

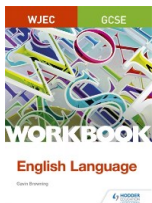
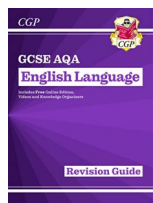
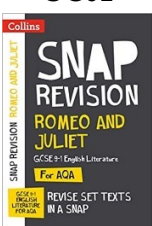

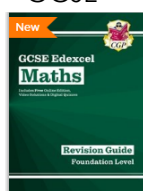
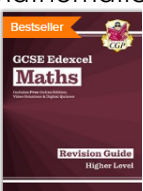
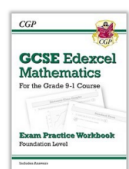
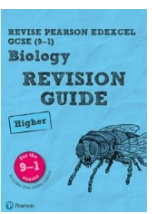

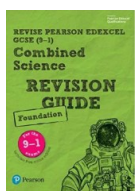

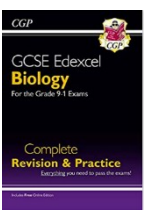
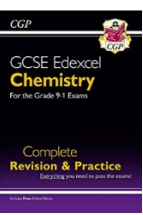
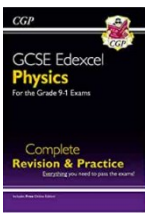


Millfield Science & Performing Arts College Options Booklet 2023



Millfield Science & Performing Arts College, Belvedere Road, Thornton Cleveleys FY5 5DG

Recommended revision guides/materials for Core Subjects

Type of qualification - GCSE, BTEC	Name of Subject	Awarding Body	Recommended Revision Guide
GCSE 	English Language	AQA 	New GCSE English Language AQA Revision Guide - includes Online Edition and Videos: ideal for the 2023 and 2024 exam https://www.amazon.co.uk/GCSE-English-Language-Revision-Guide/dp/1782943692
GCSE 	English Literature 	AQA	<i>Collins Snap Revision</i> for all of the sets texts to include: A Christmas Carol, Love and Relationships Poetry, Power & Conflict poetry, An Inspector Calls and Blood Brothers. Also the revision cards which can be bought at the following link are VERY popular with our GCSE lit students: https://flipsocards.com/
GCSE 	Mathematics 	Edexcel 	A large selection of CGP revision guides are available and can be bought direct from the publishers or Amazon. https://www.cgpbooks.co.uk/secondary-books/gcse/maths
GCSE 	Combined Science Higher 	Edexcel	Revise Edexcel GCSE (9-1) Combined Science Higher Revision Guide Publisher: Pearson Education (23 May 2017) ISBN-10: 1292131632 ISBN-13: 978-1292131634 The revision guides can be bought direct from the publishers or Amazon.
GCSE 	Combined Science Foundation 	Edexcel	Revise Edexcel GCSE (9-1) Combined Science Foundation Revision Guide Publisher: Pearson Education (4 Oct. 2017) ISBN-10: 1292131594 ISBN-13: 978-1292131597 The revision guides can be bought direct from the publishers or Amazon.
GCSE 	Triple Biology Triple Chemistry Triple Physics 	Edexcel 	A large selection of CGP revision guides are available and can be bought direct from the publishers or Amazon. ISBN-10: 1782948805 ISBN-13: 978-1782948803 Biology ISBN-10: 1782948813 ISBN-13: 978-1782948810 Chemistry ISBN-10: 1782948821 ISBN-13: 978-1782948827 Physics

Options Subject Listing

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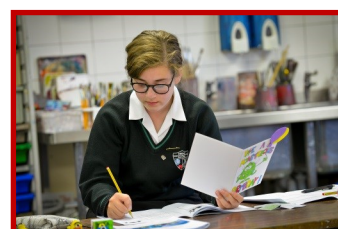
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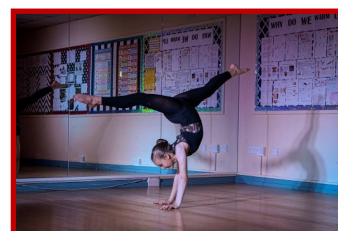
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Creative iMedia.....	30
Enterprise and Marketing	31
Health and Social Care.....	32
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Options Information

Key Stage 4

In September 2023, students will enter Key Stage 4 - Years 10 and 11. The curriculum they will follow in Key Stage 4 (KS4) contains two key elements: a core curriculum that all students will follow and four further subjects from the optional subjects.

The core curriculum includes English, Mathematics, Science, Physical Education, Personal, Social and Health Education (PSHE) and Religious Studies. The optional subjects that are available for Years 10 and 11 are set out in detail in the subject section of this booklet.

The optional subjects that students will follow will be made up by listing the first six preferences, in strict order of preference, from all the subjects on offer. We will do all that we can to enable students to follow a curriculum that reflects their own individual preferences. However, it is important to note that it is unlikely that we will be able to meet the first four preferences for every student in Year 9. The preferences that students indicate will depend on their interests, what they are good at, what they have enjoyed studying in Key Stage 3, and what they are hoping to do in the future. When they are deciding on the subjects that they will list as their preferences, it is important to take full account of the advice that they will receive during the options process.

Technical Qualifications

These are a group of practical-based qualifications that will count equally alongside GCSEs when applying to do further study in general or vocational qualifications. The majority of the course is completed through project-based internal assessments. These are:

Child Development and Care
Creative iMedia
Enterprise and Marketing
Health and Social Care
Music
Sport Studies
Travel and Tourism

For further information on these subjects and the course requirements students should seek advice from their teachers.

Options Timetable

Taster Days - Thursday 30th March and Friday 21st April 2023

Students will participate in eight taster lessons for subjects that are new at KS4.

Wednesday 29th March

Options Evening – students will be provided with information about how to choose their options. Subject leaders will provide information about their subject, and careers advisors and local colleges will be available to provide additional guidance.

Thursday 30st March

Link to the options form will be emailed to parents/carers.

Friday 21nd April

Deadline for completing the options form.

General Advice

Do indicate a preference for subjects that they are good at.

Do indicate a preference for subjects that will help with their chosen career.

Do indicate a preference for a subject that they enjoy.

Do aim to keep open as many avenues as possible in the future.

Do ask for advice from their subject teachers, Heads of Department and Mr. Humphreys.

Do not indicate a preference for a subject just because it is a subject friends would prefer to study. It may not be the best subject and they may not be in the same groups in Year 10.

	Qualification Grade	GCSE Equivalent
Level 2	Distinction *	8.5
	Distinction	7
	Merit	5.5
	Pass	4
Level 1	Distinction	3
	Merit	2
	Pass	1.25

The EBacc (English Baccalaureate)

