



Year 9 into 10  
Guided Pathways Booklet

2023 - 2025

“Helping you to make the right  
choices”

# **Year 9 into 10**

## **Years 10 & 11 Guided Pathway Information**

### **Continuing the Five Year Curriculum Journey**

We are pleased to attach the Guided Pathway information booklet for Years 10 & 11 at Outwood Academy Hasland Hall.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our students through our wider educational offer, and specifically our curriculum offer, drives our Trust vision Students First: raising standards and transforming lives. To that end, at Outwood Academy Hasland Hall we are delighted to offer a curriculum, which enables all students within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

Students, as they move from Year 9 into Year 10 at Outwood Academy Hasland Hall, have their first main point of choice within their five year educational journey with us. A feature of our Years 10 & 11 curriculum is the Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE Mathematics and GCSE sciences - combined (double) science or biology, chemistry and physics - are taken by all students alongside non-examined courses in physical education and personal, social, religious and health education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation.

Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): English, mathematics, sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study either geography or history. For many students it will be appropriate that they also study a modern foreign language subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for; these subjects are also an excellent foundation for all students, including those who wish to go on and study A Levels in the 'Facilitating Subjects' (biology, chemistry, English, geography, history, maths, modern and classical languages, physics). It is possible to study both geography and history alongside a modern foreign language if a student wishes.

We will provide specialist independent careers advice to ensure that students have access to impartial support during this process.

We understand that this is a crucial time and the choosing of qualification courses is very important. Further information about support available can be found in this booklet, including details of the Guided Pathway Information Evening.

Whatever students are hoping to study, and then do in later life, we are sure that the Guided Pathway process will be helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

# Making the Choice

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

The timetable week contains 25 x 1 hour periods; plus, Tutor Time.

This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 5 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	Students can choose <u>three subjects</u> from a list of courses (see list below)  <b>The expectation is that all students will study at least one EBacc Humanity subject (Geography or History) at GCSE in Years 10 &amp; 11; and that many will study for the Full EBacc (1x MFL <u>and</u> 1x Humanity).</b>	

## Guided Pathway Courses

The courses which students can choose from, to start in Year 10 are:

Students to choose three subjects (plus two reserves) from these lists	
Students will need to choose at least one subject from this list of Humanities subjects  GCSE History GCSE Geography  (You can choose Geography and History if you wish - this means that you will only need to choose one more subject from the opposite list)	BTEC Music GCSE Art and Design - Art GCSE Computer Science BTEC Drama GCSE Food Technology GCSE French GCSE Physical Education GCSE Design and Technology Vocational Award Hospitality and Catering GCSE Spanish GCSE Art and Design - Photography BTEC Health and Social Care GCSE Philosophy and Ethics

## Terminology that may help you and your child

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

<https://www.informedchoices.ac.uk/>

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

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. We would encourage students to choose a broad range of qualifications over Years 10 & 11, to keep their future options open.

### Attainment 8

The government created and now uses a Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

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

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve their best possible score in this measure.

## **What if students cannot do their chosen course?**

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

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

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

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

## **Can students change their mind?**

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

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

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

1. Subject staff will be available at the Year 9 into 10 Guided Pathway Evening on 19th January 2023 to discuss courses
2. A careers advisor will also be available on this evening
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and pastoral staff during the academy day, over the next few weeks

**Deadline for Guided Pathway choices forms to be submitted:**

**27th January 2023**

**Follow this link to the Guided Pathways form:**

**<https://tinyurl.com/4389ncy2>**

Choices will be collected via a Google Form which will also be shared by the new Google Classroom for Y9 and via text message to parents/carers.

