

# GUIDED PATHWAY

YEAR 8→9

2020/21

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# Year 8 into 9

## Guided Pathway Information

We are pleased to attach the Guided Pathway information booklet for Years 9-11 at Outwood Grange Academy.

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

As you will be aware, students as they move from Year 8 into Year 9 at Outwood Grange Academy have their first main point of choice within their 5/7 year educational journey. The use of Year 9 in this way, for Guided Pathway subjects, is one of the hallmarks of our curriculum. This, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all of our academies, are key to helping the teachers within each academy to add the maximum value that we can, to your child's education. In addition to these important subject specialists, we also deploy specialists in Special Educational Needs & Disabilities and Attendance; regular attendance, especially throughout Years 9-11, is critical to your child's success.

A further feature of our Years 9-11 curriculum is the flexible Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE mathematics and GCSE sciences (combined science or biology, chemistry and physics) are taken by all students alongside non-examined courses in physical education and personal, social, health and religious education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation. To allow students to spread the examination load and help them achieve a balance in their studies, up to two of these can be studied and taken at the end of Year 10. In Year 11, there will be an opportunity to have additional time for GCSE English and/or mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a high level in these key subjects. Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): one English, mathematics, two sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study at least one of these Guided Pathway subjects (geography or history or a modern foreign language), which will be taken over the entire period of Years 9-11. For many students it will be appropriate that they also study a second EBacc subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for. We will advise you if we believe that your child should be following this route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

The curriculum in operation at Outwood Grange Academy was judged as Outstanding by Ofsted in 2012 due to its flexibility, engagement and promotion of high quality outcomes for students. A key part of this curriculum is the opportunity for students to start the deeper study of some subjects as they move into Year 9. Some of these subjects can be certified at the end of Year 10, and some at the end of Year 11. One of the advantages of this model is that it enables students to spread out the examination load; it also enables the study of qualification based subjects to be broader and more flexible.

We understand that this is a crucial time and the choosing of qualification courses is very important. You will find further information about support available to you in this booklet, including details of the Guided Pathway Information Evening.

Whatever your son or daughter is hoping to study, and then do in later life, I am sure that you will find the Guided Pathway process helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

# Making the Choice

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

The timetable week contains 25 x 1 hour periods; plus, Vertical Mentor Group time.  
This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 9	Year 10	Year 11
<b>Core</b>	English 4 hrs Maths 4 hrs Science 4 hrs PE 2 hrs RE/LIFE 1 hr Global Studies 1 hr	English 5 hrs Maths 4 hrs Science 4 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
<b>Guided Pathways</b>	<p>Students can choose <u>three subjects</u> from a list of courses (see list over page)</p> <p>&gt;&gt; <b>EBacc subjects</b> will be completed at the end of Year 11; having <u>three hrs per week in Year 9, two hrs per week in Year 10 and three hrs per week in Year 11</u></p> <p>&gt;&gt; <b>Other subjects</b> will be completed at the end of Year 10; having <u>three hrs per week in Year 9 and four hrs per week in Year 10</u></p> <p><b>The expectation is that all students will study at least one EBacc subject in Years 9-11; and that many will study for the Full EBacc (1x MFL and 1x Humanity).</b></p>		<p>In <u>Year 11</u> students will choose subjects to fill <u>up to 6 hrs of Guided Pathway time</u>.</p> <p>Depending how many EBacc subjects a student is studying in Year 9, they will have either 3 or 6 hrs of Guided Pathway time available in Year 11 (see below).</p> <p>This time could be used to pick up a new subject, prepare for A Level study or consolidate performance in the key subjects of English and maths.</p>

		Year 9	Year 10	Year 11
<b>Possible Pathways</b>	<b>3 x EBacc (Incl Full EBacc)</b>	Choice 1 = 3 hrs EBacc Choice 2 = 3 hrs EBacc Choice 3 = 3 hrs EBacc	2 hrs EBacc 2 hrs EBacc 2 hrs EBacc <b>+4 hrs accelerated course or consolidation</b>	3 hrs EBacc 3 hrs EBacc 3 hrs EBacc
	<b>2 x EBacc (Incl Full EBacc)</b>	Choice 1 = 3 hrs EBacc Choice 2 = 3 hrs EBacc Choice 3 = 3 hrs Other	2 hrs EBacc 2 hrs EBacc 4 hrs Other# <b>+2 hrs accelerated course or consolidation</b>	3 hrs EBacc 3 hrs EBacc <b>+3 hrs Guided Pathway</b>
	<b>1 x EBacc</b>	Choice 1 = 3 hrs EBacc Choice 2 = 3 hrs Other Choice 3 = 3 hrs Other	2 hrs EBacc 4 hrs Other# 4 hrs Other#	3 hrs EBacc <b>+6 hrs Guided Pathway</b>

# Courses completed at the end of Year 10

## Guided Pathway Courses

The courses which students can choose from, to start in Year 9 are:

Students to choose three subjects (plus two reserves) from these lists	
Students will need to choose at least one subject from this list of EBacc subjects	Other choices can come from this list
GCSE History GCSE Geography GCSE French GCSE Spanish GCSE French - Beginners GCSE Spanish – Beginners GCSE German - Beginners	GCSE History GCSE Geography GCSE French GCSE Spanish GCSE French - Beginners GCSE Spanish – Beginners GCSE German - Beginners GCSE Art* BTEC Tech Award in Enterprise Level 1/2 Vocational Award in Hospitality and Catering Level 1/2 Cambridge National Certificate in Child Development GCSE Design and Technology (Graphics) GCSE Design and Technology (Product Design) GCSE Computer Science BTEC Tech Award in Creative Media Production GCSE Dance BTEC Tech Award in Performing Arts (Drama) GCSE Textiles* GCSE Music Level 1/2 Vocational Award in Sport and Coaching Principles GCSE Religious Studies  <i>*Students cannot choose both Art and Textiles as they are the same GCSE course</i>

## Terminology that may help you and your child

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

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

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

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. Our curriculum has the flexibility to accommodate this and we would also encourage students to choose a broad range of qualifications over Years 9-11, to keep their future options open.

