



Barr Beacon School
'Proud to Succeed'

YEAR 9 PATHWAYS

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GCSE English Language

Course Code: 8700 Contact: Mrs S Muller
Exam/Controlled Assessment: 100% Exam

AQA

Description:

The skills of reading, writing and speaking and listening are of vital importance in many areas, both in the daily world and the world of imagination. These skills are essential in many careers and they underpin successful study at all levels. Pupils will be assessed across two examination papers, each with a reading and writing component. The assessment of writing skills will account for 50% of the overall GCSE and will focus on both fiction and non-fiction based writing styles. Pupils shall enhance their creative imaginations as they craft works of narrative and descriptive writing. Further to this, pupils will explore their own views and opinions through the construction of non-fiction writing, such as writing to persuade and argue, in various formats such as letters, articles and speeches.

The assessment of reading skills will also account for 50% of the overall GCSE. Pupils will develop their analytical skills through the course as they investigate language, structure and form; they will be provided with a range of stimuli in order to develop their understanding of language approaches, including explicit and implicit reading interpretations. Speaking and Listening is a non-exam assessment and, as such, it will be assessed in school but does not contribute to the overall qualification grade. For this component, pupils will be expected to speak using Standard English and conduct a presentation, which is to be followed by a response to appropriately related questions.

Pupils must be able to demonstrate their ability to:

- Read and understand texts, selecting material that is appropriate to its purpose including cross referencing and comparison.
- Develop personal interpretations and perspectives of writers' intentions and craft (making links where necessary to the context of a text).
- Explain and evaluate how writers create different effects using linguistic and figurative devices.
- Write clearly, effectively and imaginatively for a variety of forms and purposes, employing vocabulary that is appropriate to the purpose, task and audience whilst engaging the reader.
- Organise ideas and information through informed and accurate structural choices such as sentences, paragraphs and punctuation.
- Use language to craft deliberate effects and convey precise meanings, ensuring accuracy of spelling and grammar.

Assessment

- Pupils will complete two examinations: one focused on fiction reading and writing, the other focused on non-fiction reading and writing.
- Each exam is 1 hour 45 minutes long.
- Speaking and listening will be assessed but this will not contribute towards the overall grade.
- Speaking and listening is awarded on a Pass, Merit, and Distinction basis.
- This course is not tiered and pupils will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Careers

Any job that requires you to effectively communicate through using reading, writing or verbal skills; such as teaching, journalism, publishing, speech therapy, public relations, marketing and many more!

GCSE English Literature

Course Code: 8702 Contact: Mrs S Muller
Exam/Controlled Assessment: 100% Exam

AQA

Description:

This course is based on the conviction that the study of English Literature should centre on informed personal responses to a range of texts in the genres of prose, poetry and drama. Texts studied will help pupils develop an appreciation of the breadth and power of the English literary heritage whilst shaping personal viewpoints and skills in reading, writing and critical thinking.

The course will also allow pupils to understand how the social, historical and cultural contexts of literary works are significant when informing a critical evaluation. There are many skills that are enhanced by combining this study with English Language, such as reading and writing skills, plus an increased critical approach to language use in fiction texts.

The course aims to enable pupils to connect ideas, themes and issues that stem from real world situations and experiences. Texts we have chosen to study are: A Christmas Carol by Charles Dickens, Romeo and Juliet by William Shakespeare, Blood Brothers by Willy Russell, an anthology of poetry on the theme of 'conflict' and unseen poetry.

Pupils will learn to have:

- A close knowledge and understanding of prose, poetry and drama texts and their contexts.
- An understanding and appreciation of writers' uses of the following: characterisation, theme, plot and setting.
- An understanding of writers' use of language, structure and form to create literary effects.
- A focused and evaluative personal engagement with the literary texts that is both informed and critical.
- An accurate and coherent use of grammar and punctuation.

Assessment

- Pupils will complete two examinations, both of which will be closed text exams (this means candidates cannot take the texts in with them).
- Across the two papers, candidates will be assessed on: a Shakespearean drama text; a 19th Century prose (novel); a modern text in the form of a drama; a collection of poetry from a selected anthology; a comparison of unseen poetry.

Paper one (Romeo and Juliet and Blood Brothers) is 1 hour 45 minutes;

Paper two (A Christmas Carol and Poetry) is 2 hours 15 minutes.

- These units are not tiered and pupils will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Careers

Any job that requires you to effectively communicate through using reading, writing or verbal skills, such as anything in the field of the arts, education, law, publishing, and many more!

GCSE Mathematics

Course Code: 1MA1 Contact: Mr J Davies
Exam/Controlled Assessment: 100% Exam

Edexcel

Description:

This linear GCSE course develops knowledge, skills and understanding of mathematical methods and concepts including: Number, Algebra, Ratio, Geometry, Measures, Statistics and Probability. Pupils use their knowledge and understanding to make connections between concepts, and apply functional elements of mathematics in everyday and real-life situations.

This course gives pupils the opportunity to develop their abilities to acquire and use problem solving strategies, reason mathematically and interpret and communicate mathematical information in a variety of forms.

Assessment

Pupils will be assessed by three written papers each contributing 33.3% to the final grade. Examinations are 1 hour 30 minutes long for both Higher and Foundation, and assess topic areas with the following weightings. Only the first paper is non-calculator, with a scientific calculator being essential for the second and third papers. .

Topic	Foundation	Higher
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and Statistics	15	15

Paper one is non-calculator. A scientific calculator is required for papers two and three.

Careers

Mathematics is essential for any job as it develops general numeracy skills as well as an ability to solve problems and confidently handle data. A GCSE in Mathematics is a basic requirement for most jobs and training courses, including the potential to study at A Level and degree standard. Key careers for Mathematics would include accountancy, research and any type of engineering.