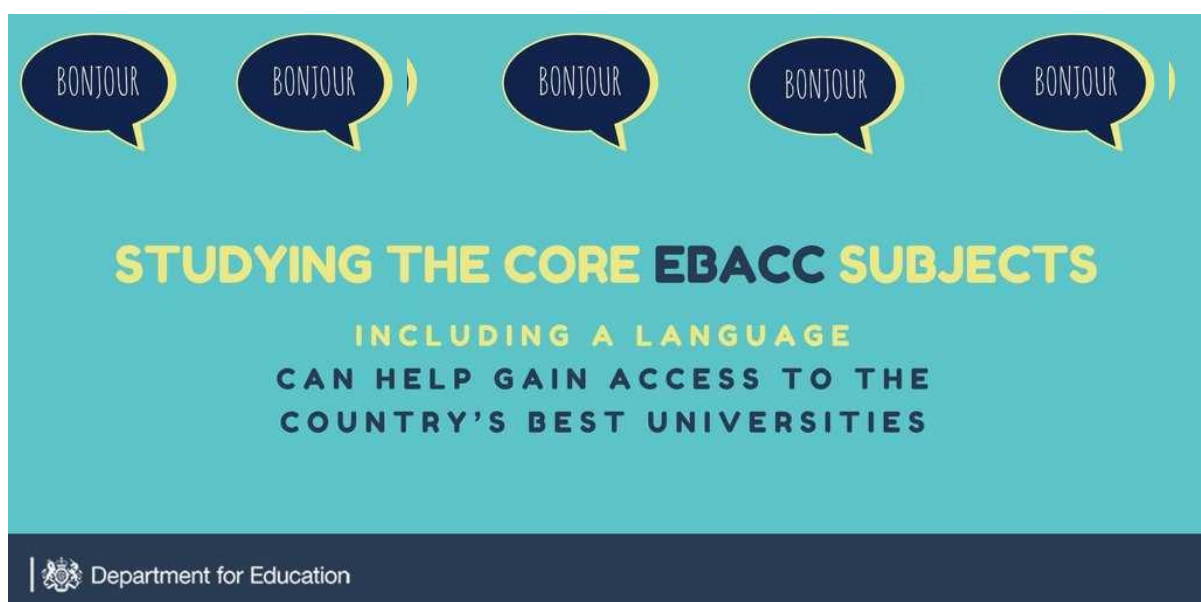
The EBacc is a set of subjects at GCSE level that keeps young people's options open for further study and future careers. A study shows that studying these subjects will provide students with greater opportunities in further education and increases the likelihood of going to university.

The EBacc is made up of:

- English language and literature (compulsory)
- Maths (compulsory)
- The sciences (compulsory)
- Geography or history (you must choose one of these)
- A language (French or Spanish.) You can only choose Spanish if you have been studying it this year or it is your home language.

If your child aspires to go to university, we strongly recommend they take either history or geography and French or Spanish as two of their options. Universities will look favourably on those who have the EBacc.

Universities will look at students' GCSE profiles; taking a language will set them apart from others!

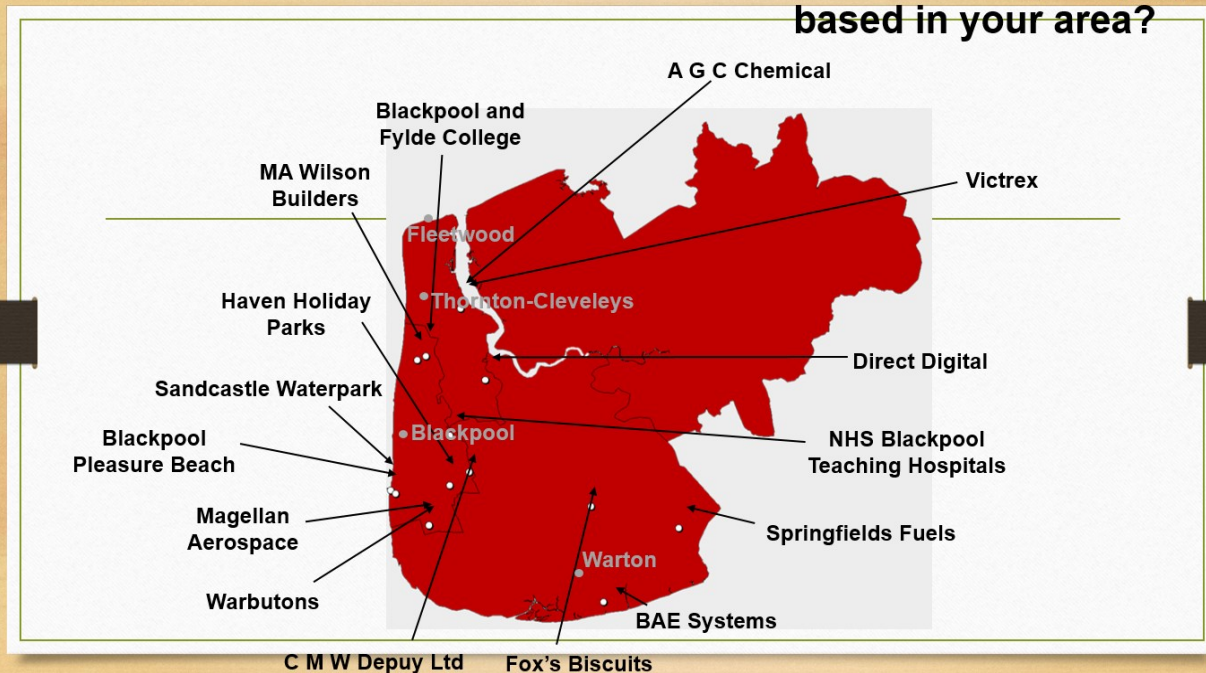


Career Market Information

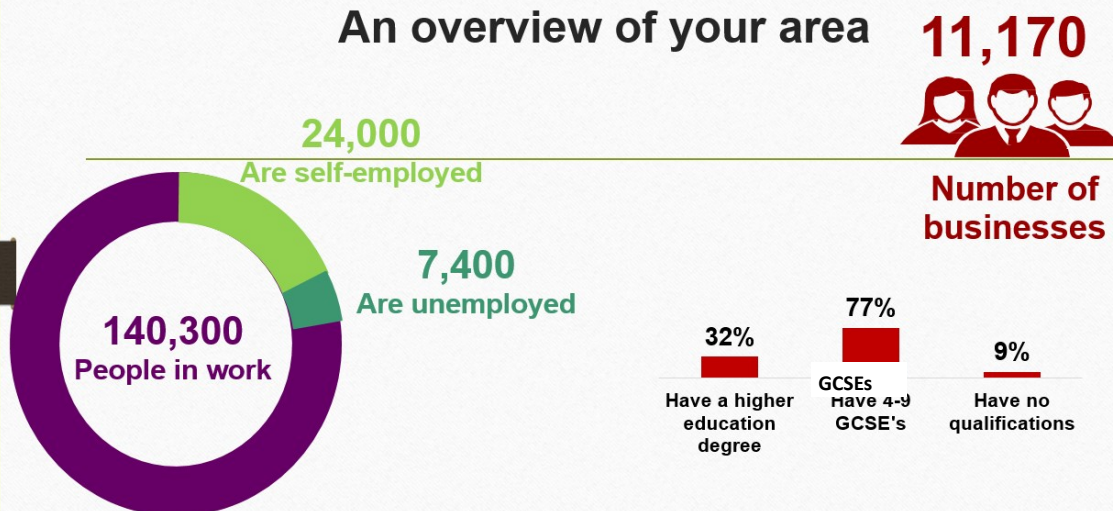
What is Labour Market Information?

- It describes the condition of the labour market, past and present, as well as future projections.
- It makes clear where work opportunities are increasing or decreasing, what occupations exist, what students need to study to become a professional in that occupation.
- What is required to take up an occupation, how one can find a job, change job or progress in a career.

Where are key employers based in your area?