### Attainment 8

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

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

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve this threshold.

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

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

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

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

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

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

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

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

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

Subject staff will be available at the Year 8-9 Guided Pathway Evening on Tuesday 21 January 2020 to discuss courses

A careers advisor will also be available on this evening

Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and VMG staff during the academy day, over the next few weeks

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

**Friday 31 January 2020**

Forms to be returned to Y8 Learning Manager in Learning Managers' Office

# Careers Guidance

The careers education and guidance programme at Outwood Grange Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

As an academy we are currently working with CareersInc.

CareersInc is an external, independent and impartial careers guidance service who will support you to aim high in your career goals and aspirations.

Together with staff from CareersInc we will support your career development in a number of ways including:

- information and discussion in lessons and assemblies to help you make decisions about your future
- activities and events such as careers fairs
- access to career advisors in a variety of ways
- being available for open evenings and results days
- careers information and IT based careers programmes
- information and updates on notice boards, plasma screens and website.

Should you wish to book an appointment with a Careers Advisor you can do this by booking an appointment through your Learning Manager.

In addition to the support and guidance available to students, there is also a wealth of information available on the Academy website. Please follow the career links.

To help you to start thinking long-term you will find information below that connects each GCSE option to some of the careers they relate to including the skills you will develop.

**Remember** - if you choose a GCSE it doesn't necessarily mean you'll end up with a career relating to it. It's never too early to start thinking where your skills and interests could lead you.

Subject	Future Prospects	Careers / Job Titles	Skills
<b>English</b>	GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding.	<b>Barrister</b> <b>Teacher</b> <b>Politician</b> <b>Solicitor</b> <b>Journalist</b> <b>Writer</b> <b>Actor / Actress</b> <b>Counsellor</b> <b>Social Worker</b> <b>Public Relations Officer</b> <b>Librarian</b> <b>Psychologist</b>	<ul style="list-style-type: none"> <li>• Written and verbal communication</li> <li>• Information handling</li> <li>• Planning essays, reports and projects</li> <li>• Persuasion</li> <li>• Negotiation</li> <li>• Presenting points of view</li> <li>• Research</li> </ul>
<b>Maths</b>	Just about everything! People with Maths qualifications can go into, accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics	<b>Software Engineer</b> <b>Economist</b> <b>Aerospace Engineer</b> <b>Financial Advisor</b> <b>Accountant</b> <b>Quantity Surveyor</b> <b>Civil Engineer</b> <b>Architect</b> <b>Graphic Designer</b>	<ul style="list-style-type: none"> <li>• Calculation</li> <li>• Problem-solving</li> <li>• Budgeting</li> <li>• Planning</li> <li>• Research</li> <li>• Interpreting statistics</li> <li>• Analysing data</li> </ul>

Subject	Future Prospects	Careers / Job Titles	Skills
<b>Science</b>	<p>All of these Science subjects - Biology, Physics and Chemistry - can be taken up to a higher level of education. Next steps include:</p> <ul style="list-style-type: none"> <li>AS/A2-Level in Biology, Physics and/or Chemistry</li> <li>BTEC Level 3</li> <li>NVQ Levels 2 to 5</li> <li>Intermediate and Advanced Level Apprenticeships.</li> </ul> <p>You can pursue your preferred subject to a higher level or take a number of Science subjects alongside each other. Science subjects provide a good basis for further education and they develop a range of skills including analytical abilities, evaluation, planning and observational skills.</p>	<b>Astronomer</b> <b>Physicist</b> <b>Chemical Engineer</b> <b>Midwife</b> <b>Doctor</b> <b>Biologist</b> <b>Forensic Scientist</b> <b>Veterinary Surgeon</b> <b>Zoologist</b> <b>Research Scientist</b> <b>Science Teacher</b> <b>Mechanical Engineering Geologist</b> <b>Meteorologist</b> <b>Surgeon</b> <b>Nurse</b>	<ul style="list-style-type: none"> <li>Planning</li> <li>Health and safety</li> <li>Data analysis</li> <li>Data interpretation</li> <li>Statistics</li> <li>Critical thinking</li> <li>Observation</li> <li>Attention to detail</li> <li>Problem-solving</li> <li>Communication</li> <li>IT</li> </ul>
<b>Geography</b>	<p>There are a wide range of career options available to students who study Geography. Geography is a dynamic subject, which lends itself to most occupations. It is a relevant subject as it covers issues such as concern for the environment and the issue of sustainability. As an academic subject, employers are keen to employ students who have been successful in Geography.</p>	<b>Town Planner</b> <b>Geographer</b> <b>Travel Agent</b> <b>Logistics Manager</b> <b>Surveyor</b> <b>Humanitarian</b> <b>Environment Planner</b> <b>Conservation Officer</b> <b>Geospatial Analyst</b>	<ul style="list-style-type: none"> <li>Research</li> <li>Evaluation of evidence</li> <li>Writing</li> <li>Construction of reasoned arguments</li> <li>Communication</li> <li>Problem solving</li> <li>Planning</li> <li>Prediction</li> <li>Record-keeping</li> <li>Cataloguing</li> <li>IT</li> </ul>
<b>History</b>	<p>History can open the door for many different careers such as Law, teaching and management roles. Often the ability to look at the past can help you to understand the present and employers will always favour this.</p> <p>History develops a wide variety of skills and abilities that are useful and relevant to many careers. It develops skills in reasoning and arguing your point, which are useful to people working in law and accountancy, so it is a subject that is highly valued by employers, colleges and universities</p>	<b>Barrister</b> <b>Historian</b> <b>Museum Conservator</b> <b>Archaeologist</b> <b>Archivist</b> <b>Anthropologist</b> <b>Media Researcher</b> <b>Broadcast Journalist</b> <b>Politician</b> <b>Teacher</b>	<ul style="list-style-type: none"> <li>Research</li> <li>Evaluation of evidence</li> <li>Writing</li> <li>Construction of reasoned arguments</li> <li>Communication</li> <li>Problem solving</li> <li>Planning</li> <li>Prediction</li> <li>Record-keeping</li> <li>Cataloguing</li> <li>IT</li> </ul>
<b>Languages</b>	<p>Many professional and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.</p> <p>Almost all University courses include an option to add study of a foreign language and / or study abroad.</p>	<b>Translator</b> <b>PR Officer</b> <b>Reporter</b> <b>Speech Therapist</b> <b>TourGuide</b> <b>Humanitarian</b> <b>Copywriter</b> <b>Diplomat</b> <b>Marker Researcher</b>	<ul style="list-style-type: none"> <li>Communication in at least two languages</li> <li>Translation and interpretation</li> <li>Knowledge of grammar</li> <li>Writing</li> <li>Presentation</li> <li>IT</li> <li>Cultural awareness</li> <li>Adapting to new surroundings</li> <li>Team-working and working alone.</li> </ul>
<b>Computer Science</b>	<p>Students studying this course will be well prepared to take an A Level or equivalent Computer Science qualification in further education and training. It is recognised as a high-quality academic subject and held in high regard by Colleges and Universities.</p>	<b>Video Game Tester</b> <b>IT Analyst</b> <b>Project Manager</b> <b>Web Developer</b> <b>Social Media Executive</b> <b>Video Game Designer</b> <b>Software Developer</b> <b>Web Designer</b> <b>Network Engineer</b>	<ul style="list-style-type: none"> <li>Word processing, spreadsheets, email, database, internet</li> <li>Programming</li> <li>Network design</li> <li>Multimedia design</li> <li>Software development</li> <li>Retrieving information</li> <li>Teamwork</li> <li>Numeracy</li> <li>Report writing</li> </ul>