GCSE Combined Science

Course Code: 8464 **Contact:** Mrs Y Hussain & Mr R Francis
Exam/Controlled Assessment: 100% Exam

AQA

Description:

All students must study Combined Science unless they take the option for Triple Science (see later in the booklet).

Combined Science is worth two GCSEs and throughout the course you will study aspects of Biology, Chemistry and Physics. Details of these components cover the next three pages of this prospectus.

Pupils are expected to develop a wide knowledge of science whilst;

- Learning about how Science and its applications are important.
- Producing ideas to test and evaluate and understanding how scientists develop modern ideas.
- Developing skills in communication, mathematics and the use of technology in scientific contexts.

Assessment

Students will sit 6 papers; two for each biology, chemistry and physics. Each of the combined science papers is an 1hr 15min in length and out of 70 marks. Each exam consists of a selection of multiple choice, short answer and long answer responses.

Students are given a double grade based on the total of marks achieve across all 6 papers.

The content of each paper is as follows

Biology	Chemistry	Physics
Paper 1	Paper 1	Paper 1
<ul style="list-style-type: none">• Cell Biology• Organisation• Infection & Response• Bioenergetics	<ul style="list-style-type: none">• Atomic Structure and the Periodic Table• Bonding, Structure and the Properties of Matter• Quantitative Chemistry• Chemical Changes• Energy Changes.	<ul style="list-style-type: none">• Energy• Electricity• Particle Model of Matter• Atomic Structure
Paper 2	Paper 2	Paper 2
<ul style="list-style-type: none">• Homeostasis• Inheritance, genetics and evolution• Ecology	<ul style="list-style-type: none">• Rate and Extent of Chemical Changes• Organic Chemistry• Chemical Analysis• Chemistry of the Atmosphere Using Resources	<ul style="list-style-type: none">• Forces• Waves• Magnetism and Electromagnetism

Careers

Combined Science allows for post-16 A Level study in a range of areas, providing that the grade requirements are met, which will set you up to study science courses at university. For example, you could go into: veterinary sciences, drug development, research and development, pharmacy, microbiology, zoology, agriculture. science also opens door to banking, economics, statistics, business and teaching. Combined Science is not a barrier to accessing any post 16 courses.

GCSE Triple Science

Course Code: Biology - 8461, Chemistry - 8462, Physics - 8463
Contact: Mrs Hussain, Dr A Beattie, Mr G Hester
Exam/Controlled Assessment: 100% Exam

AQA

Description:

Whilst all students must study Combined Science at GCSE, if you are passionate about science and potentially already considering studying science at A Level or beyond, you may choose to take 'Triple Science' where you study all three branches of science as separate GCSE subjects. By selecting this option, you will study additional content in Biology, Chemistry and Physics which will further prepare you for studying individual sciences at an advanced level.

In Biology, additional content will include plating microorganisms, negative feedback loops, the eye, the brain, and further ecology. In Chemistry, additional content will include nanotechnology, more challenging maths in chemistry, fuel cells and batteries, detailed organic chemistry, and ion testing. In Physics, additional content will include lenses, static electricity, nuclear fission and fusion, transformers, and space physics.

As we go into greater depth of the topics covered, the Triple Science option is more rigorous and challenging than the Combined Science course and we reserve the right to make recommendations about options based on performance in KS3 Science, Maths and English.

Assessment

Students will sit 6 papers; two for each biology, chemistry and physics. Each of the combined science papers is an 1hr 45min in length and out of 100 marks. Each exam consists of a selection of multiple choice, short answer and long answer responses.

Students are given a grade for each science based on their total mark for the 2 papers.

The content of each paper is as follows

Biology	Chemistry	Physics
Paper 1	Paper 1	Paper 1
<ul style="list-style-type: none">• Cell Biology• Organisation• Infection & Response• Bioenergetics	<ul style="list-style-type: none">• Atomic Structure and the Periodic Table• Bonding, Structure and the Properties of Matter• Quantitative Chemistry• Chemical Changes• Energy Changes.	<ul style="list-style-type: none">• Energy• Electricity• Particle Model of Matter• Atomic Structure
Paper 2	Paper 2	Paper 2
<ul style="list-style-type: none">• Homeostasis• Inheritance, genetics and evolution• Ecology	<ul style="list-style-type: none">• Rate and Extent of Chemical Changes• Organic Chemistry• Chemical Analysis• Chemistry of the Atmosphere Using Resources	<ul style="list-style-type: none">• Forces• Waves• Magnetism and Electromagnetism• Space

Careers

Studying Triple Science is not essential to studying the subjects at A level.

As with Combined Science, studying Triple Science at GCSE sets you up to go on to careers in healthcare, material sciences, pharmaceuticals, engineering, technology, medicine, dentistry, education, as well as many more!

GCSE History

Course Code: 8145 Contact: Mrs R Foster
Exam/Controlled Assessment: 100% Exam

AQA

Description:

Historians are often asked: 'What is the use or relevance of studying history?' and 'Why on earth does it matter what happened long ago?' The answer is that history is inescapable. It studies the past and the legacies of the past in the present. Far from being a 'dead' subject, it connects things through time and encourages its students to take a long view of such connections. The AQA GCSE History specification is relevant and engaging for pupils and it also helps them to stimulate their interest in history. GCSE History takes four approaches: one thematic study, which enables pupils to understand change and continuity across a long sweep of history; one period study which allows pupils to focus on a timespan of at least 50 years; two depth studies (one British and one European/wider world) which enables pupils to focus on a short time span, and lastly a study of the historic environment which enables pupils to focus on a particular site in its historical context. Pupils will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation.

Assessment

The assessments are broken into two papers that are 2 hours each:

Paper 1: Understanding the Modern World Helps pupils to understand key developments and events in modern world history.

Section A: Period studies (25%)- Germany 1890-1945

Section B: Wider world depth studies (25%)- Conflict & Tension: The First World War 1894-1914

Paper 2: Shaping the Nation Enables pupils to understand key developments and events in the history of Britain.