# GCSE Geography

QAN- 601/8410/3

<p><b>Course Description:</b> Unit content</p> <p><b>1. Living with the physical environment</b> Section A: The challenge of natural hazards Section B: Physical landscapes in the UK Section C: The living world</p> <p><b>2. Challenges in the human environment</b> Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management</p> <p><b>3. Geographical applications</b> Section A: Issue evaluation Section B: Fieldwork</p> <p><b>4. Geographical skills</b></p>	<p><b>Assessment:</b></p> <p><b>Paper 1</b> The challenge of natural hazards, physical landscapes in the UK, the living world, geographical skills Written exam: 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose.</p> <p><b>Paper 2</b> Urban issues and challenges, the changing economic world, the challenge of resource management, Geographical skills Written exam: 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose.</p> <p><b>Paper 3</b> Issue evaluation, Fieldwork, Geographical skills Written exam: 1 hour, 30% of GCSE</p>	<p><b>Students' Comments</b></p> <p>“Geography is great! You learn about the world and all of the interesting things that happen to it, you also get to visit some of them during fieldwork trips.”</p> <p>“Geography is an all-round qualification which includes fun lessons.”</p> <p>“Choose Geography to become more aware of the world you live in and how it works.”</p> <p>“It’s a very interesting subject and the teachers make it really fun!”</p> <p>“I really like the Natural Hazards and Urban Issues topics.”</p>
<p align="center"><b>General Comments</b></p> <p>Geography is a very special subject because it offers a unique combination of transferable and well recognised skills including the interpretation data, maps, graphs and photographs. Geographers can gather data, evaluate arguments, solve problems and make decisions as well as writing extended pieces of work. Geography keeps you up to date with the world and is an increasingly important subject.</p>		
<p align="center"><b>Future Prospects/Career Options</b></p> <p>Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification Geography is greatly respected by University entrance officers and employers alike.</p> <p>It is chosen by over 16 000 undergraduate students each year and has one of the highest rates of graduate employability and is highly valued by employers for its combination of subject knowledge, and how well it links with other subjects especially Maths, English, Science and ICT.</p>		

# GCSE History

**QAN – 601/8092/4**

<p><b>Course Description:</b></p> <p>GCSE History builds on the knowledge and skills students have gained in Year 7, 8 and 9, as well as opening up new periods of history for them to study.</p> <p>History GCSE is made up of 3 externally examined papers:</p> <p><b>Paper 1</b> – Thematic study and historic environment (30%)</p> <p><b>Paper 2</b> – Period study and British depth study (40%)</p> <p><b>Paper 3</b> – Modern depth study (30%)</p>	<p><b>Assessment:</b></p> <p><b>Paper 1 – Medicine in Britain c1250 – present and The British sector of the Western Front, 1914 – 18, injuries, treatment and the trenches (1 hour and 15 minutes)</b></p> <p><b>Paper 2 – Early Elizabethan England, 1558 – 88 and The American West c1835 – 1895 (1 hour and 45 minutes)</b></p> <p><b>Paper 3 – Weimar and Nazi Germany, 1918 – 39 (1 hour and 20 minutes)</b></p> <p>History Matters</p>	<p><b>Students' Comments</b></p> <p>“The History course delves into a wide diversity of aspects of the subject and it increases your knowledge of key events and the course is still enjoyable.”</p> <p>“I have really enjoyed the course. I especially enjoyed the Germany section as I learnt a lot of interesting things about the conflict.”</p> <p>“I really enjoyed Medicine Through Time and thought that the section on women’s development in medicine was very empowering.”</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>This is a GCSE option which is being offered by the History department to allow students to gain knowledge and understanding of key events which have taken place in Britain and the wider world and which still impact upon them today.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others.</p>		

# GCSE French

## QAN – 601/8157/6

<p><b>Course Description:</b></p> <p>Higher and Foundation tiers are available. Students study all of the following themes on which the assessments are based.</p> <p><b>Theme 1:</b> Identity and culture</p> <p><b>Theme 2:</b> Local, national, international and global areas of interest</p> <p><b>Theme 3:</b> Current and future study and employment</p> <p>Grammar and pronunciation are also a big part of the course.</p>	<p><b>Assessment:</b></p> <p><b>Listening paper (25%):</b> 35 minutes (Foundation) 45 minutes (Higher)</p> <p><b>Speaking assessment (25%):</b> 7-9 minutes (Foundation) 10-12 minutes (Higher)</p> <p><b>Reading paper (25%):</b> 45 minutes (Foundation) 1 hour (Higher)</p> <p><b>Writing (25%):</b> 1 hour (Foundation) 1:15 (Higher)</p>	<p><b>Students' Comments:</b></p> <p>“Learning vocabulary is fun!”</p> <p>“Thanks to speaking tests, interviews no longer scare me.”</p>
<p><b>General Comments</b></p> <p>French is a global language which offers job opportunities both at home and abroad. It is the language of fashion, culture and art. There are millions of brilliant French books and films waiting to be discovered. It is also an official language for very prestigious organisations such as the International Olympic Committee and The International Red Cross. French is furthermore the language of food and will be useful if you intend to pursue cookery/food studies.</p>		
<p><b>Future Prospects/Career Options</b></p> <p>Possible careers include: translator, interpreter, teacher, broadcast journalist, diplomatic Services operational officer, English as a foreign language teacher, international aid/development worker, Logistics and distribution manager, Marketing executive, Sales executive.</p> <p>Language skills are particularly valued by businesses dealing with foreign companies.</p>		