Subject	Future Prospects	Careers / Job Titles	Skills
<b>Child Development</b>	<p>A GCSE in child development provides you with essential life skills and applied knowledge, designed to provide you with a choice of routes into employment, as well as further education. It is suitable for anyone with a career interest in care.</p>	<p><b>Early Years Teacher</b>  <b>Nursery nurse</b> <b>Child minder</b> <b>Midwife</b>  <b>Health Visitor</b>  <b>Family Support Worker</b>  <b>Social Worker</b>  <b>Paediatric Nurse</b>  <b>Speech Therapist</b></p>	<ul style="list-style-type: none"> <li>• Collaborative working</li> <li>• Creativity</li> <li>• Team work</li> <li>• Time management</li> <li>• Analysing</li> <li>• Practical skills</li> <li>• Independent thinking and working</li> </ul>
<b>Art &amp; Design</b>	<p>The creative industries in the UK contribute £80 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you do need to work hard.</p> <p>A GCSE in Art &amp; Design will allow you to explore and develop your creativity. There are related post-16 education opportunities available if you want to take your creative talents further, such as:</p> <ul style="list-style-type: none"> <li>• AS and A2-Level in Art &amp; Design</li> <li>• BTEC Level 3 in Art &amp; Design, Graphics, Fashion &amp; Clothing and Photography</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level</li> </ul> <p>Apprenticeships in Arts, Media &amp; Publishing</p>	<p><b>Artist</b>  <b>Graphic Designer</b>  <b>Crafts Designer</b>  <b>Furniture Designer</b>  <b>Illustrator</b>  <b>Art Auctioneer</b>  <b>Gallery and Museum Curator</b>  <b>Film and Video Editor</b>  <b>Landscaper</b>  <b>Textile Designer</b>  <b>Web Designer</b>  <b>Games Designer</b>  <b>Interior Designer</b>  <b>Photographer</b></p>	<ul style="list-style-type: none"> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Creativity</li> <li>• Communication skills</li> <li>• Design and craft skills</li> <li>• Decision Making</li> <li>• Collaborative working</li> </ul>
<b>Music</b>	<p>The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector.</p> <p>Study of this sector at Key Stage 4 will providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress at post-16.</p> <p>GCSE Music develops teamwork, time management and reflection skills, all of which are crucial in many aspects of life and work</p> <p>Music is a very useful addition to any well- balanced set of qualifications. It gives students the many skills and qualities that universities, colleges and employers are looking for. If you enjoy the GCSE Music course, then you can consider these post-16 further education opportunities:</p> <ul style="list-style-type: none"> <li>• AS/A2-Level in Music, Music Technology and/ or Performing Arts</li> <li>• BTEC Level 3</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level</li> <li>• Apprenticeships in Arts, Media &amp; Publishing.</li> </ul>	<p><b>Musician</b>  <b>Event Manager</b>  <b>Music Therapist</b>  <b>Recording Engineer</b>  <b>Composer</b>  <b>Music Teacher</b>  <b>A&amp;R Talent Scout</b>  <b>Music Promotor</b>  <b>Audio Engineer</b>  <b>DJ</b>  <b>Singer</b></p>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Written</li> <li>• Reading Musical Notation</li> <li>• Composition and Arrangement</li> <li>• IT</li> <li>• Music Theory</li> <li>• Performance technique and management</li> <li>• Team work</li> <li>• Meeting deadlines</li> </ul>
<b>Dance</b>	<p>The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector.</p> <p>Study of this sector at Key Stage 4 will providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress at post-16.</p> <p>GCSE Dance will set students up to continue with A Levels or BTEC courses at Key Stage 5. Many students will go on to study dance further at University or Dance Conservatoires to Degree level and beyond. Courses are at Masters and PhD level.</p>	<p><b>Choreographer</b>  <b>Dancer</b>  <b>Cruise Ship Entertainer</b>  <b>Pilates Teacher</b>  <b>Circus Performer</b>  <b>Physiotherapist</b>  <b>Actor</b>  <b>Dance Teacher</b></p>	<ul style="list-style-type: none"> <li>• Improved fitness, balance and coordination</li> <li>• Interpretation</li> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Collaboration and communication skills</li> <li>• Enquiring and reflective minds</li> <li>• Independent thinking and working</li> </ul>