Section A: Thematic studies (25%)- Britain: Health and the People c.1000-present day

Section B: British depth studies with the historic environment (25%)- Restoration England 1660-1685

Careers

History gives pupils a range of skills that are transferable to most university courses and job roles including problem solving, critical thinking, persuasive writing, confidently and coherently explaining your views and ideas, analytical thinking, presenting innovative ideas and being open-minded. Employers look for history students because they are able to apply these skills in a range of situations and contexts. Pupils who have studied history go into a number of different areas of further study and employment. Some jobs that use skills and subject knowledge in history are teaching, media, law, management, medicine, nursing, accounts, business, hospitality and journalism.

GCSE Computer Science

Course Code: J277 Contact: Mr J Lawrence
Exam/Controlled Assessment: 100% Exam

OCR

Description:

This qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding, but also to engage learners and get them thinking about real world application.

Pupils will learn about and explore the effectiveness of computer programming and the impact that this has in today's society. The course gives a real, in-depth insight into how computer technology works. Pupils will be encouraged to understand and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. They will understand the impact of technology on the individual and wider society and will be encouraged to think creatively, innovatively, analytically, logically and critically.

Pupils who want to go on to higher education and employment using computing will find that this course provides the perfect platform.

The course is suitable for pupils who:

- Have a keen interest in and aptitude for maths and problem-solving.
- Enjoy programming.
- Have a keen interest in Computer Science.
- Have a keen interest in further education / a career in the field of computing.

Assessment

The course content is assessed in **two** separate units

1. Computer Systems (50% exam)
2. Computational Thinking, Algorithms and Programming (50% exam)

Careers

Pupils could enter careers including software developer, games developer, programmer, cyber security, robotics, analyst, computer engineer, network engineer, database designer.

GCSE French

Course Code: 1FR0 **Contact:** Mr J Brocklebank
Exam/Controlled Assessment: 100% Exam

Edexcel

Description:

GCSE French is an exciting opportunity for pupils to build on the language skills they have developed throughout Key Stage 3. It is designed to encourage pupils to be able to communicate confidently both in written and spoken French in a range of different scenarios. The GCSE course blends cultural knowledge about French-speaking countries alongside extending pupils' grammar and vocabulary abilities to create proficient and confident linguists. The specification is designed with a significant focus on developing spontaneous speech to ensure that pupils can apply their language skills in real life scenarios.

Taking GCSE French offers pupils the chance to develop a wide variety of skills that are much sought after in a variety of different disciplines. The course develops outward-looking, self-regulating, independent and confident learners. It encourages pupils to develop their communication and presentation skills as well as develop an empathetic and understanding worldview. A language qualification often sets pupils apart at interviews, as employers know they will have excellent attention to detail and be self-motivated.

The course is divided into five separate themes:

Theme 1: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

- Holidays: preferences, experiences and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme 3: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips, events and exchanges

Theme 4: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs, careers and professions

Theme 5: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessment

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Understand and respond to different types of spoken language

AO2 Communicate and interact effectively in speech

AO3 Understand and respond to different types of written language

AO4 Communicate in writing

Exam Structure:

25% Listening (Paper 1)

25% Speaking (Paper 2)

25% Reading (Paper 3)

25% Writing (Paper 4)

Pupils will be examined in all four papers on either the Foundation or Higher tier.

Careers

Languages can be very beneficial in a variety of different careers – some where you will use the language actively every day and some where having a language is desirable and makes you a more employable candidate. Some areas where a language is highly sought after are:

Teaching, translator, interpreter, tour guide, tourism and hospitality, airline pilot, flight attendant, journalist, government employee, working for the embassy/foreign office, politics, university researcher, law, business and trade.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

GCSE German

Course Code: 1GN0 **Contact:** Mr J Brocklebank

Exam/Controlled Assessment: 100% Exam

Edexcel

Description:

GCSE German is an exciting opportunity for pupils to build on the language skills they have developed throughout Key Stage 3. It is designed to encourage pupils to be able to communicate confidently both in written and spoken German in a range of different scenarios. The GCSE course blends cultural knowledge about German-speaking countries alongside extending pupils' grammar and vocabulary abilities to create proficient and confident linguists. The specification is designed with a significant focus on developing spontaneous speech to ensure that pupils can apply their language skills in real life scenarios.

Taking GCSE German offers pupils the chance to develop a wide variety of skills that are much sought after in a variety of different disciplines. The course develops outward-looking, self-regulating, independent and confident learners. It encourages pupils to develop their communication and presentation skills as well as develop an empathetic and understanding worldview. A language qualification often sets pupils apart at interviews, as employers know they will have excellent attention to detail and be self-motivated.

The course is divided into five separate themes:

Theme 1: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

- Holidays: preferences, experiences and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme 3: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips, events and exchanges

Theme 4: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs, careers and professions

Theme 5: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessment

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Understand and respond to different types of spoken language

AO2 Communicate and interact effectively in speech

AO3 Understand and respond to different types of written language

AO4 Communicate in writing

Exam Structure:

25% Listening (Paper 1)

25% Speaking (Paper 2)

25% Reading (Paper 3)

25% Writing (Paper 4)

Pupils will be examined in all four papers on either the Foundation or Higher tier.