## GCSE Spanish

### QAN – 601/8160/6

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments:</b>
<p>Higher and Foundation tiers are available. Students study all of the following themes on which the assessments are based.</p> <p>Theme 1: Identity and culture                      Theme 2: Local, national, international and global areas of interest                      Theme 3: Current and future study and employment</p> <p>Grammar and pronunciation are also a big part of the course.</p>	<p><b>Listening paper (25%):</b>                      35 minutes (Foundation)                      45 minutes (Higher)</p> <p><b>Speaking assessment (25%):</b>                      7-9 minutes (Foundation)                      10-12 minutes (Higher)</p> <p><b>Reading paper (25%):</b>                      45 minutes (Foundation)                      1 hour (Higher)</p> <p><b>Writing (25%):</b>                      1 hour (Foundation)                      1:15 (Higher)</p>	<p>“My English has improved.”</p> <p>“Intervention is helpful.”</p> <p>“Learning languages improves my memory.”</p>
<b>General Comments</b>		
<p>Spanish is the fourth most commonly spoken language in the world. Learning it can therefore unlock a world of travelling destinations. It can give you the opportunity to live, volunteer and travel abroad. Many companies offer placements for study in Spanish speaking countries. It is not a very difficult language to learn. English native speakers tend to find Spanish pronunciation quite easy.</p>		
<b>Future Prospects/Career Options</b>		
<p>Possible careers include: translator, interpreter, teacher, broadcast journalist, diplomatic Services operational officer, English as a foreign language teacher, international aid/development worker, Logistics and distribution manager, Marketing executive, Sales executive.</p> <p>Logistics and distribution manager, marketing executive, sales executive. language skills are particularly valued by businesses dealing with foreign companies.</p>		

# GCSE Computer Science

## QAN – 601/8355/X

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>In this course you will learn about the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. In addition you will need to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. You will also explore the components that make up digital systems, and how they communicate with one another and the impacts of digital technology to the individual and to wider society. There are also a number of skills you will develop including thinking creatively, logically and critically to solve problems as these are key skills to be a computer scientist. In addition, you will apply and develop your mathematical skills in a Computer Science context.</p>	<p><b>Component 1 – Computer Systems</b></p> <p>Written paper</p> <p>1 hour 30 minutes</p> <p>50% of the qualification</p> <p><b>Component 2 – Computational thinking, algorithms and programming</b></p> <p>Written paper</p> <p>1 hour 30 minutes</p> <p>50% of the qualification</p>	<p>“What I like about computing is that we get to learn how to program computers.”</p> <p>“Computer Science teaches you things that you won’t get to learn anywhere else.”</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>OCR’s GCSE (9–1) specification in Computer Science encourages learners to be inspired, and challenged through completing a coherent, satisfying and worthwhile course of study. The specification will help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>This course would leave students with the ideal foundation to study Computer Science or a technical ICT qualification in 6th form or through other post-16 providers.</p>		

# BTEC Award in Health and Social Care

## QAN – 603/7047/6

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:</p> <p>Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing</p> <p>Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them</p> <p>Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.</p>	<p>Human lifespan development (Internally Assessed) 30%</p> <p>Health and Social Care Services and Values (Internally Assessed) 30%</p> <p>Health and Wellbeing (External Exam) 40%</p>	<p>“It is great to study a subject that could help me get a job in the NHS or an apprenticeship”.</p> <p>“I really enjoy Health and Social Care because it is different from all of my other subjects.”</p> <p>“I like the fact that the exam is only 30% of the qualification. Our assessments will have already been handed in as we go so there will be less pressure in the exam.”</p>
<b>General Comments</b>		
<p>Health and Social Care is a very popular subject for students who prefer coursework based assessment to support their exam based assessment. There is a lot of research and discussion work leading to two extensive pieces of coursework and a final exam. Students must be prepared to put in 100% effort from the onset in order to achieve their potential grade.</p>		
<b>Future Prospects/Career Options</b>		
<p>This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It could help you to get apprenticeships in the NHS and with social care providers. The A-Level equivalent qualification that this feeds into is Level 3 BTEC Health and Social Care.</p>		