Subject	Future Prospects	Careers / Job Titles	Skills
<b>Performing Arts (Drama)</b>	<p>The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector.</p> <p>Study of this sector at Key Stage 4 will providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress at post-16.</p> <p>A BTEC in Acting shows an employer that a student has confidence and good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. With a BTEC in Acting you could continue your studies on any of the level 3 courses that Outwood offers. Acting graduates are statistically proven to be those who found employment the easiest after leaving university.</p>	<p><b>Actor</b>  <b>Broadcast Journalist</b>  <b>PR Manager</b>  <b>Set Designer</b>  <b>Film Producer</b>  <b>School Teacher</b>  <b>Screenwriter</b>  <b>Film Director</b>  <b>Drama Therapist</b>  <b>Youth Worker</b>  <b>Theatre Director</b>  <b>Technical Theatre Design</b>  <b>Drama Teacher</b></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of style, genre and social context</li> <li>• Performance techniques - interpretation, improvisation, voice, physicality, stage relationships with others</li> <li>• Design skills</li> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Collaboration and communication skills</li> <li>• Enquiring and reflective minds</li> <li>• Independent thinking</li> </ul>
<b>Hospitality &amp; Catering</b>	<p>A qualification in home economics provides you with essential life skills and applied knowledge, designed to provide you with a choice of routes into employment, as well as further education. It is suitable for anyone with a career interest in food and nutrition.</p> <p>This course has been designed to provide you with a choice of routes into further education. If you want to take this subject further, there are a range of post-16 education opportunities available, such as A Levels, NVQs or BTEC Level 3.</p>	<p><b>Chef</b>  <b>Dietician</b>  <b>Cake Decorator</b>  <b>Health Promotions Officer</b>  <b>Kitchen Manager</b>  <b>Microbiologist</b>  <b>Food Scientist</b>  <b>Nutritionist</b></p>	<ul style="list-style-type: none"> <li>• Cookery skills</li> <li>• Creativity</li> <li>• Team work</li> <li>• Time management</li> <li>• Analysing</li> <li>• Practical skills</li> <li>• Independent thinking and working</li> </ul>
<b>Religious Studies</b>	<p>A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment.</p> <p>Religious Studies provides a good background for any career where understanding people is an asset. Employers like to know that applicants have thought a bit about themselves and their place in the world. They expect them to be able to work with a wide range of people – often from different cultures – and to treat them all with courtesy and respect. In helping you to develop such understanding and insights about yourself, Religious Studies has a real part to play. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.</p>	<p><b>Journalist</b>  <b>Editor</b>  <b>Radio/Television</b>  <b>Politician</b>  <b>Government/Civil Service</b>  <b>Policy Manager</b>  <b>Legal Services (Barrister/Solicitor)</b>  <b>Police Service</b>  <b>Charity sector/not-for-profit organisations</b>  <b>Social services/counselling</b>  <b>NHS/Medicine (Doctor/Nurse/Mental Health)</b>  <b>PR/Advertising/Marketing</b></p>	<p>Studying Religious Studies helps you develop skills that are valued by employers in a range of sectors. These include:</p> <ul style="list-style-type: none"> <li>• Research, analysis and presentation skills</li> <li>• critical thinking skills and the ability to interpret information, formulate questions and solve problems</li> <li>• organisational and time management skills</li> <li>• team-working and communication skills</li> <li>• writing skills, including accurate referencing and the ability to construct a reasoned argument</li> <li>• IT skills</li> <li>• empathy and the ability to understand people and take on board others' views</li> <li>• the ability to work methodically and accurately</li> <li>• independence of mind and the ability to think for yourself.</li> </ul>