Careers

Languages can be very beneficial in a variety of different careers – some where you will use the language actively every day and some where having a language is desirable and makes you a more employable candidate. Some areas where a language is highly sought after are:

Teaching, translator, interpreter, tour guide, tourism and hospitality, airline pilot, flight attendant, journalist, government employee, working for the embassy/foreign office, politics, university researcher, law, business and trade.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html>

GCSE Geography

Course Code: 8035 Contact: Miss K Mills
Exam/Controlled Assessment: 100% Exam

AQA

Description:

"Geography is the big picture subject of our times," The London Publishing Partnership. Geography helps you make sense of the world around you. It is hands on, it is relevant and it is fun! The current GCSE course offers a good mix of topics such as natural hazards, tropical rainforests, urban environments and development to name but a few. The course will give you the chance to get to grips with some big questions which affect our world and understand the social, economic, environmental and political forces that shape and change our planet. There are so many ways of learning geography. It is very practical with opportunities to learn new skills such as modern computer-based mapping, map skills, interpretation skills, fieldwork skills, presenting and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside of the classroom is a really important part of geography. Two fieldwork excursions offer a brilliant opportunity to experience some of the things you have learnt about in class out in the real world. There has never been a better time to study geography so make the choice to go places by taking geography at GCSE.

Paper 1: Living with the physical environment (35% of GCSE)	Paper 2: Challenges in the human environment (35% of GCSE)	Paper 3: Geographical applications (30% of GCSE)
Topic 1: The challenge of natural hazards (a range of hazards and extreme weather including volcanoes, earthquakes and hurricanes)	Topic 1: Urban issues and challenges (we investigate the slums/favelas in Rio de Janeiro)	Topic 1: Issue evaluation
Topic 2: The living world (Tropical Rainforests and Deserts)	Topic 2: The changing economic world (topics include, changing population structure, uneven development and Fair Trade)	Topic 2: Fieldwork
Topic 3: Physical landscapes in the UK (Rivers and Coasts)	Topic 3: The challenge of resource management	Topic 3: Geographical Skills

Careers

Geography qualifications can support careers or further study in these areas: Urban planner or community development, cartographer, GIS specialist, climatologist, logistics, infrastructure management, environmental management, writer or researcher, emergency management, risk strategist, demographer, retail marketing, aid and charity work, information specialist, data analyst, business analyst, conservation officers, real estate sales and appraisals, surveyors, teaching, travel and tourism, climate change analyst, meteorologist, diplomat, lecturer, TV researcher.

GCSE Art & Design

Course Code: J170 Contact: Miss K Thompson
Exam/Controlled Assessment: 40% Exam
60% Controlled Assessment

Description:

Are you interested in starting a career within the creative industry? Are you keen to develop your practical skills in the exciting field of art and design, preparing you for industry or higher education? Do you dream of being an artist, architect or graphic designer? Are you always doodling, wanting to produce more detailed artwork?

Through a combination of practical and theory activities you will acquire a range of creative skills. You will complete two Art projects which explore multi disciplines to prepare you for Britain's expanding design industry. In your projects you will use various materials, techniques and processes and be challenged to achieve a high level of skill by passionate teachers of design. Some of the workshops we complete in lessons are: tonal and colour pencil drawing, paint application, photography, three-dimensional design, digital design and much more. Throughout the course there may be opportunities to visit national galleries, museums and shows including in London and Birmingham.

Assessment

- Unit 1 (60% of the qualification) Pupils are required to produce a portfolio of work showing their personal response to a scenario. Pupils will carefully select, organise and present their work and should show a range of recording skills. Pupils should explore various materials, techniques and processes, showing their journey from a starting point to a final outcome.

- Unit 2 (40% of the qualification) This is an externally set task that pupils will complete during the second year of the course. Pupils will have the option to choose one of five themes to develop a project to a final outcome and they will complete preparatory work before completing a final outcome in a 10-hour supervised exam.

Pupils are assessed against the following assessment objectives:

AO1 - Develop (Critical understanding)

AO2 - Refine (Experimenting with materials, techniques and processes)

AO3 - Record (Observations and insights)

AO4 - Present (Personal and meaningful response) Careers: The number of creative jobs in the UK totalled 2.8 million last year, including Art and Design.

Careers

The careers open to the artistically minded individual are nearly infinite. Art and Design gives you the skills to go into a wide variety of different fields. Art can lead pupils into careers such as: Fine Artist, Architect, Interior designer, Tattoo artist, Graphic Designer (web design, editorial design), Art Therapist, Illustrator, Photographer (photojournalist, documentary photographer, fashion photographer), Curator, Practicing Artist (painter, printmaker, ceramicist, glass blower).

Vocational Hospitality & Catering

Course Code: 5569QA Contact: Miss S Webber
Exam/Controlled Assessment: 40% Exam 60%
Controlled Assessment

WJEC

Description:

Hospitality and Catering is an exciting and creative course which focuses on practical cooking skills and theoretical concepts to provide pupils with the opportunity to develop a thorough understanding of the hospitality and catering industry. The structure of this course has been designed to develop the knowledge and understanding pupils have in relation to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There will be the opportunity to learn about issues related to nutrition, food safety and how successful hospitality and catering businesses operate. Pupils will also have the opportunity to develop their food preparation, cooking and presentation skills as well as transferable skills of problem solving, organisation, time management, planning and communication.

Assessment

The course is assessed through the completion of two separate units detailed below;

Unit 1- The Hospitality and Catering Industry. This unit focuses on building industry knowledge to equip pupils with the knowledge and understanding of the procedures and processes that should be in place in a hospitality and catering business. This is a 90-minute written examination and forms 40% of your total grade

Unit 2- Hospitality and Catering in Action. This unit focuses on the pupil's ability to apply knowledge that they have been taught by planning, preparing, cooking, and presenting two nutritional dishes which meet a design brief given to them. This is a piece of controlled assessment completed in school that will include a 3-hour practical task and an accompanying written portfolio. This forms 60% of your total grade

Careers

Studying Hospitality and Catering is a great grounding for many career paths within the food and catering industry, which would include: Food product development, chef, dietician, sports nutrition, food and beverage manager, operations manager, hotel/restaurant manager, teacher, environmental health officer, armed forces personal, product designer, food scientist, food stylist, marketing, agricultural farmer, aquaculture specialist, events manager and many more!