# GCSE Art and Design - Art

## QAN – 601/8088/2

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>You will have the chance to develop your skills with a variety of different media to experiment with your own style.</p> <p>You can investigate your ideas using:</p> <ul style="list-style-type: none"> <li>● Colour</li> <li>● Line</li> <li>● Form</li> <li>● Shape</li> <li>● Tone</li> <li>● Texture</li> </ul> <p>You will be able to research contemporary artists and use their work to inspire new ideas.</p>	<p><b>Component 1</b> 60%</p> <p>Portfolio to include:</p> <p>Evidence of the journey from initial ideas to the final piece. This will give you the opportunity to draw together different areas of knowledge and skills in a range of media. You will also develop your skills further with research.</p> <p><b>Component 2</b> 40%</p> <p>Externally Set Assignment:</p> <p>You will have time to prepare for your practical exam theme and then have 10 hours to complete your piece</p>	<p>“I have really enjoyed art and have loved developing new skills.”</p> <p>“What a great way to learn, I have used research to help me come up with new ideas.”</p> <p>“The way that I look at things has really changed.”</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>This course will provide an excellent start for further study, post 16. It provides an insight into the creative industries.</p>		

**BTEC Award in Drama****QAN – 603/7054/3**

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<ul style="list-style-type: none"> <li>• The BTEC Tech Award sees students learn the skills that they will actually need to work in theatre, .tv. or subsidiary industries such as script development</li> <li>• Students will spend Year 1 on a whistle-stop tour of different styles of theatre, before choosing one to focus on for written coursework. This will afford a broad understanding of the various styles in the industry, before learning how to analyse one style indepthly. They will also study a play and choose a key scene to be filmed performing</li> <li>• As part of the Year 1 modules, students partake in a trip to London to see a play, supplemented by a relevant/related cultural experience</li> <li>• In Year 2, students create and perform their own production. They will complete a second trip to see the kind of production inspiring to their own, and have the opportunity to interview industry professionals</li> <li>• Performing Arts BTEC students will be part of the Creative Arts Industry Day - meeting industry professionals who took the same subject and developed it into an arts career</li> </ul>	<p style="text-align: center;"><b>Year 1</b></p> <p style="text-align: center;"><b>Component 1</b> - Exploring the Performing Arts (written coursework - internally assessed 30%)</p> <p style="text-align: center;">London Trip as part of curriculum</p> <p style="text-align: center;"><b>Component 2</b> - Performing Repertoire - Developing Acting Skills (filmed performance of chosen scene - internally assessed 30%)</p> <p style="text-align: center;"><b>Year 2</b></p> <p style="text-align: center;"><b>Component 3</b> - Responding to a Brief (Developing, creating and performing own piece of theatre. Written exam and filmed performance. Both externally assessed 40%)</p> <p style="text-align: center;">Second trip as part of curriculum</p>	<p style="text-align: center;">“The London Trip was ace!”</p> <p style="text-align: center;">“Fun and exciting.”</p> <p style="text-align: center;">“Enjoyable”</p> <p>“Drama is scary, but then when you do it and get up in front of people, you are not scared of anything, anymore. I used to hate getting up to give presentations in other classes- now I don’t even care!”</p> <p>“A bit more writing than I thought with Drama, but still a rest from all the other writing.”</p> <p>“The fun little break in my day.”</p> <p>“Probably something I will always have in my life a little bit now - liking shows and plays and things”</p>
<p><b>General Comments</b></p> <p>Performing Arts means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Performing Arts also means the use of drama techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require you to question the purpose of performance and the intention of a range of practitioners/ directors and styles.</p>		
<p><b>Future Prospects/Career Options</b></p> <p>The Performing Arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the Performing Arts sector</p>		