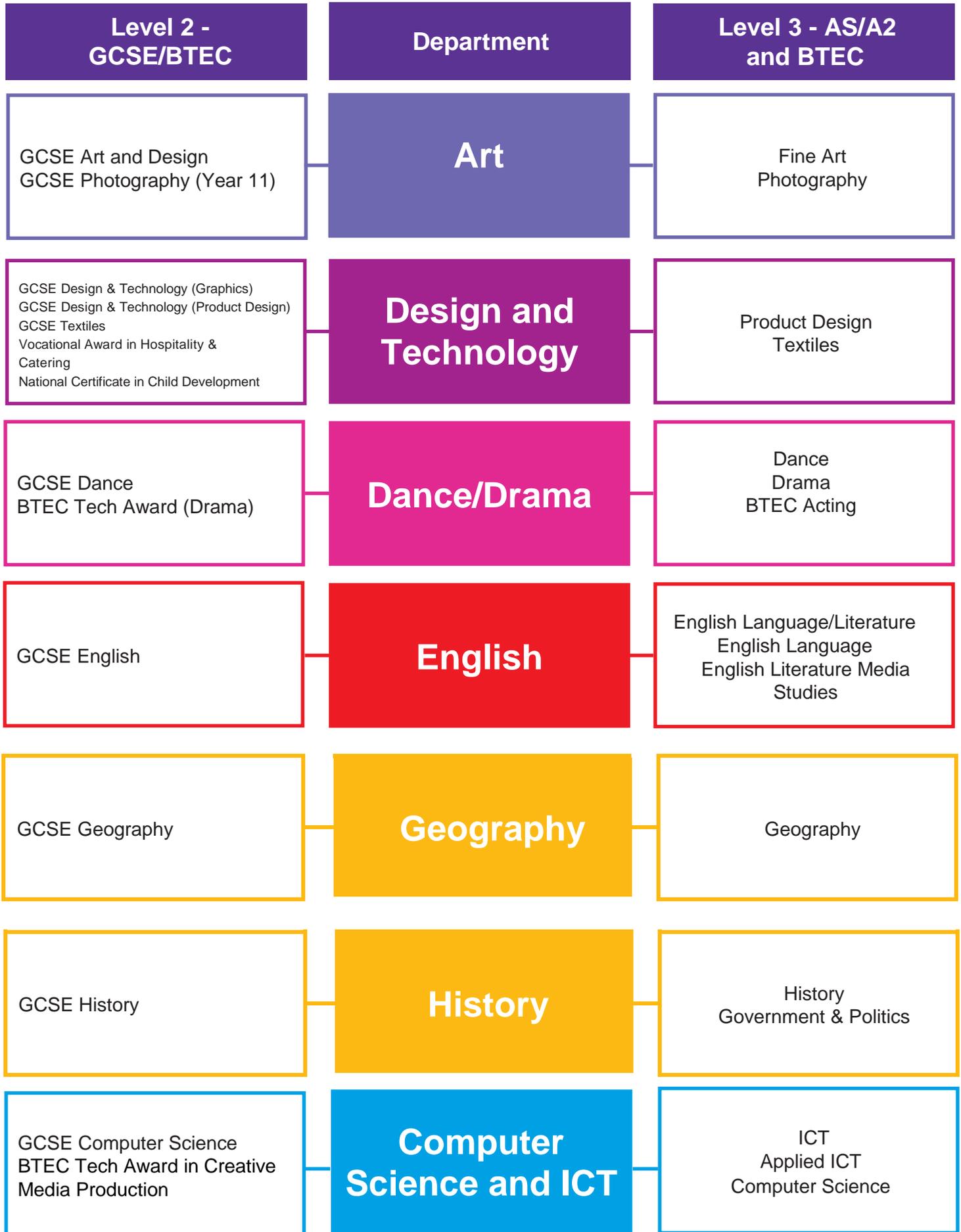
Subject	Future Prospects	Careers / Job Titles	Skills
<b>BTEC Tech Award in Engineering</b>	<p>The Pearson BTEC Tech Award in Engineering is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.</p>	<p><b>Aerospace Engineer</b>  <b>Agricultural Engineer</b>  <b>Automotive Engineer</b>  <b>Biomedical Engineer</b>  <b>Civil Engineer</b>  <b>Computer Engineer</b>  <b>Drafting and Design Engineer</b>  <b>Electrical Engineer</b>  <b>Environmental Engineer</b>  <b>Geological Engineer</b>  <b>Marine Engineer</b>  <b>Mechanical Engineer</b>  <b>Petroleum Engineer</b>  <b>Software Engineer</b></p>	<ul style="list-style-type: none"> <li>• Looking for detail</li> <li>• Hand-eye coordination</li> <li>• Creativity</li> <li>• Visual communication</li> <li>• Design</li> <li>• Digital manipulation</li> <li>• Understanding and using tools</li> <li>• Effective technical skills</li> <li>• Problem-solving skills</li> <li>• Interpersonal skills</li> <li>• Verbal and written communication skills</li> <li>• Teamworking skills</li> </ul>
<b>GCSE Design &amp; Technology (Graphics)</b>	<p>Design and technology is part of everyday life and is constantly evolving. The qualification will focus on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They'll learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.</p> <p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.</p>	<p><b>Creative director</b>  <b>Graphic Designer</b>  <b>Illustrator</b>  <b>Printmaker</b>  <b>Production designer</b>  <b>CAD technician</b>  <b>Exhibition Interior Designer</b>  <b>Landscape architect</b>  <b>Multimedia specialist</b>  <b>Urban designer</b>  <b>Automotive engineer</b>  <b>Materials engineer</b></p>	<ul style="list-style-type: none"> <li>• Looking for detail</li> <li>• Hand-eye coordination</li> <li>• Creativity</li> <li>• Visual communication</li> <li>• Design</li> <li>• Digital manipulation</li> <li>• Understanding and using tools.</li> <li>• Effective technical skills</li> <li>• Problem-solving skills</li> <li>• Interpersonal skills</li> <li>• Verbal and written communication skills</li> <li>• Team working skills</li> <li>• Computer literate</li> <li>• Multimedia design</li> </ul>
<b>Textiles</b>	<p>Employers will value the GCSE in Textiles as it develops creative, technical and transferable skills.</p> <p>If you want to take this course further after GCSE then you could consider these routes:</p> <ul style="list-style-type: none"> <li>• AS/A2-Level in Product Design and/or Art &amp; Design</li> <li>• BTEC Level 3 in Art &amp; Design</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships</li> </ul>	<p><b>Fashion Designer</b>  <b>Textile Production Manager</b>  <b>Upholsterer</b>  <b>Costume Designer</b>  <b>Product Designer</b>  <b>Leather Craftworker</b>  <b>Textile Designer</b></p>	<ul style="list-style-type: none"> <li>• Looking for detail</li> <li>• Hand-eye coordination</li> <li>• Creativity</li> <li>• Visual communication</li> <li>• Design</li> <li>• Digital manipulation</li> <li>• Understanding and using tools.</li> </ul>
<b>Sport And Coaching Principles</b>	<p>This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for level 3 Sports courses such as A Level Physical Education and BTEC National Diploma in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions.</p>	<p><b>Sport Professional</b>  <b>Sports Coach</b>  <b>Sports Development Officer</b>  <b>Physiotherapy</b>  <b>Biomechanist</b>  <b>Sports Scientist</b>  <b>Physiologist</b>  <b>PE teacher</b>  <b>Personal trainer</b>  <b>Sports Coach</b>  <b>Professional Athlete</b>  <b>Sports Development Officer</b></p>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Presentation and oral communication</li> <li>• Time management and planning</li> <li>• Keeping to rules</li> <li>• Health and safety</li> <li>• Determination</li> <li>• Motivation - self and team</li> <li>• Resilience</li> </ul>

