practical introduction to life and work in Engineering, so students can develop their understanding of the sector and see whether it's an industry they'd like to be in.

Key Contact: Mr K Sawkill

BTEC Performing Arts

Career Options

Actor/Actress, Choreographer,
Performing Arts Teacher,
Company Director



Course Objectives

The BTEC Performing Arts qualification enables students to:

This course allows you to study acting, dance and/or musical theatre, giving you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer; as well as the different approaches and styles used, such as comedy, ballet or musical revues. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

Unit Information

Component 1 Exploring the Performing Arts

During Component 1, students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments

Weighting: 30% of total course.

Component 2 Developing Skills and Techniques in the Performing Arts

During Component 2, students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve.

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre. Assessment: internally assessed assignments Weighting: 30% of total course.

Component 3 Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts,

and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of

between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course.

Why Study...?

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 to post-16 study and the world of work.

Key Contact: Mrs L Stocks/Mrs J Coxon

Travel and Tourism

Career Options



Cabin crew, travel agent, hospitality, event management, travel journalism, holiday representative, tour guide, travel information services, business ownership, entrepreneur, sales, human resources.

Course Objectives

Through studying Travel and Tourism students will:

- gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector
- develop an understanding of the importance of tourism to the UK and world economy
- develop an appreciation of the nature and effects of travel and tourism
- develop as enterprising individuals with the ability to think commercially and creatively
- develop problem-solving and decision-making skills
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds

Unit Information

The core (mandatory) units are:

Component 1: Travel and Tourism Organisations and Destinations

Students will investigate travel and tourism organisations in the UK. They will explore the role of different consumer technologies within the travel and tourism industry, the different types of tourism and will investigate the features of, and routes to popular tourist destinations.

This component is assessed by a coursework assignment. (30%)

Component 2: Customer Needs in Travel and Tourism

Students will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences.

This component is assessed by a coursework assignment. (30%)

Component 3: Influences on Global Travel and Tourism

Students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors.

This component is assessed by an external examination. (40%)

Why Study...?

Tourism is one of the fastest growing sectors of the UK economy in employment terms.

By 2025, Britain will have a tourism industry worth over £257 billion and it is estimated that over 10% of the population will be employed in the travel sector; representing 3.8 million jobs.

Key Contact: Mrs E McDermott