An overview of your area



Almost one-third of people have gone onto higher education

Career Market Information

The top five industries with the most jobs are:



22,000 JOBS
Health and Social Care



19,000 JOBS
Visitor Economy



18,000 JOBS
Advanced
Manufacturing



18,000 JOBS
Financial and
Professional Sector



18,000 JOBS
Retail (including
Motor Trade)

Companies

**Slater
Gordon
Solutions**

**PLEASURE
BEACH
BLACKPOOL**

NHS

victrex

DANBRO

BOOTH'S
FOOD, WINE AND GROCERY

Westinghouse
Springfields Fuels Ltd

HARGREAVEHALE
INDIVIDUAL ■ INTELLIGENT ■ INVESTMENT

MERLIN
ENTERTAINMENTS GROUP

ASDA

BAE SYSTEMS

2,730 People in your area started an **apprenticeship** in 2017/18

690 were under the age of 19 and **2,040** were over the age of 19

The most popular subject areas are:



890
Health,
Public
Services
and Care



800
Business,
Administration and
Law



330
Engineering and
Manufacturing



320
Retail and
Commercial
Enterprise



200
Construction,
Planning and the
Built Environment



80
Information and
Communication

Core Subjects: GCSE

- English Language
- English Literature
- Mathematics
- Combined Science

English Language and English Literature

English Language

What to expect in Years 10 and 11

All students will begin their study of GCSE English language and literature at the start of Year 10. Exams will be taken at the end of Year 11 for both subjects.

What will students be learning?

The English GCSE courses will cover the three main areas of the national curriculum: reading, writing and spoken language. The English examinations are not tiered and all have a grade range from 1 to 9. Both language and literature courses are assessed through 100% final examinations.

AQA GCSE English Language

Two exams taken at the end of Year 11 are as follows:

Paper 1 (50%)

Explorations in Creative Reading & Writing

Section A: Reading –

Understanding one prose extract from the 20th century, assessed through a range of structured questions.

Section B: Prose or Descriptive Writing –

choose one of two available tasks.

Paper 2 (50%)

Writers' Viewpoints & Perspectives

Section A: Reading –

Understanding of two texts (one fiction, 1 literary non-fiction) assessed through a range of structured questions.

Section B: Writing –

One transactional/persuasive writing tasks.

Spoken Language

One presentation/speech, including responses to questions and feedback. Reported as a separate mark and will not form part of the final grade.

Further information on the course can be found here:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

English Literature

Two exams taken at the end of Year 11, as follows:

AQA GCSE English Literature Paper 1

Shakespeare and the 19th Century Novel

Section A (20%): 'Romeo and Juliet'

Section B (20%): 'A Christmas Carol' by Charles Dickens

AQA GCSE English Literature Paper 2

Modern texts and poetry

Section A (20%): 'An Inspector Calls' by JB Priestley or 'Blood Brothers' by Willy Russell

Section B (20%): Poetry Anthology – the theme of 'Love and Relationships'

Section C (20%): Unseen Poetry

Careers students may be interested in:

- Teaching
- Journalism
- Public relations
- Law
- Medical professions

*Note: If students do not pass English language or literature at GCSE grade 4, they will need to re-take it at college.

The more that you **read**,
the more **things** you will know.

The more that you **learn**,
the more **places** you'll go.

Further information on the course can be found here:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>



Mathematics

What will students be learning?

The GCSE mathematics award consists of two different tiers, the higher tier and the foundation tier. For both tiers students will study a variety of topics over five main areas:

- algebra
- data handling
- geometry and measures
- number work
- ratio and proportion

The term 'functional' should be considered in the broad sense of providing students with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional mathematics requires students to use mathematics in real life situations.

There two tiers of entry for the GCSEs:

Higher tier for students expected to achieve grade 4 - 9

Foundation tier for students expected to achieve grade 1 - 5

The Edexcel examination consists of three written papers:

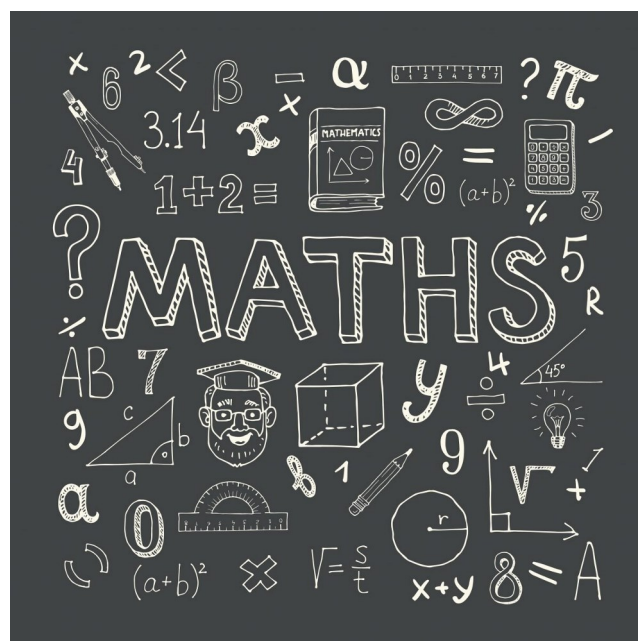
There will be one non-calculator and two calculator exams.

All three papers will contain content from any part of the mathematics specification.

*Note: If students do not pass Mathematics at GCSE grade 4, they will need to re-take it at college.

Careers students may be interested in:

- Teaching
- Accountancy
- Electrician
- Medical professions
- Engineering



Further information on the mathematics course can be found here:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html>



Combined Science

As a specialist Science College one of the aims of the Science Department is to provide the opportunity for students to develop a broad subject knowledge of science and the opportunity to see science at work in the real world.

The Science Department offers two courses at Key Stage 4. All students will study combined science unless choosing to study triple science as part of the options process. Year 9 students will begin to study their first



GCSE science topics in the summer term.

Combined Science

This course leads to the award of two GCSEs. The course is linear in nature and covers topics from biology, chemistry and physics. Students will study each science discipline with a specialist teacher across the school's two week timetable. Practical skills are taught throughout the course and students will be expected to answer questions on the core practical's during their examinations.

The examinations consists of six 1 hour and 10 minute papers: two biology, two chemistry and two physics.

Students will be awarded two GCSE grades based on their performance across the three sciences.

For Combined Science the exam board is Pearson Edexcel and there are two tiers of entry:

Higher tier where students can achieve grades 4 to 9.

Foundation tier where students can achieve grades 1 to 5.

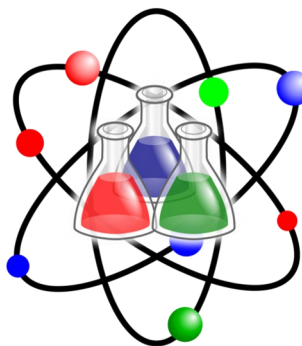
Careers students may be interested in:

- Healthcare
- Aerospace
- Engineering
- Environmental work
- IT and computer science
- Energy and utilities
- Construction
- Astronomy
- Veterinary science/animal care



Further information on the science courses can be found here:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html>



See page 27 for information about the Triple Science course option.

Option Subjects: GCSE

- Art & Design
- Computer Science
- Dance
- Design Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- History
- Media Studies
- Religious Studies
- Spanish
- Triple Science

Art and Design

This exciting GCSE in Art & Design is a diverse course which will give students the opportunity to explore a wide range of disciplines such as: painting and drawing; printmaking; sculpture; illustration and textiles. Projects will be reflective of student experiences, identities, cultures and aspirations. By working in this way, students will improve their practical and theory skills and develop into conscientious young artists.

'Creativity' is the third most sought after skill from employers and this course develops the lifelong skills needed to enhance this. Students will be encouraged to take creative risks; to develop knowledge of contemporary and traditional artists; improving their visual literacy and gaining a better understanding of the visual and creative world.

How this course is different from students experience in KS3?

Students will study this course for five hours per fortnight. Home study is expected and encouraged. Following the skills workshops at the beginning of Year 10, students are given more freedom of choice with regards to project themes and media choices, which leads to a more independent working environment. Students will have regular individual tutorials with their teacher to discuss their own work and ideas for progression.

Who should study this course?

Dedicated hard-working students who have met all home-learning and classwork deadlines and who have a genuine love for the subject, a strong interest in the visual arts and the ability to analyse and understand the background and context of creative works will enjoy this course.