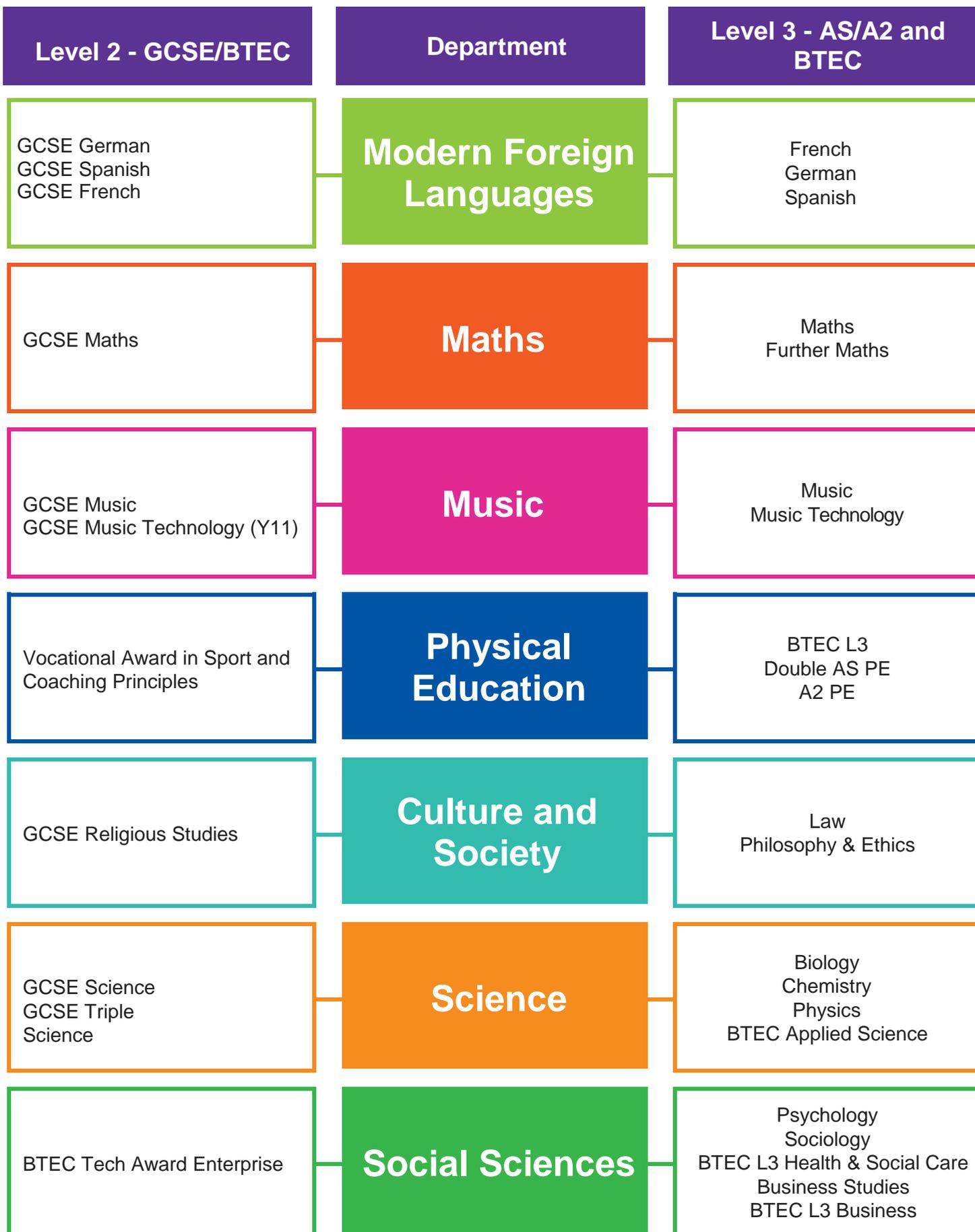
Subject	Future Prospects	Careers / Job Titles	Skills
<b>Enterprise</b>	<p>This course is a fantastic foundation for developing skills that you can take with you into a wide range of careers. It aims to give you an understanding of the workings of business enterprise.</p> <p>The GCSE in Enterprise can prepare you for further and higher education courses in this subject, such as:</p> <ul style="list-style-type: none"> <li>• AS/A2-Levels</li> <li>• BTEC Level 3</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships in Business, Administration &amp; Law</li> </ul>	<b>Office Manager</b> <b>Accountant</b> <b>Brand Manager</b> <b>Financial Adviser</b> <b>Bank Manager</b> <b>Business Analyst</b> <b>Quality Manager</b> <b>Solicitor</b> <b>Teacher</b> <b>Administration roles</b> <b>Human Resources Manager</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• ICT</li> <li>• Finance</li> <li>• Communication</li> <li>• Presentation</li> <li>• Influencing</li> <li>• Persuasion</li> <li>• Leadership</li> <li>• Teamwork</li> <li>• Problem solving</li> <li>• Decision making</li> </ul>
<b>Information &amp; Creative Technology</b>	<p>ICT is vital to most jobs in society as a whole, so having a qualification in IT will be of great advantage for you in various situations and careers.</p>	<b>End User Support Technician</b> <b>Trainee ICT Support Officer</b> <b>IT Technician</b> <b>Software Engineer</b> <b>Website Content Managers</b> <b>Computer Animators</b> <b>Graphic Designer</b>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Network design</li> <li>• Multimedia design</li> <li>• Software development</li> <li>• Retrieving information</li> <li>• Teamwork</li> <li>• Numeracy</li> <li>• Report writing</li> </ul>



# 14-19 Pathways - Outwood Grange Academy

The information below shows subjects grouped at GCSE and Post 16 courses. Not all GCSE and BTEC courses in each group lead directly onto the Post 16 course - more guidance on this should be sought from subject leaders.