# BTEC Award in Music Practice

## QAN – 603/7055/5

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>The course contains a mixture of theory and practical lessons and is well suited to students who are both practically talented and academically able. Performance in front of others in the class, both as an individual and in a group is an essential part of the qualification. Students will be learning about a wide variety of musical genres and will be recording their findings in a variety of ways. Students will work with members of the music industry to gain a more detailed insight into possible career options and will have developed good knowledge and experience in the areas of performance, production and composing their own music.</p>	<p>There are three components within the BTEC Music course:</p> <p><b>Component 1: Exploring Music Products and Styles-</b> this is a tour through a variety of musical genres, understanding how music has developed and how genres are defined by their features. <i>(Internal assessment)</i></p> <p><b>Component 2: Music Skills Development-</b> in this assignment you will work on music of your own choice to compose and perform, while tracking how your skills develop. <i>(Internal assessment)</i></p> <p><b>Component 3: Responding to a Commercial Brief-</b> just like in the music industry, you will receive a brief from a client who wants a musical event planning and delivering. <i>(External assessment)</i></p>	<p>“Music is an amazing course which gives you the freedom to express yourself through performance and composition. I would recommend the Music course as it improves your confidence and all round musical ability. I have loved this course. I would do it again if I could!”</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>If you love performing, composing and learning about music then this is a good course to choose! You will be on a course with performance at its core, so working with others and performing to an audience is something that you must be interested in learning to do. If you are interested in this course, please seek advice from Mr Walker as the course involves being assessed through live performances and written work. This course is well suited to you if you have demonstrated great interest and work ethic in KS3 Music and can sing or play an instrument already, but this is not essential. You must however be committed to wanting to learn to perform on an instrument or vocally.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>During the course, you can see whether the industry is one you want to be in, where you could go, and gain the knowledge and skills you need to succeed in their next steps. After completing the course, you can continue on to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies such as self-reflection, communication, teamwork and problem solving will also support your progress in the future.</p>		

# GCSE Design and Technology

## QAN – 603/0698/1

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.</p> <p>Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>Students will be provided with an opportunity to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.</p>	<p><b>Paper 1: What's assessed</b></p> <p><b>Section A</b> – Core technical principles (20 marks)</p> <p><b>Section B</b> – Specialist technical principles (30 marks)</p> <p><b>Section C</b> – Designing and making principles (50 marks)</p> <p><b>How is it assessed?</b> Written exam: 2 hours 100 marks <b>50% of GCSE</b></p> <p><b>NEA: What's assessed?</b> Practical application of:</p> <ul style="list-style-type: none"> <li>● Core technical principles</li> <li>● Specialist technical principles</li> <li>● Designing and making principles</li> </ul> <p><b>How it's assessed</b> Non-exam assessment (NEA): 30–35 hours approx 100 marks 50% of GCSE</p>	<p>“We develop skills through collaborative working and problem-solving.”</p> <p>“The course is modern and relevant, we learn about contemporary technologies, materials and processes.”</p> <p>“We are provided with an opportunity to develop our own interests while working within the NEA context.”</p> <p>“We get to generate and develop ideas through a process that leads to new or improved products.”</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>Design Technology is about the entire process of creating usable products and experiences, starting by defining real people's problems and thinking about possible solutions. That will eventually lead to the best design.</p> <p>GCSE Design Technology will help you to participate in and think about tomorrow's rapidly changing world of design and manufacture, and to design sustainable, functional and aesthetically pleasing products.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>Product Designer, interior designer, fashion designer, accessories designer, homeware designer, furniture designer, graphic designer, illustrator, marketing, animator, games designer, space planner, design engineer, prototype/model maker, research and development, manufacturing, CAD drafter, CNC machine operator, cabinet maker, mechanic.</p>		

# Vocational Award Hospitality and Catering

## QAN – 603/7022/1

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>The course consists of 2 units, unit 1 exam revision providing a good understanding of a cross section of the Hospitality and Catering industry. Unit 2 controlled assessment which has a focus on nutrition, menu planning and cookery skills.</p>	<p><b>Unit 1:</b> The Hospitality and Catering Industry - Onscreen/ Paper based assessment (externally assessed 40% of the overall grade)</p> <p><b>Unit 2:</b> Hospitality and Catering in Action (internally assessed 60% of the overall grade)</p>	<p>“I enjoy the cooking and challenging my level”</p> <p>“I’m learning about the hospitality industry and this makes me think.”</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>Hospitality and Catering is an essential subject for all whether you are a budding chef, an interested amateur cook or you would like to work in the hospitality industry. This course covers a cross section of the Hospitality and Catering industry combining practical skills and knowledge to give a well-rounded understanding of the industry and the potential it can offer for further careers or study.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>The study of Hospitality and Catering can lead to a wide range of careers - waiting staff, chefs (head, sous, pastry etc), receptionist, hotels and bar managers, events manager, food technologists.</p>		