How will students be assessed?

At the start of year 10, students will spend the first term refining their practical skills and learning how to use new materials, as well as developing their critical analytical skills.

Students will be assessed on three coursework projects and an externally set exam project.

In all projects, students will create a body of work in response to a theme demonstrating their knowledge of materials, techniques and artists. The coursework projects amount to 60% of the overall grade and are completed in year 10s and 11, the exam project is the final 40% of the GCSE grade and culminates in a 10-hour practical exam.

Coursework and the externally set exam are marked in the same way. With students being assessed on:

- Developing ideas
- Experimenting with materials
- Recording ideas
- Presenting ideas in a final piece

Careers students may be interested in:

The number of creative jobs in the UK totalled 2.8 million last year, including not only careers in art and design, but in areas such as manufacturing, engineering and health. The careers open to the artistically minded individual are nearly infinite. Art and design gives students the skills to go into a wide variety of different fields. Here are just a few paths students could take:

- Artist
- Art therapy
- Art teacher
- Games designer
- Illustrator
- Architect



Further Information

A selection of art media such as drawing pencils and paints for use at home, a sketchbook and an A1 size portfolio will be needed. Sketchbooks and portfolios are available through school.

Further information can be found here:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Computer Science

OCR's GCSE (9-1) in Computer Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Breakdown of the course:

Content Overview	Assessment Overview	
Computer systems <ul style="list-style-type: none">• Systems Architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• System software• Ethical, legal, cultural and environmental concerns	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
Computational thinking, algorithms and programming <ul style="list-style-type: none">• Algorithms *• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation	Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
Programming Project <ul style="list-style-type: none">• Programming techniques• Analysis• Design• Development• Testing and evaluation and conclusions	20 timetabled hours	Formal requirement Consolidates the learning across the specification through practical activity.

Careers students may be interested in:

- Web design
- Government
- Programmer
- Cyber security
- Teaching
- Technical professions

Further information can be found here:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/>

Dance

Why study GCSE Dance?

This course is ideal for students who are passionate about dance and enjoy both performing and choreographing. GCSE Dance requires you to be confident in performing as a solo dancer as well as in small groups; you also need to be comfortable choreographing dance routines and teaching them to others, with some support. You need to have some experience and self-discipline to be able to achieve in this course, as well as being able to work successfully as part of a small group.



What will students be learning?

The AQA GCSE Dance qualification enables students to:

- Actively engage in the process of dance, developing skills, knowledge and understanding of a range of dance styles and choreography. Students will apply their developed knowledge by choreographing their own routine.
- Develop physical, technical and expressive skills which students are able to use to perform a short phrase as a soloist.
- Analyse six set works that cover a range of styles including street dance and contemporary/ballet. Within this, students will look into how lighting, set/staging, costume and music are used to enhance the performance.
- Develop knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing dances.

What will students be working towards?

Performance

Students perform 2 solo routines set by the exam board and one duet/trio dance which is taught by the teacher. Students will be marked on their demonstration of technical and expressive skills. The performance will allow them to understand the rehearsal process and apply safe working practice within the studio space.

Choreography

Students must learn how to respond creatively to an externally set stimulus to choreograph their own complete dance and teach this to other students. They will include key dance actions, relationships and choreographic devices and will be able to communicate a clear dance idea through their movement.

Dance Appreciation

Students must be able to reflect and evaluate their own work in performance and choreography by evaluating their own performance done in the practical aspect of the course. Students must show their appreciation of six set works looking specifically at how production features enhance the overall performance. Dance appreciation is assessed through a written exam of one and a half hours in duration.

Breakdown of course

Practical – 60%

Theory – 40%

Careers students may be interested in:

- Dancer
- Choreographer
- Dance teacher
- Dance therapist
- Dance journalist
- Pilates/Zumba instructor
- Musical theatre performer
- Dance critique
- Company director

Further information about the course can be found here: <https://filestore.aqa.org.uk/>

Design and Technology

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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. This course will suit independent, self-disciplined, creative students who enjoy problem solving and have an interest in the world of design. Students are encouraged to experiment with materials and techniques, take risks and be adventurous within the confines of the given context.

What will students learn?

In Year 10 students will learn how to shape and form a variety of materials and make a range of products using the selected materials area. Students will learn how design and production techniques have influenced the world. Students will focus on theory lessons throughout both years.

In the summer of Year 11, students will focus on reacting to the context with a creative brief and solution. As solutions are student-driven, they must be determined and resilient. Students are expected to make a contribution to the cost of materials they choose to use.

DT is equally weighted between the exam and coursework. The context title will be released in the summer just before Year 11 starts. A focused, determined and self-disciplined approach is needed to ensure students reach their potential.

Students will be expected to write a brief and respond to real life situations. The coursework will be completed with timbers and boards, although any material will be able to be utilised to best solve the problem. The GCSE allows students to study core technical and designing and making principles. This includes a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.



Careers students may be interested in:

- Fashion designer
- Architect
- Software engineer
- Carpenter
- Product designer
- Mechanical engineer
- Games designer
- Electrician
- Builder
- Plumber
- Set designer
- Electrical engineer
- Motor vehicle technology and repair

Further information on the course can be found here:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Drama

What will students be learning?

The aims of the course are to develop:

- an understanding and response to a wide range of play texts
- an appreciation of the ways in which playwrights achieve their effects
- the ability to communicate the playwright's intentions to an audience
- an awareness of social, cultural and historical contexts and influences through an investigation of plays and other styles of dramatic presentation
- the ability to review a piece of live theatre
- the ability to devise a successful piece of theatre
- increased self and group awareness
- the ability to appreciate and evaluate the work of others
- skills of creativity, self confidence, concentration self-discipline and communication.

What will students be working towards?

Students will be trained and assessed in three areas: devised performance, scripted performance and a written examination based on the set text 'Blood Brothers' alongside an appreciation of live theatre review. Options based on technical aspects of theatre craft such as lighting and set design may be available but will only be offered in exceptional circumstances.

The course is assessed by means of **two** practical projects, a devising log book and **one** written terminal exam lasting 1 hour and 45 minutes. 60% of marks are awarded for practical performance and the devising log book and 40% for the terminal exam.

The specification provides an excellent companion subject to English literature, relying as it does, on similar analytical skills and the ability to express ideas creatively and imaginatively.

Students need to be well motivated and should be able to work independently for long periods.

The AQA states that, "...proficiency in literacy and numeracy is necessary for students to undertake a course based on this specification..." and this should be taken into account by any student who may be considering the subject as an option. To take this course, students will need to be confident in performing in front of an audience both individually and as part of a group.

What happens when students finish?

Successful students have in the past gone on to study A-level and Degree level theatre studies and/or drama courses. Others have moved to performing arts courses and some students have gone on to study drama/ musical theatre in elite training establishments in London. Some students have chosen to use the subject simply to bolster their understanding of English literature at higher levels or provide progression into courses such as law, politics and teaching, where the ability to speak confidently is essential.

Careers students may be interested in:

- Actor
- Broadcast presenter
- Community arts worker
- Drama therapist
- Theatre director
- Stage manager
- Secondary or further education drama teacher
- Theatre manager



Further information about the course can be found here: <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Food Preparation and Nutrition

The Eduqas GCSE in Food Preparation and Nutrition aims to equip students with the knowledge, understanding and skills required to be able to apply the principles of food science, nutrition and healthy eating, so that students are able to prepare and cook healthy, nutritious and affordable meals, both for themselves and others.