BTEC Child Development

Course Code: 603/7058/0 Contact: Mrs K Wozniak &
Mrs K Gwatkin
Exam/Controlled Assessment: 40% Exam,
60 % Controlled Assessment

Pearson

Description:

This course is aimed at pupils who may have an interest in or are considering a future career working with children. The Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

Component 1: Children's Growth and Development

Young children develop skills and abilities and grow at different rates, although they usually follow the same pattern of development. This unit will explore how aspects of growth; weight, height and head circumference are measured from birth to 5 years old and why it's important it's recorded. Students will learn the roles and responsibilities of individuals involved in measuring and monitoring growth and development in infants and young children. The unit also develops knowledge and understanding of children's development across five areas of development – physical, intellectual, communication and language, social, and emotional. In each area, there are expected patterns of development for children of different ages. These patterns are sometimes referred to as milestones. It is important to recognise that there are physical, environmental and socioeconomic factors that can have an impact on a child's development.

Component 2: Learning Through Play

Play can be enjoyable and motivating for children of all ages. It is important in helping children to learn new skills and gain knowledge. Between birth and five years old, children play in different ways so it is essential that they are given play opportunities that challenge them and engage them in learning new skills. In this component, pupils will look at the different stages of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning.

Component 3: Supporting Children to Play, Learn and Develop

Every child is special and unique and will develop skills and knowledge at different rates. Some children are affected by individual circumstances, which can have an impact on how they learn and develop compared with their peers. This component will develop pupils' knowledge and understanding of the individual circumstances that can have an impact on a child's learning and development. Pupils will learn about the physical, cognitive and intellectual, communication and language, social, and emotional circumstances that children may experience. Pupils will also investigate the role of the adult in making sure that all children are safe when engaging in play activities.

Assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments and component 3 is assessed through a single external assessment (written exam paper).

BTEC Performing Arts (Dance)

Course Code: 603/7020/8 Contact: Mrs L Parkes
Exam/Controlled Assessment: 40% Exam
60% Controlled Assessment

WJEC

Description:

BTEC Performing Arts - Dance is for pupils who want to acquire technical knowledge and skills through vocational contexts by studying Dance. The course is a combination of practical and theoretical assessment where pupils study a range of three different dance styles. During the course, pupils will learn about the production elements of a dance show and will learn how to organise and plan features such as set design, lighting and costume. They will perform as a group and will take a role in organising all aspects of the production in addition to performing. Pupils will also learn about how to prepare for a career as a dancer, learning how to best demonstrate their dance skills to potential employers.

Assessment

Pupils will complete three components.

Component 1 and 2 are internally assessed and externally moderated units and will be teacher-led through the completion of a number of coursework activities completed under controlled conditions. These include written assignments and the delivery of presentations.

Component 3 is an externally assessed unit will be completed under controlled conditions, consisting of three written assessments and one practical.

The titles of the components are: **Component 1: Exploring the Performing Arts** (Internal)
Component 2: Developing Skills and Techniques in the Performing Arts (Internal) **Component 3: Responding to a brief** (External)

Careers

Studying BTEC Dance can lead to a range of career paths including; professional dancer, choreographer, fitness instructor, teacher, theatre manager, dance therapy, dance journalism, sports coach, sport and dance development officer.

GCSE Textiles

Course Code: J174 Contact: Miss C Smith
Exam/Controlled Assessment: 40% Written Exam |
60% Controlled assessment

WJEC

Description:

If you are interested in textiles, art, fashion, craft or interior design, then this is a great course for you. This GCSE provides a broad experience of Art and Textiles and is an excellent foundation for further studying creative courses.

This new exciting course offers pupils the opportunity to discover:

- Fashion design
- Printed and dyed fabrics
- Stitched/embellished textiles
- Printed fabrics
- Soft furnishings
- Constructed and digital textiles
- Construction of clothing

Pupils will gain insights into the practices of individuals, organisations and creative industries, focusing on the creation of woven, knitted and stitched products and artwork. As a class we will discuss and take inspiration from the work of historical and contemporary designers, discovering a variety of techniques such as: surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, appliqué and collage. Throughout the course, you will be encouraged to exhibit your work and may have the opportunity to visit national galleries, museums and shows. All pupils studying textiles will be challenged to achieve a high level of skill by a passionate teacher of design.

Assessment

60% of total GCSE – Portfolio (120 marks)

You will complete a Textiles project in an A3 portfolio. This will be based around a theme which you can choose and you will work towards completing a final piece. This is a fantastic opportunity to explore areas of textiles that you are interested in, where you can make the project personal to you. You will complete this in Year 10 and 11.

40% of total GCSE - Set Task (80 marks)

You will get to choose from 5 themes to complete a project on given by the exam board. You will then produce a mini project on large sheets and submit one final piece. You will complete this in Year 11.

Careers

There are so many amazing opportunities to go into after the Textiles GCSE. These creative careers all look for Textiles GCSE when applying.

- Fashion designer
- Textile designer
- Garment technologist
- Stylist
- Artist
- Visual Merchandiser

BTEC Digital IT

Course Code: 603/2740/6 **Contact:** Mr J Lawrence
Exam/Controlled Assessment: 40% Exam |
60% Controlled Assessment

WJEC

Description:

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for students who want to acquire sector-specific applied knowledge and skills by studying project planning, data management, data interpretation, data presentation and data protection as part of their learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden experience and understanding of the varied progression options available.

There is a clear progression onto Level 3 study for pupils who want to explore digital information technology further. The course is differentiated for grading across both Level 1 and Level 2 and maps to the 9 – 1 GCSE grades

The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- Process that underpins 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

Component 1 and Component 2 are formal assignments completed across 7 lessons under exam conditions. Component 3 will be a formal externally assessed exam.