# GCSE Physical Education

## QAN – 601/8279/9

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>Over the two year course you will learn skills such as tactics and strategies in sports, how to analyse and evaluate both your and others performances, communication, team work, independent study and resilience.</p>	<p><b>Component 1 - The Human Body and Movement in Physical Activity and Sport</b> Written Examination 1 hour 15 mins (78 marks) (30% of qualification)</p> <p><b>Component 2 - Socio-Cultural Influences and Well-Being in Physical Activity and Sport</b> Written Examination 1 hour 15 mins (78 marks) (30% of qualification)</p> <p><b>Component 3 - Practical Performance</b> Non examined assessment: internally marked and externally moderated (40% of the qualification)</p>	<p>“I have really enjoyed the different theory topics as I didn't know anything about them until I started doing this course.”</p> <p>“I love the practical activities and this course lets you study sports in more detail, especially about the tactics.”</p> <p>“I like football so that was good as we looked at the techniques in more depth. I also enjoyed having two extra PE lessons.”</p>
<p><b>General Comments</b></p> <p>The content of the course has been designed to allow you to study Physical Education in an academic setting, allowing you to critically analyse and evaluate physical performance and apply your experience of practical activities in developing your knowledge and understanding of Physical Education. The course allows you to explore a range of activities in the role of performer, including both team and individual activities. The course can also start you on a career path in Physical Education and Sport through A Level and Degree Level Sports Subjects.</p>		
<p><b>Future Prospects/Career Options</b></p> <p>Study of PE can lead to a wide range of careers: PE teaching; sports scientist; physiotherapist; sports coach; sports development officer; fitness instructor and personal trainer; sports psychologist; sports analyst; sports journalist; sports masseuse.</p>		

# GCSE Art and Design - Photography

## QAN – 601/8088/2

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>The photography course is a chance for students to develop their skills further and learn new ones: an opportunity to use their imagination through experiments and investigations into a range of photography skills &amp; ideas.</p> <p>Students will be introduced to a variety of experiences exploring a range of lens &amp; light based media, techniques and processes, both traditional and new technologies. They will experiment with Digital SLR cameras, the formal elements &amp; software such as Photoshop to manipulate their images. They will take influence and analyse from past &amp; present photographers, helping to inform their ideas &amp; work.</p>	<p>Photography is assessed through a range of internal and external assessment.</p> <p>The coursework portfolio element is worth 60% of the final GCSE mark &amp; must contain at least 2 units of work (projects).</p> <p>A final project, set by the Exam Board, is worth the remaining 40%.</p> <p>All work is finally assessed at the end of the course and externally moderated .</p>	<p>“This has really made me think about what I am looking at.”</p> <p>“We have created some amazing work using interesting lighting and effects.”</p> <p>“It has improved my analytical skills to select and develop my own ideas.”</p>
<b>General Comments</b>		
<p>Students will be required to work on personal responses within a contextual study. It encourages them to be an individual and combine media to create unique pieces.</p>		
<b>Future Prospects/Career Options</b>		
<p>The study of Photography can lead to a wide range of careers: secondary school teacher; jeweller; fashion designer; furniture maker; architect; web designer; graphics design; video production; illustrator; branding designer; town planning; animator; game designer; online content creator; film maker; photographer; magazine editor; press photographer</p>		

# GCSE Philosophy and Ethics

## QAN – 601/8400/0

<b>Course Description:</b>	<b>Assessment:</b>	<b>Students' Comments</b>
<p>This course features the study of philosophical and religious beliefs and teachings and on moral approaches to ethical issues.</p> <p>These include:</p> <p>Beliefs and practices within Buddhism</p> <p>Beliefs and practices within Christianity</p> <p>Human Rights</p> <p>War and Peace</p> <p>Crime and Punishment</p> <p>Matters of Life</p>	<p><b>Paper 1:</b> Beliefs and Teachings in Buddhism and Christianity.</p> <p>1hr 45m</p> <p>(50% of final grade)</p> <p><b>Paper 2:</b> Study of Ethical Themes</p> <p>1hr 45m</p> <p>(50% of final grade)</p>	<p>This is a new course so we hope to see your comments here in the future!</p>
<p style="text-align: center;"><b>General Comments</b></p> <p>This course includes an in-depth study of the philosophy of Buddhism and the teachings of Christianity. You will study the moral choices of Buddhists, Christians and other issues including; war and peace, the treatment of the natural world and human rights. This is a course that offers a GCSE for those students who enjoy and thrive in 'Life' lessons. It will also prepare students wishing to study social sciences at A-Level.</p>		
<p style="text-align: center;"><b>Future Prospects/Career Options</b></p> <p>Leads into all A-Level social sciences. Seen favourably by employers in many sectors as it shows that you understand different ideas within society and therefore understand people you will be coming into contact with; social work, childcare, nursing, community jobs, care work, human resources, law, politics among many more.</p>		