By studying food preparation and nutrition students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Assessment

At the end of year 11 students will complete a written theory paper and two controlled assessments. The two components are described as follows:

Component 1

Written examination: 1 hour 45 minutes.
(Principles of Food Preparation and Nutrition)
50% of the qualification

Component 2

Non-examination assessment
(Food Preparation and Nutrition in Action)
50% of the qualification

The non-examination assessment is composed of two assessments that are set by Eduqas.

Assessment 1: The Food Investigation Assessment

15% of total qualification (Sept - Nov)
A scientific food investigation which will assess the student's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

35% of total qualification (Nov - March)
Students will be required to plan, prepare, cook and present a menu which assesses the student's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Due to the practical nature of the course, students will be expected to bring their own ingredients to practical lessons. Recipe booklets are always given to students at least one week ahead.

Careers students may be interested in:

- Chef
- Dietician
- Environmental health officer
- Food chemist
- Food consultant
- Food stylist or food photographer
- Home Economist
- Hotel and restaurant manager
- Marketing and advertising executive
- Health professional
- Farmer
- Microbiologist
- Nutritionist
- Recipe developer
- Teacher
- Working in food magazines
- Radio and television.



Further vocational and academic qualifications:

Students could study a Level 3 qualification, which may lead to a degree in a food-related course, or they may follow vocational qualifications offering a more work-orientated approach to their studies.

Further information on the course can be found here: <https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse>

French

What will students be learning?

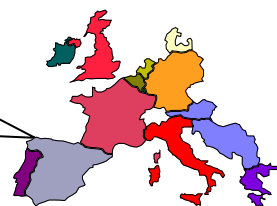
The French course is an extension of Key Stage 3 learning and aims to give students an increasing ability to communicate in a modern foreign language and to enable students to study a modern language with success and pleasure. The course aims to:

- develop the ability to understand the foreign language effectively for purposes of practical communication. Students will develop the skills required to visit and even live in those countries where the language is spoken.
- develop the ability to use and understand the language both imaginatively and creatively.
- develop an understanding of the grammar of the language.
- develop an awareness of the nature of language and language learning.
- offer insights into the culture and civilisation of foreign countries and communities.
- encourage positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations.
- develop students' understanding of themselves and their own cultures.
- provide enjoyment and intellectual stimulation.
- form a sound base for the skills, language and attitude required for further study, work and leisure.
- promote skills which have a wider application (e.g. analysis, memorising, drawing inferences and understanding the importance of grammatical systems).

Students will study a variety of topics taken from the following main themes:

- ◇ Lifestyle
- ◇ Leisure
- ◇ Home and environment
- ◇ Work and education

"You talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." –Nelson Mandela



What will students be working towards?

Eduqas language GCSEs consist of the following:

1. Listening exam (25% of total marks)
2. Reading exam (25% of total marks)
3. Speaking exam (25% of total marks)
4. Writing exam (25% of total marks)

All exams will be taken at the end of year 11 and students will be entered for either the higher or foundation tier.

What happens when students have finished?

With a good GCSE grade, students can continue to study a language at A level with a view to extending this to degree level later on. There is now a bigger demand than ever for people with foreign language skills due to companies expanding their sales networks to an ever-increasing number of countries. A GCSE modern foreign language is seen as an academic achievement as well as a practical skill, in other words, it increases the number of career options open to young people, and with choice comes increased enjoyment and job stability.

Careers students may be interested in:

- Translation
- Interpreting
- Global market analysis
- Diplomatic service
- MI5
- Importing and exporting
- Tourism industry
- Sales and marketing
- Teaching
- Logistics

Further information on the course can be found here:

<https://www.eduqas.co.uk/qualifications/french-gcse>

Geography

Geography helps students to make sense of the world around them. The course will give students the chance to learn about some of the big questions which affect our world and they will develop an understanding of how the social, economic and physical forces and processes shape and change our world. There are so many ways of learning in geography, with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. Students will improve their literacy through report writing and written work and make practical use of their numeracy skills when interpreting data and constructing graphs. Fieldwork, or working outside the classroom, is a really important part of geography.

“Geography is a subject which holds the key to our future.”
Michael Palin.

The geography department studies the AQA GCSE Geography course. The course is assessed by exams which assess knowledge, understanding and skills.

Unit 1 (Paper 1) – Living with the physical environment, 35% of the qualification (exam). Duration is 1 hr 30 min.

Natural hazards such as hurricanes, earthquakes, volcanoes, weather, climate change, rivers, glaciation, ecosystems, rainforests and hot environments.

Unit 2 (Paper 2) – Challenges in the human environment, 35% of the qualification (exam). Duration 1 hr 30 min.

Urban world, UK cities, changing economies, migration, sustainability, traffic, development, resources, food and water.

Unit 3 (Paper 3) – Geographical applications, 30% of the qualification (exam). Duration 1 hour 15 minutes

1. Issues evaluation – decision-making exercise.
2. Fieldwork – questioned on 2 different pieces of fieldwork (includes geographical skills).

The Potential Career and Progression Routes

After Year 11, students are equipped to study a wide range of A levels. Geography fits with most combinations of subjects. Some possible choices are Geography, Geology, Environmental Sciences, History, Government & Politics, Law, International Relations or Economics.

Careers students may be interested in:

- Environment & sustainability e.g. conservation & landscape architecture
- Travel & tourism: e.g. TV researcher, travel writer
- Global issues e.g. aid worker, human rights officer
- Physical systems e.g. hazard management or meteorologist
- Society e.g. marketing, advertising
- Map & fieldwork skills e.g. armed forces



Further information about the course can be found here:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

History



*"Study history, study history.
In history lies all the secrets
of statecraft."*
Winston Churchill

The History department follows the **Eduqas GCSE History** course. GCSE History is not simply about learning facts and being able to recall them. In fact, only 35% of the final grade is awarded for knowledge and understanding. 35% is awarded on the ability to explain views and events and the final 30% for the analysis of sources.

What will students be working towards?

There are two exams, each comprising of two papers:

Component 1 – 50%

Elizabethan England 1hr Paper - 25%
Germany in transition 1919-1939 1hr Paper - 25%

Component 2 – 50%

America 1929-2000 45 minute Paper - 25%
Changes in Crime and Punishment in Britain.
c.500 to the present day.
1hr 15 minutes Paper – 25%

The study of history at GCSE deepens students' understanding of the modern world. It enables them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. It will prepare students in their role as informed and active citizens. The discipline of history will also help them to understand their own identity and significant aspects of the world in which they live.

In embarking on a GCSE history course students may ask themselves:

- Are you inspired by history's colourful characters, whether they are heroes, heroines or villains?
- Do you ever wonder what events have shaped the world around you

and why things happen when they do?

- Would you like to dig under the surface to discover what drives people and civilisations; sometimes to do great good, but sometimes to do real evil?

If so, then GCSE history might just be for you!



What happens when students have finished?

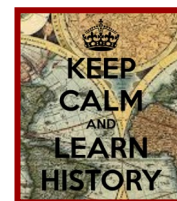
History is an excellent subject for opening doors for the future. A history GCSE shows that students are capable of structuring answers and using evidence and is particularly important in a career involving law or politics.

"Continuous effort – not strength or intelligence – is the key to unlocking our potential."

Winston Churchill

Careers students may be interested in:

- Journalism
- Archaeologist
- Professor / teacher
- Curator
- Archivist
- Historian
- Historical re-enactment
- Politician



Further information on the course can be found here:

https://www.eduqas.co.uk/qualifications/history-gcse/#tab_overview

Media Studies

What will students be learning?

Students will follow the Eduqas GCSE Media Studies course. Students will examine a whole range of modern media, looking at how it is created, what it says about us and how it affects us. Students will also be involved in the creation of several pieces of media, whether they are films, TV programmes, magazines, newspapers or websites, along with a whole host of other media.