Assessment

Component 1: Exploring User Interface Design Principles and Project Planning Techniques – Pearson Set Assignment (PSA) - 30%

Component 2: Collecting, Presenting and Interpreting Data – Pearson Set Assignment (PSA) - 30%

Component 3: Effective Digital Working Practices - Externally assessed exam - 40%

Careers

Network consultant, cyber security expert, IT technician, ethical hacking – e.g working for GCHQ, web development.

BTEC Performing Arts (Drama)

Course Code: 603/7054/3 **Contact:** Mrs L Wibberley
Exam/Controlled Assessment: 40% Exam |
60% Controlled assessment

WJEC

Description:

BTEC Performing Arts – Drama is for pupils who want to acquire technical knowledge and skills through vocational contexts with a focus on acting and directing. The course is a combination of practical and theoretical assessment where pupils study a range of theatre styles through different performance repertoire ranging from naturalism to more abstract genres of theatre. During the course, pupils will learn about the production elements of theatre and will learn how to organise and plan features such as set design, lighting and costume. They will also have opportunity to experience theatre-making as a group and will take a role in organising all aspects of a production either scripted or self-devised in addition to performing. Pupils will also learn about how to prepare for a career as an actor, director or as part of a production team in the performing arts industry, learning how to best demonstrate their skills to potential employers.

Assessment

Component 1 and 2 are internally assessed and externally moderated units and will be teacher-led through the completion of a number of coursework activities completed under controlled conditions. These include written assignments and the delivery of presentations.

Component 3 is an externally assessed unit will be completed under controlled conditions, consisting of three written assessments and one practical.

The titles of the components are:

Component 1: **Exploring the Performing Arts** (Internal)

Component 2: **Developing Skills and Techniques in the Performing Arts** (Internal)

Component 3: **Responding to a brief** (External)

Careers

Studying BTEC Drama can lead to a range of career paths including; Stage Management, Teaching, TV presenting, Writing, Broadcast Journalism, Cinematography, Theatre Production, Arts Administration, Social and Youth Work, Circus Performing, Newspaper Journalism, Drama Therapy, Events Management, Leisure and Tourism, Psychology, Paramedics, Film Production and Law.

BTEC Enterprise

Course Code: 603/1916/1 **Contact:** Miss S Martin
Exam/Controlled Assessment: 40% Exam |
60% Controlled assessment

Edexcel/
Pearson

Description:

The content is presented as three distinct Components which cover a breadth of learning about Business.

Component 1: Exploring Enterprises

Learners will understand:

How and why enterprises and entrepreneurs are successful
Customer needs and competitor behaviour through market research
How the outcomes of situational analyses may affect enterprises

Component 2: Planning and Presenting a Micro Enterprise Idea

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Component 3: Promotion and Finance for Enterprise

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Assessment

Component 1: Exploring Enterprises

Assessment: Coursework based - Internal with external moderation.
Weighting: 30% of qualification.

Component 2: Planning and Presenting a Micro Enterprise Idea

Assessment: Coursework based - Internal with external moderation.
Weighting: 30% of qualification.

Component 3: Marketing and Finance for Enterprise

Assessment: External examination.
Weighting: 40% of qualification.

Careers

The course lends itself well to those that want to consider taking Business at Level 3 in Sixth Form or at a college. The course will enable pupils to access careers and roles in any business in many functional areas such as Finance, Accounting, Investment Banking, Innovation, Marketing and Human Resources. It also encourages ideas and ways of setting up your own enterprise or business.

BTEC Health and Social Care

Course Code: 603/7047/6 **Contact:** Miss R Llewellyn
Exam/Controlled Assessment: 40% Exam |
60% Controlled assessment

Pearson

Description:

BTEC Health and Social Care is for pupils who want to acquire technical knowledge and technical skills through a vocational context. The qualification gives pupils the opportunity to develop sector specific knowledge and skills in a practical learning environment. The course focuses on a number of areas of equal importance, which cover the:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Assessment

The course is assessed through the completion of three components as detailed below;

Component 1 – Human Lifespan Development – One internally assessed assignment.

Component 2 – Health and Social Care Services and Values – One internally assessed assignment.

Component 3 – Health Wellbeing – One external assessed exam – two hour duration.

Careers

Many of the pupils studying this qualification go on to study Health and Social Care at post 16, either at our Sixth Form or college. The course is aimed at pupils who have an interest in pursuing a career in a range of areas including; nursing, midwifery, teaching, social work, probation services and other caring professions.

BTEC Music Practice

Course Code: 603/7055/5 Contact: Miss S Chater
Exam/Controlled Assessment: 40% Exam | 60% Controlled Assessment

WJEC

Description:

The skills developed through music education are integral to many roles in the creative industries. The music industry in the UK is a world-leading industry and major British export, influencing the musical landscape globally. In BTEC Music Practice, the curriculum is designed for students to develop an understanding of roles and responsibilities in the music industry and to develop their skills in performing, composing or music production, helping students to develop transferable skills as well as the most in demand skills in the music industry. The Award gives learners the opportunities to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the: Throughout the course learners will:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- Attitudes that are considered most important in the music sector, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles

The course is suitable for:

A pupil passionate about music who wants to take a hands-on approach in learning about the subject. They will need to already be a competent standard on their instrument or voice. A successful learner will be a creative thinker and good at teamwork. It will also help to have strong ICT skills and to be keen to develop them further. Assessment: The qualification comprises of three components which are either internally or externally assessed.

Component	Title	Level	Assessment
1	Exploring Music Products & Styles	1/2	An internally set project, externally moderated.
2	Music Skills Development	1/2	An internally set project, externally moderated.
3	Responding to a Commercial Music Brief	1/2	An exam project set by Pearson exam board; external synoptic

Careers

Higher education courses such as degrees in popular music, music composition, music technology and music business, session musician, orchestra performer, peripatetic music teacher, instrumental teacher, music examiner, recording studio artist, music producer, orchestral manager, composer, video game music composer, music librarian, performing artist, freelance musician, musical theatre performer, pit band musician, armed forces musician, private teacher, music producer, music transcriber, music therapist, radio manager and even instrument maker and repairer. The BTEC Tech Award primarily allows students to progress into further academic music study or into further vocational development, depending on what the learner is interested in pursuing.