# Core Subjects - Maths

Maths is a gateway into all sorts of exciting future careers - Computer Games Designer, Teaching, Formula 1 Engineer, Aerodynamicist, Engineer, Music Producer, Air-Traffic Controller, Banker, Defence Analyst, Designer, Statistician, Investment Analyst, Economist, Tax Advisor, Accountant, Actuary, Auditor, Modelling Analyst, Stockbroker, Architect and Systems Analyst.

Maths is a 3-year linear GCSE (9-1) course, students will complete this course at the end of Year 11.

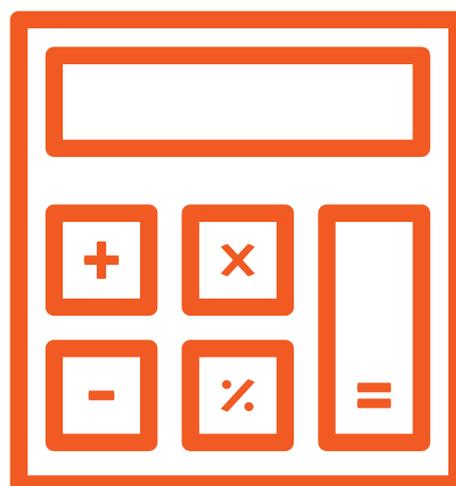
There are 6 main areas of study – Number, Ratio, Algebra, Geometry & Measures, Probability and Statistics. These areas of study are assessed through exams at the end of the course.

The qualification consists of three equally weighted written examination papers.

- paper 1 is non-calculator
- papers 2 and 3 are calculator papers
- each paper is 1 hour and 30 minutes
- the content will be assessed across all three papers.

This qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade

***We know that to give students the best chances of gaining employment or entry to higher education they must achieve the highest grade possible in Maths.***



# Core Subjects - English

GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. Jobs using English specifically can include work in media, journalism, advertising, public relations, management and teaching.

Students study both English Language and English Literature and are expected to complete the course at the end of Year 11.

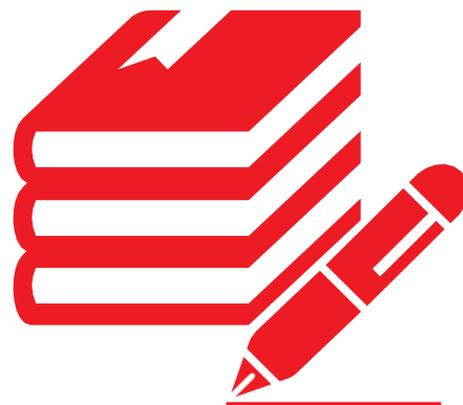
In year 9 students continue to study English skills in preparation for the teaching of the GCSE content in Year 10 and 11 culminating in the study of 'An Inspector Calls' at the end of the year.

From Year 10 in **English Language**, students will study fiction texts (such as extracts from novels) and non-fiction texts (such as leaflets and articles), developing their reading skills and their ability to locate information, infer, summarise, use evidence and comment on the writer's techniques. They will also develop their writing skills, writing short stories and a range of transactional texts for magazines and other media.

From Year 11 in **English Literature**, there will be opportunities to study a range of texts including plays, novels and poems. Some texts are modern and others are from our literary heritage.

**Assessment will take the form of examinations at the end of the course.**

***GCSE English is a very important qualification and a good GCSE grade. Together with a similar grade in Maths, it is the gateway to many careers and courses of higher education. For some University courses, places are based on GCSE grades as well as A Levels.***



# Core Subjects - Science

All students will follow GCSE science over three years, taking exams at the end of year 11 which will lead to either 2 GCSEs in combined science or three GCSEs in biology, chemistry and physics. The decision on which pathway students take (combined or triple) will be decided during year 9 based on student performance in assessments and classwork.

Students can go on to study A levels in Biology, Chemistry and/or Physics whichever pathway they take. These advanced subjects can then lead on to University Science study. Fascinating professions using science include medicine, veterinary science, pharmacology, forensic science, cosmology, space science, oceanography, engineering and teaching. These qualifications are also a gateway into many other non-science career.

***Science GCSEs are very important qualifications and two or more good GCSEs in science subjects demonstrate many transferable skills that are desirable to both Further Education providers and employers***



# Core Subjects - Life

## Course Description

This is a core subject and covers students' entitlement to Personal, Social and Health Education (PSHE), Citizenship, Religious Studies, Relationships & Sex Education.

In Year 9 students study the following areas:

- Moral & Philosophical Questions
- Anti-Bullying
- Healthy Living (Fitness & Diet)
- Personal Safety
- Environment
- RSE (Relationships and Sex Education)

In Year 10 students study the following areas:

- Mental Health
- Careers
- Healthy Living (Alcohol & Drugs)
- Finance
- British Values
- RSE (Relationships and Sex Education)

## Assessment

This is done via teacher assessment and self-assessment and is closely linked to the Learning Model supporting personal learning and thinking skills and also SEAL (social and emotional aspects of learning). Revision Skills are also embedded to support students with their examination preparations.

## Entry Requirements, Advice and Guidance

All students are required and entitled to follow the LIFE course.