No prior knowledge is needed to study this course. However, students are expected to be committed to the course. An interest in the media industry is vital, as is a reasonable level of analytical and creative ability.



What areas of the media will students be looking at?

The GCSE specification requires students to examine and analyse set texts from each of the following areas:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video

In addition students are required to demonstrate understanding of:

- Media language
- Representation
- Media audiences
- Media industries and organisations

Assessment

Assessment is a non-examined assessment (NEA) and two final exams. The NEA will take the form of the creation of a substantial piece of media, such as a music video or a magazine or a website marketing a new film. The brief for the NEA will be released in the March of Year 10. Students will be expected to show their creative and technical ability, as well as an understanding of media language. The final exams will test students' knowledge and understanding of the different set texts studied throughout the course.

What happens when students are finished?

What other learning could they do?

- AS/A Level Media Studies
- BTEC Film and Television Production
- Degree in media related areas such as journalism, broadcasting, media and film production, marketing.

Careers students may be interested in:

- Television
- Film
- Media
- Journalism
- Marketing
- Screenwriting
- Music industry

Further information on the course can be found here: <https://www.eduqas.co.uk/qualifications/media-studies-gcse/>



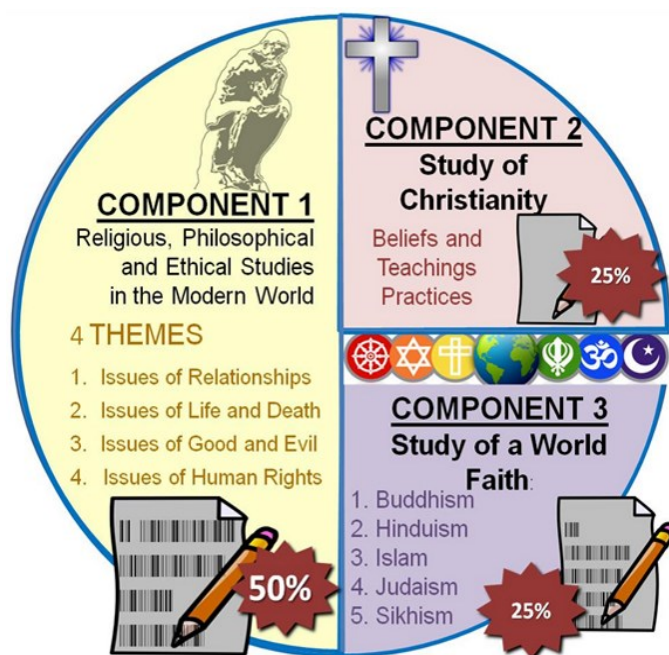
Religious Studies



Students will have the opportunity to study contemporary moral issues such as human rights, abortion and capital punishment.

They will discover what religions teach about these issues, where these views come from and how they impact people today. Students will also develop their own personal views on these issues by questioning where their views come from, learning from others and challenging other people's views through debate and discussion work.

Are students ready to explore and question the world around them?



In religious studies we will cover some very emotive topics. Students will have to show maturity and sensitivity to others. Students will disagree with and challenge each other but this is what makes religious studies such an interesting topic! There will be opportunity to engage in whole class discussions to discover a wide range of beliefs and opinions about each topic.

The Course

Students will study all aspects of component 1 and 2. The world faith students will study for component 3 is Islam.

Student progress

Student progress will be carefully monitored throughout the course to ensure they reach their full potential. They will also have access to the department website that contains all revision materials for the entire course. This allows students to revisit, or learn in advance, each topic from the course.

Careers students may be interested in:

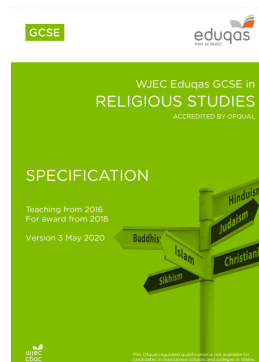
- Lawyer
- Archivist
- Youth worker
- Religious leader
- Secondary school teacher
- Social worker
- TV presenter

The TRS-UK group has put together a series of videos on their YouTube channel to show how religious studies has helped people in their chosen career. These range from Law to Human Resources and even roles in media.



Further information on the course can be found here:

https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_overview



Spanish

What will students be learning?

The Spanish course is an extension of Key Stage 3 learning and aims to give students an increasing ability to communicate in a modern foreign language and to enable students to study a modern language with success and pleasure. The course aims to:

- develop the ability to understand the foreign language effectively for purposes of practical communication. Students will develop the skills required to visit and even live in those countries where the language is spoken.
- develop the ability to use and understand the language both imaginatively and creatively.
- develop an understanding of the grammar of the language.
- develop an awareness of the nature of language and language learning.
- offer insights into the culture and civilisation of foreign countries and communities.
- encourage positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations.
- develop students' understanding of themselves and their own cultures.
- provide enjoyment and intellectual stimulation.
- form a sound base for the skills, language and attitude required for further study, work and leisure.
- promote skills which have a wider application (e.g. analysis, memorising, drawing inferences and understanding the importance of grammatical systems).

Students will study a variety of topics taken from the following main themes:

- ◇ Lifestyle
- ◇ Leisure
- ◇ Home and environment
- ◇ Work and education

"You talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." –Nelson Mandela



What will students be working towards? **Eduqas language GCSEs consist of the following:**

1. Listening exam (25% of total marks)
2. Reading exam (25% of total marks)
3. Speaking exam (25% of total marks)
4. Writing exam (25% of total marks)

All exams will be taken at the end of year 11 and students will be entered for either the higher or foundation tier.

What happens when students have finished?

With a good GCSE grade, students can continue to study a language at A level with a view to extending this to degree level later on. There is now a bigger demand than ever for people with foreign language skills due to companies expanding their sales networks to an ever-increasing number of countries. A GCSE modern foreign language is seen as an academic achievement as well as a practical skill, in other words, it increases the number of career options open to young people, and with choice comes increased enjoyment and job stability.

Careers students may be interested in:

- Translation
- Interpreting
- Global market analysis
- Diplomatic service
- MI5
- Importing and exporting
- Tourism industry
- Sales and marketing
- Teaching
- Logistics

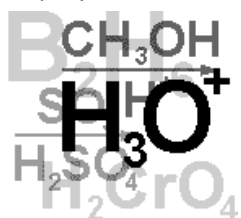
Further information on the course can be found here:

<https://www.eduqas.co.uk/qualifications/spanish-gcse>

Option Subjects: GCSE

Triple Science

This course leads to the award of three GCSEs. As with combined science the triple science course is linear and students will cover topics in biology, chemistry and physics. Again practical skills are taught and throughout the course and students will be expected to answer questions on the core practicals during the examinations. The triple science course covers the same content as the combined science route as well as including extra topics across biology, chemistry and physics.

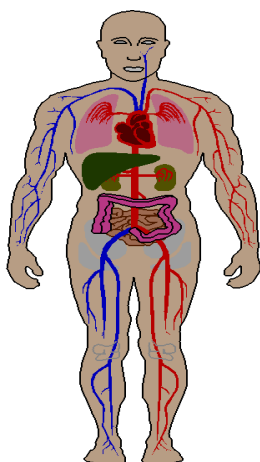


Students will complete six 1 hour and 45 minute papers: two biology, two chemistry and two physics papers. Students will be awarded a separate grade for biology, chemistry and physics based upon their performance in each of the sciences.

For Triple Science the exam board is Pearson Edexcel and there are two tiers of entry:

Higher tier where students can achieve grades 4 to 9.

Foundation tier where students can achieve grades 1 to 5.