GCSE Physical Education

Course Code: 1PE0 Contact: Mr J Billingham or Miss E Hanson
Exam/Controlled Assessment: 60% Exam | 40% Controlled Assessment

WJEC

Description:

This course is suitable for pupils who are currently competing in competitive sport outside of school for at least 1 sports team. This course will look to develop the knowledge and understanding of a number of key areas which underpin physical activity and performance at both grassroots and elite level. Pupils will develop a theoretical understanding of anatomy and physiology, movement analysis and physical training. This knowledge will enable a performer to modify their training to experience improvement in performance over time. Pupils will also study factors underpinning participation and performance in physical activity and sport.

Pupils will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and well-being and how these can impact on their own performance. Pupils will also develop an understanding of sports psychology, assessing factors which can inhibit performance or participation, whilst also discovering methods which will allow them to overcome these factors to improve the effectiveness of a performance over time. Pupils will be expected to perform in a range of different sports and activities. They will be expected to perform skills in isolation (skill based), and in competitive (performance) based situations where they will be assessed for their level of practical ability.

Assessment

Component 1: 1hr 45mins (Written Examination) This unit of work is based around understanding the body systems and how they support the body during physical activity. It will also assess understanding on fitness training, showing knowledge of how performance and fitness can be improved for individuals in a range of different scenarios. The assessment is out of 90 marks and consists of multiple choice, short-answer and extended writing questions. For extended writing questions pupils will be expected to draw upon their full knowledge in relation to the question focus, coming to a reasoned judgement in order to answer the specific requirement of the question.

Component 2: 1hr 15mins (Written Examination) This unit will assess the understanding of how to be healthy and how performance can be improved through psychological means, usually by a coach. This assessment is out of 70 marks and consists of multiple choice, short answer and extended writing questions. For extended writing questions, pupils will be expected to draw upon their full knowledge in relation to the question focus, coming to a reasoned judgement in order to answer the specific requirement of the question.

Component 3: Practical Assessment In this unit pupils will be practically assessed in 3 different sports. For each sport they will be able to achieve 35 marks, 105 in total. This is broken up into isolated skill-based assessment and competitive performance-based assessment. Assessment may take place over a number of sessions up to a combined duration of 12 hours. A list of sports that are acceptable can be found on the exam board website.

Component 4: Personal Exercise Programme (PEP) The purpose of this component is to assess pupils' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity. Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity. They will then complete a 1500 word assignment. They will have to show pre-PEP fitness and performance scores, complete a 6week training programme and then evaluate and analyse their programme post PEP to assess whether they have seen improvements in their fitness and performance. This is marked out of 20 and is worth 10% of the overall course.

Careers

Sports scientist, coach, fitness instructor, sports doctor, physiotherapist, sports psychologist, sports massage therapy, sports journalist.

GCSE Philosophy and Ethics

Course Code: 8062 **Contact:** Mrs C Trainor
Exam/Controlled Assessment: 100% Exam

AQA

Description:

Philosophy and Ethics encourages pupils to look at the world around them in a completely new way and make them ponder the big questions in life, such as "Is there really a God?", "Is there a right or wrong way to act?", "Is there life after death?" In studying Christianity, Sikhism, Philosophy and Ethics pupils will be able to learn about different religious beliefs and religious practices such as pilgrimage, sacraments, reincarnation and karma. Alongside this, pupils reflect on and develop their own values, beliefs and attitudes in exploring different religious beliefs and get involved in debate, often reflecting on controversial topics. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues such as animal testing, abortion and relationships.

This course is suitable for pupils who want to explore the views and beliefs on what is right and wrong, looking at and debating contemporary issues in society. They must be able to apply different religious beliefs to issues in society and look at answering difficult questions in life such as "why are we here?". Pupils must also be able to consider different religious and non-religious perspectives on key issues in our world. This course would be suitable for pupils who enjoy debate and discussion, pupils who are logical thinkers, who can discuss topics and reach conclusions; those who can provide persuasive arguments and those who get involved in debates and get their point across confidently.

Assessment

Assessment consists of two written exams at the end of the course. Paper 1: Beliefs, teachings and practices of Christianity and Sikhism. Paper 2: Religious, philosophical and ethical studies themes.

Careers

Philosophy and Ethics equips you for almost any career path. It develops a range of skills that you will need in almost every job such as problem-solving, empathy, critical thinking and logical decision making. Employers agree Philosophy and Ethics pupils have skills that make them very valuable in the workplace. It is also important because it builds character and develops soft skills that employers look for, such as communication, initiative and social interaction.

Jobs could include: Teaching, law, social work, health work, childcare, local government, journalism, medicine, business and accountancy.

GCSE Psychology

Course Code: 8182 Contact: Mrs R Juss/ Miss C Barber
Exam/Controlled Assessment: 100% Examination

AQA

Description:

Psychology is the scientific study of the mind and behaviour. It investigates why people behave the way that they do. Psychologists try to bring about change and help people with difficulties by coming up with solutions and creating treatments using psychological research.

Following the new specification, pupils will have the opportunity to explore the following topics:
Paper 1: Cognition and Memory; Perception, Development and Research Methods.

Paper 2: Social context and behaviour, Social Influence, Language, Thought and Communication, Brain and Neuropsychology and Psychological Problems.

Pupils must demonstrate their ability to:

- Work independently and show a proactive approach to learning.
- Write in full prose and have a concise writing style.
- Look at and analyse data.
- Work as part of a team within a class.
- Be able to discuss their opinion on psychological concepts.