Careers students may be interested in:

- Healthcare
- Aerospace
- Engineering
- Environmental work
- IT and computer science
- Energy and utilities
- Construction
- Astronomy
- Veterinary science/animal care



Further information on the science courses can be found here:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html>

Option Subjects: Technical Qualifications

- Child Development and Care
- Creative iMedia
- Enterprise and Marketing
- Health and Social Care
- Music
- Sport Studies
- Travel and Tourism

Child Development & Care in Early Years

Qualification Title:

NCFE CACHE – Level 1/2 Technical Award in Child Development and Care in the Early Years

Course overview

The Level 1/2 Technical Award in Child Development and Care in the Early Years is ideal for students who are considering a professional career in the early years sector. It includes the knowledge and understanding of child development and wellbeing necessary for working with children in a variety of settings. It is aimed at a range of students who wish to be introduced to the childcare and development of children aged 0-5 years.

Child Development and Care allows students to gain an insight into the different careers available within the early years sector. Encouraging students to apply their knowledge and work through a range of case studies that will challenge students to problem solve and relate their understanding of the early years' practitioner role and child development.

Throughout the course, students will complete two assessments of study. The non-exam assessment is externally set and internally moderated. Students must create a portfolio of evidence to demonstrate the learning outcomes of each unit assessment objectives (AOs). The examined assessment builds on a wide range of knowledge and skills developed throughout their learning.

Non-exam assessment (50%)

This qualification will promote students understanding of children (birth to 5 years) and will focus on holistic development and factors that affect a child's development. Students will be introduced to ways of observing children when supporting development through appropriate activities and care routines while understanding regulations, policies, and procedures. Students will also learn how to support children through the transitions when they move from one setting to another. Furthermore, the qualification is designed to give an overview of the types of settings and local provision for children. Students will consider the purpose for a child-centred approach to planning, expectations with regards to appearance, behaviour and attitude in a range of settings, including the roles and responsibilities

when working within early years provisions.

Examined assessment (50%)

The examined assessment is set and marked by NCFE. This assessment will assess the students' knowledge and understanding of the content areas previously taught. A variety of assessment questions will be used, including multiple choice, short-answer, extended response questions and real-world case studies and contexts that are relevant to the sector.

Grading

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Students must complete both assessments to be awarded a qualification.

Further education

- T Levels (Equivalent to 3 A levels) in either Early Years Education or Primary School Teaching.
- CACHE Level 3: Early years workforce (early years educator)

Careers students may be interested in:

- Early years practitioner (nursery nurse)
- Nursery assistant
- Teaching assistant
- Childminder
- Nanny (Norland Nanny School)
- Residential childcare worker
- Early years teacher

Further information on the course can be found here:

NCFE CACHE Level 2 Technical Award in Child Development and Care (qualhub.co.uk)



Creative iMedia

OCR Cambridge Nationals

The OCR Level 1/2 Cambridge National in Creative iMedia consists of three mandatory units. Students will be graded at Level 1 or Level 2 Pass, Merit, Distinction or Distinction*.

Units of Study

R093: Creative iMedia in the media industry

R094: Visual identity and digital graphics

Final unit to be on of the following:

R095: Characters and comics

R096: Animation with audio

R097: Interactive digital media

R098: Visual imaging

R099: Digital games

What will students be learning?

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

Students will also learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Assessment Methods

Unit R093 – This unit is assessed through an OCR set exam. This will be marked by the exam board.

Unit R094 and optional unit – These units are assessed through a range of coursework assignments.



Careers students may be interested in:

This qualification is a fantastic opportunity for students who wish to study the more creative side of using IT in industry. Careers which this course could lead to are:

- Games developer
- Animator
- Web developer
- Graphic designer
- Cartoon designer

Further information on the course can be found here:

<https://ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/specification-at-a-glance/>



Enterprise and Marketing

OCR Cambridge Nationals

The OCR Level 1/2 Cambridge National in Enterprise and Marketing consists of three mandatory units.

Students will be graded at Level 1 or Level 2 Pass, Merit, Distinction or Distinction *.

Units of Study

- R067:
Enterprise and marketing concepts. 50%
- R068:
Design a business proposal. 25%
- R069:
Market and pitch a business proposal. 25%

What will students be learning?

The first unit reinforces the wider learning in this qualification. Students will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.

Through the first unit students will understand the main activities that will need to happen to support a start-up business.

In the second unit, students will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

The knowledge and skills developed by completing this unit will assist students in the third topic of this qualification.

In the third unit, students will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second unit. They will develop pitching skills in order to pitch their business proposal to an external audience.

Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this unit will be transferable to further, related learning in areas such as enterprise, marketing or business.

Assessment Methods

Unit R067–

This unit is assessed through an OCR set exam. This will also be marked by the exam board.

Unit R068 & R069 –

These units are assessed through a range of coursework assignments.

Careers students may be interested in:

This qualification is a fantastic opportunity for students to boost their own marketability after leaving school and is an enhancement for students who wish to combine studies in a whole host of areas, including:

- Veterinary science
- Hairdressing
- Retail
- Motor trade
- Plumbing
- Solicitors
- Dentistry
- Accountancy



Further information on the course can be found here:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/qualification-at-a-glance/>

Health and Social Care

Qualification Title:

Pearson Edexcel - BTEC Level 1/2 Tech Award in Health & Social Care (2022)

Course overview

Health and Social Care is ideal for students who are considering a professional career in nursing, care or social work. This course will allow students to experience the practical aspects of Health and Social Care within a vocational care setting, as well as learning the knowledge through taught sessions, two internal assessments and one external assessment.

Students will study three components:

Component 1:

Human Lifespan Development (30%)

In this component students will learn about how individuals grow and develop over the course of their life, from infancy to later adulthood, including physical, intellectual, emotional and social development. Students will also look how certain factors could impact growth and development such as a physical, economical, or cultural factor. Additionally, students will explore a range of life events and how development can be affected by such events including marriage, parenthood, accidents, or bereavement and how individuals can adapt or be supported through changes caused by life events. This component will allow students to develop their knowledge and understanding of human growth, development, health factors and life events.

Component 2:

Health and Social Care Services and Values (30%)

In this component students will explore a range of healthcare conditions such as diabetes (type 2) dementia and obesity and how they can be managed by the individual accessing the different healthcare services that are available. Students will explore a range of barriers to accessing the service and how they may be overcome. They will also learn skills, attributes and values required for good practice in a care setting. Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Being able to understand the care values are vital because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give students an understanding of health and social care services and will help them develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

Component 3:

Health and Wellbeing (40%)

This component is externally assessed and builds on knowledge and understanding acquired and developed in Components 1 and 2. Students will complete a 2-hour assessment under controlled exam conditions. Prior to assessment, they will learn how life factors could have a positive or negative influence on an individual's health and wellbeing. Students will also learn how to interpret health data and what it may mean for that person's state of health. Additionally, they will learn how to use the information to create an appropriate care plan for improving someone's health and wellbeing.

Assessment

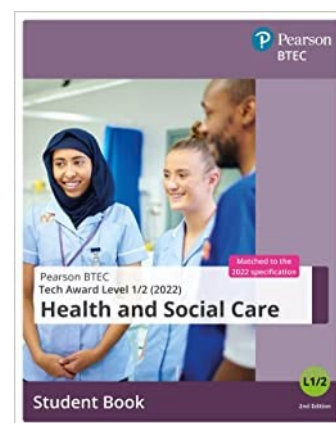
The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Students must complete all components to be awarded a qualification.

Further education

T levels (equivalent to 3 A levels) in Health (NHS Cadetship)
BTEC Level 3 National Diploma in Health and Social Care in:
Midwifery (Triple)
Nursing professional practice (Triple)
Paramedic (Triple)
BTEC National Diploma Social Work Professional Practice – (Triple)
BTEC Level 3 National Diploma in Health and Social Care - Nursing and Cadetship (Triple)
BTEC Level 3 Health and Social Care – (Double)

Careers students may be interested in:

- Healthcare assistant
- Carer
- Social worker
- Nurse
- Midwife
- Paramedic
- Support worker
- Youth worker
- Radiographer
- Physiotherapist



Further information on the course can be found here:

Health & Social Care (2022)/BTEC Tech Award/Pearson qualifications

Music

BTEC Technical Award in Music Practice Pearson BTEC LEVEL 1/LEVEL 2 technical award in music practice

The qualification will be graded: Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction*.

Component 1

Exploring Music Products and Styles – 36 Guided Learning Hours

In this component, students will develop their understanding of different types of music products and the techniques used to create them. They will explore how music elements, technology and other resources are used in the creation, production and performance of music. They will practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to developing their own creative work. We will be learning about popular music from the '50s through to the present day, along with world music, music for media, western classical styles, jazz and blues.

Component 1 Assignment

- A portfolio of evidence that demonstrates an understanding of four different styles of music related to a given theme set by Pearson
- Three 30-60 second examples of ideas for music products related to a theme set by Pearson

Component 2

Music Skills Development – 36 Guided Learning Hours

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further development. In this component, students will take on the roles of performer, producer and creator in the music industry and participate in practical workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas; music performance, creating original music and music production.

Component 2 Assignment

- In response to a Pearson set task, learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.



Component 3

Responding To A Music Brief – 48 Guided Learning Hours

Students will develop and present music in response to a given music brief. They will work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. They will explore the given Pearson brief and develop and refine their musical material.

Component 3 Assignment

Presenting the Brief

Present their final work as a solo or group performance, an audio recording or Digital Audio Workstation (DAW) project. They will consider how their skills and interests make them suitable for the specific music sector opportunity.

Skills Required

- ⇒ Confidence and enthusiasm for music
- ⇒ Sing or play a musical instrument to a very good standard
- ⇒ Perform and video your pieces on a regular basis
- ⇒ Good awareness of rhythm and timing
- ⇒ Creativity
- ⇒ Ability to use music recording software like Garageband & Logic
- ⇒ Be willing to develop, refine and improve your musical ideas
- ⇒ Be willing to work in groups
- ⇒ Be willing to work independently

Careers students may be interested in:

- Music artist
- Performer
- Songwriter
- Composer
- Songwriter
- DJ
- Venue manager
- Tour manager
- Studio manager
- Artistic manager
- Music software developer
- Music distributor
- Music promoter
- Music producer
- Roadie
- Live sound technician
- Teacher

Further information on the course can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html>

Sports Studies

OCR Cambridge National in Sport Studies

The Cambridge Nationals in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics, role models, technology and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

The course is split into 3 units:

R184: Contemporary issues in sport

Students will explore a range of contemporary issues in sport, relating to participation levels and barriers. The promotion of values and ethical behaviour through sport and the role of high-profile sporting events and National Governing Bodies in advancing sports attempts to positively impact upon society and showcase their worth beyond providing entertainment.

R185: Performance and leadership in sports activities

Students will also develop the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration and develop the different needs and abilities of those they are leading.

R187: Increasing awareness of Outdoor and Adventurous activities

Students will learn about the different range of outdoor activities that are available in the UK and will be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. Students will

consider how to plan an outdoor activity and be able to participate in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments.

Assessment

R184: Contemporary issues in sport – Externally assessed exam (40%)

R185: Performance and leadership in sports Activities – Internally assessed coursework (40%)

R187: Increasing awareness of outdoor and adventurous - Internally assessed coursework (20%)

Further vocational and academic qualifications

A-Level

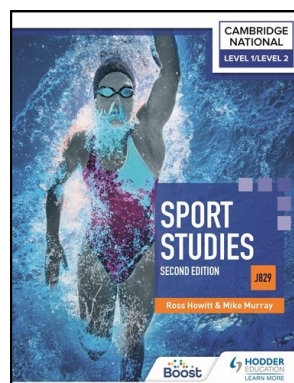
Level 3 BTEC

Careers students may be interested in:

- Personal trainer
- Sports Coach
- Physiotherapist
- PE teacher
- Police
- Fire service
- Armed forces

Further information on the course can be found here:

<http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j829/>



Travel and Tourism

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

This course will give students the opportunity to develop knowledge and technical skills in a practical learning environment. Students will also develop key skills through vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism. The travel and tourism sector is recognised globally as being fast-paced and dynamic, providing a range of employment opportunities both directly and indirectly across the world.

The BTEC Level 1/Level 2 Tech Award in Travel and Tourism is ideal for students if they would like to find out more about the travel and tourism sector. This course offers a practical introduction to life and work in the travel and tourism sector. Everyone taking this qualification will study three components, covering the following content areas:

Component 1: Travel and Tourism - 30%

Organisations and destinations. In this component, students will investigate travel and tourism organisations, their aims and how they work together. Students will explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Component 2: Customer Needs in Travel and Tourism - 30%

In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services and planning a holiday to meet customer needs and preferences.

Component 3: Influences on Global Travel and Tourism - 40%

In this component, students explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. You will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Assessment

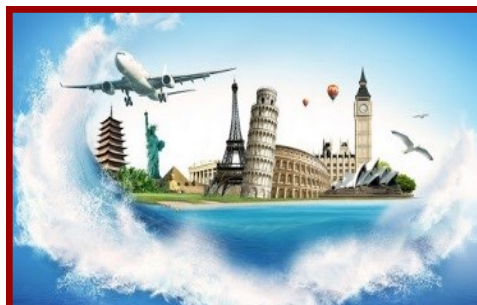
Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Both of these components are non-exam internal assessments set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment. Both of these components are worth 60 marks each.

Students could progress to a Level 2 programme or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

Careers students may be interested in:

- Travel agent
- Tour operator
- Events and management
- Marketing executive
- Cabin crew
- Park ranger
- Customer service manager
- Outdoor activities or education manager
- Police



Further information on the course can be found here:

Travel & Tourism (2022) | BTEC Tech Awards | Pearson qualifications

How should you choose?

It is quite natural that you may be undecided about your future plans and many of you will, without doubt, change your minds about future career options over the next two years.

You should therefore consider the following points:

- ◆ Keep your career options open by choosing as broad a range of subjects as possible.
- ◆ Within the bounds of the option choices available, choose subjects that you enjoy or in which you are successful (preferably both).
- ◆ Listen to the advice of subject teachers, especially where new subjects are involved.
- ◆ If you do have definite career/job plans at this stage, find out if there are certain subjects that would be helpful to you to study.
- ◆ Don't take or drop subjects for the wrong reasons, and don't pay too much attention to the 'advice' given by friends: what suits them may well not suit you. You also may not end up in the same class.
- ◆ Do talk to students you know who are in Year 10 or 11 about a specific subject you might wish to study.
- ◆ Do get all the information you can from this booklet and by asking questions before deciding on your subjects. If you have any doubts or need any help, ask a teacher.
- ◆ Try not to choose a subject just because you like (or dislike) the teacher. You may have different teachers next year.
- ◆ Do think about your skills and how you work and try to match these with the different demands of the different subjects.
- ◆ Subjects have different amounts of marks awarded for examinations and for non-examined assessments. Do think carefully about how you work best when making your selection of subjects.



NOTES

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Millfield Science & Performing Arts College, Belvedere Road, Thornton Cleveleys FY5 5DG