The course is suitable for pupils who:

Are interested in finding out more about how the human mind works and how psychological concepts can be applied to our everyday lives. A good level of written communication and English is required. Psychology also involves many biological concepts and mathematical content and therefore students must expect to use and apply their Maths and Science (biology) knowledge within lessons.

Assessment

Pupils will follow the AQA specification which comprises of two papers which carry equal marks. Pupils will be examined on both papers at the end of Year 11. Pupils will be assessed on their knowledge and understanding of the subject area together with their ability to critically analyse and evaluate key studies and theories. They will also be assessed on their ability to design, conduct and report on psychological experiments through the use of research methods. The exam consists of a variety of question styles including multiple choice, short answer and extended writing. Careers: Psychology is good for anyone who wants to work with people in the future as it will give you a greater understanding of how people interact together. Other possible career paths include: Clinical Psychology: working directly with people with mental health issues as well as conducting assessments, designing and carrying out therapies. Forensic Psychology: studying offending behaviour through work in the police, prison or probation service. Educational Psychology: applying theory to young people in education, examining learning difficulties as well as social and emotional problems.

GCSE Sociology

Course Code: 8192 Contact: Miss M Gill
Exam/Controlled Assessment: 100% Examination

AQA

Description:

Sociology is the study of society. By that, we mean all of the influences on us which make us act in the way we do. Sociologists try to understand human behaviour and, to do this, they also try to understand how other people affect us. Ultimately, the course should enable pupils to use their knowledge of the world in which they live and their ability to understand and analyse it critically.

This course would be suitable for pupils who have a keen interest in current affairs and the society we live in. Sociology involves a lot of discussion and debate and an opportunity to bring your own life events and ideas into the classroom in a way you might not be able to with other subjects. Sociology is exciting, interesting and relevant to students' lives. This course encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

The course consists of six main themes: Studying Society; Education; Families; Crime and Deviance; Social Stratification and Research Methods. During the course pupils develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

Assessment

Assessment consists of two written exams at the end of the course.

Paper 1: The Sociology of Families and Education.

Paper 2: Crime and Deviance and Social Stratification.

Careers

There are many careers where a qualification in sociology is useful. For example, many sociologists go into social work – community projects, charity work, welfare advisors and other areas of social services. Other careers are civil service, prison officers, journalists, police and teaching. A qualification in Sociology will provide you with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers.

BTEC Tech Award Level 1/2 in Sport

Course Code: 603/7068/3 Contact: Mr J Billingham
Miss E Hanson

Exam/Controlled Assessment: 40% Exam
60 % Controlled Assessment

Description:

This course is designed for pupils who have a keen interest in working with others within sport and exercise in order to influence a positive change in performance and exercise.

Within Component 1 learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 focuses on learning about sport through participation as a player, understanding the roles of an official and learning about practical ways to improve other participants' sporting performance. This will help you to develop your own sporting skills as well as give you a good understanding of the rules of the sport so that you are able to adhere to these rules when participating. In addition, it will also help you to understand and apply different methods to improve other participants' sports performance.

Component 3 will develop learners' theoretical understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. Learners will gain an appreciation and understanding of the different fitness components, fitness tests, training methods and training principles that can be incorporated into their training regime to further enhance and improve their sports performance

Assessment

Component 1: Internal written assessment on 'Preparing Participants to take Part in Sport and Physical Activity' 30% of the course.

- Learning Aim A: Explore types and provision of sport and physical activity for different types of participant
- Learning Aim B: Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Learning Aim C: Be able to prepare participants to take part in sport and physical activity

Component 2: Internal written assessment on 'Taking Part and Improving Other Participants Sporting Performance' 30% of the course.

- Learning Aim A: Understand how different components of fitness are used in different physical activities
- Learning Aim B: Be able to participate in sport and understand the roles and responsibilities of officials
- Learning Aim C: Demonstrate ways to improve participants sporting techniques.

Component 3: External written exam on 'Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity' 40% of the course, 1hr 30minute exam.

Careers

Sport scientist, coach, fitness instructor, sports doctor, physiotherapist, sports psychologist, sports massage therapy, sports journalist.

BTEC Level 2 Tech Award in Creative Media Production

Course Code: 603/7053/1 Contact: Miss F Watson
Exam/Controlled Assessment: 40% Controlled
Assessment | 60% External Assessment

Pearson
Edexcel

Description:

The skills developed through an education in creative media are integral to many roles within the creative sector with a focus on film and television production. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthrall, intrigue and affect audiences. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019 and has grown by 7.4 per cent since 2017, a rate of growth five times that of the overall UK economy.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop and apply knowledge and skills in the following areas:

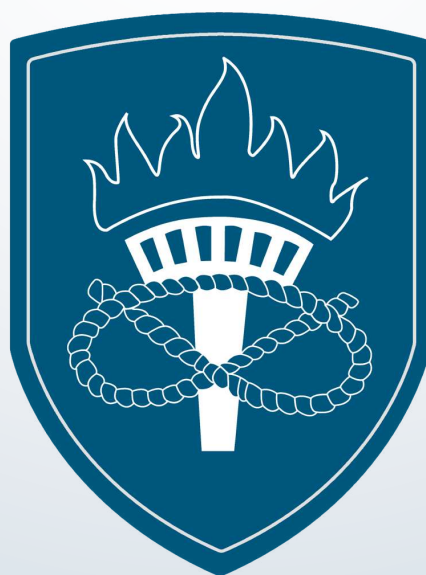
- development of key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication
- knowledge that underpins an effective use of skills, processes and attitudes in the sector, such as production processes and techniques.

Pearson BTEC Level 1/2 Tech Award in Creative Media Production				
Component	Title	GLH	Level	Assessment
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	External Synoptic

Careers

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Media which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.



Old Hall Ln
Aldridge
Birmingham
Walsall
WS9 0RF