## General Comments

All modules include a variety of resources and teaching methods. Many involve outside experts visiting to address students.

**Future Prospects/Career Options** This course will support students through all aspects of real life beyond the classroom. It also offers an element of careers education and work related education.

## Student Comments

*"I like LIFE, you discuss real issues and have the chance of un-pressured learning."*

*"The teachers create a place where you are happy to ask about anything - I mean anything!"*

*"The work health and safety course helped me to get a part time job."*

# Core Subjects - Physical Education

## Course Description

Students will have two core PE lessons in Year 9.

Core Physical Education has a high practical content that ensures that activity levels remain the premier focus of the course.

Students will be set based on practical ability however this is a continual process and we expect to see students moving between groups throughout the year.

Students will work on a variety of activities including:

- Outwitting opponents (activities such as netball, football, rounder's & tennis)
- Accurate replication (activities such as gymnastics)
- Performing at maximum levels (activities such as athletics and fitness)
- Identifying and solving problems (activities such as orienteering).

It is hoped that the introduction to these concepts will supplement and inspire both development of lifelong participation and elite success.

In addition, Core PE will form a basis for those students who are studying Sport and Coaching Principles or intend to study PE in the future.

## Assessment

Although there is no formal assessment as part of core Physical Education assessment still takes place and students will be given feedback on each activity that they will take part in for students and parents/carers to track progress and identify areas to improve on.

Assessment takes a variety of forms, including:

- Peer assessment
- Self-assessment
- Teacher observations

Students who have selected to do Sports Science as an option will be grouped with other Sports Sciences students in core time (where possible) to give these students an additional opportunity to improve their practical or theory grade.

## General Comments

It gives you the opportunity to experience a range of different activities.

It can positively improve your health and fitness.

Core PE has the potential to develop both lifelong participation and elite performances.

## Future Prospects/Career Options

This course is an appropriate gateway to Sport and Coaching Principles.

# GCSE Geography

## Course Description

The GCSE is made up of 3 units, which are all exams. All units include aspects of sustainability and the UK.

### 1. Living with the Physical Environment (exam)

**Section A:** The challenges of natural hazards.

Natural hazards; Tectonic hazards; Tropical storms; Extreme weather and Climate change.

**Section B:** Physical landscapes in the UK.

Coastal landscapes including management strategies River landscapes with flood management strategies.

**Section C:** The living world.

Ecosystems; Tropical rainforests and Hot deserts.

### 2. Challenges in the Human Environment (exam)

**Section A:** Urban issues and challenges.

Urban growth; Urban change; Urban sustainability and Patterns of urban population change.

**Section B:** The changing economic world.

Economic development and quality of life; The development gap; Economic change in UK.

**Section C:** The challenge of resource management.

Resource management and global water resources.

### 3. Geographical applications (exam)

Issue evaluation; Pre-release material and Fieldwork; 2 geographical enquiries in contrasting environments.

## Assessment

The GCSE is made up of 3 exams: Living with the Physical Environment -

1 hour 30 - 35%

Challenges in the Human Environment -

1 hour 30 - 35%

Geographical applications including local fieldwork -

1 hour 15 - 30%

## Entry requirements, Advice and Guidance

GCSE Geography is a well-recognised academic qualification and geographers are in demand because of their ability to analyse situations, data and apply understanding and skills to a wide variety of contexts. Students should have an interest in the environment and people and enjoy developing a wide range of skills.

## General Comments

Geography is a very special subject because it offers a unique combination of transferable and well recognised skills. A Geographer is expected to be able to interpret photographs, maps, graphs and data tables. They can evaluate arguments, problem solve and make decisions as well as write extended pieces of work and gather data in different environments.

Geography keeps you up to date with current issues and world events and is taking on ever more importance in schools, colleges, universities, government, industry, and communications. Geography GCSE combines map, graphical and maths skills with written answers of different lengths. Literacy skills are developed through the course and we offer a range of opportunities to students who might need additional support. The Geographical applications exam requires students to collect data in two contrasting environments. In order to complete this, we run a fieldtrip to the coast. There may be a small cost to this fieldtrip but we would not let the cost of a trip stop any student from attending on the day.

## Student Comments

*"Geography is a great subject as it has lots of interesting and varied topics some of which link to Science which makes it easier."*

*Geography is very interesting and enjoyable. The teachers offer extremely good support when you are stuck. It is a very good GCSE to do."*

*"I think that Geography is really interesting as you can learn about different and exciting topics such as earthquakes, hurricanes, and why there are so many differences between countries"*

## Future Prospects/Career Options

Geography has been identified as one of 10 recession proof degree subjects because it is highly valued by employers

for its combination of subject knowledge and how well it links with other subjects such as Maths, English, Science, Law and ICT. Employers need individuals who have the ability to analyse and explain what is happening around them and adapt accordingly to different situations.

Geographers are impressive in their ability to be resilient, adaptable and able to apply a wide variety of skills. As a qualification, Geography is greatly respected by University entrance officers. It is chosen by over 30,000 undergraduate students each year and has one of the highest rates of graduate employability.

## Course Description

The GCSE 9-1 History course combines social, political and military history

to allow students to develop their knowledge and interest across a range of areas. Students will cover a range of European and World History topics from across the past 500 years including...

- The Tudors: Early Elizabethan England, 1558-88.
- The History of Medicine in England (Medieval Period-Black Death, Renaissance Period-The Plague and Fire of London and Modern Medicine-the creation of the NHS).
- The American West 1835-1895.
- Germany in the 20th century.

## Assessment

The new GCSE follows a linear structure, which means students will take three examinations at the end of the course.

There is no coursework element. The assessment structure is as follows:

**Paper 1:** Thematic study and historic environment

Examination-1 hour 15 minutes.

**Paper 2:** Period study and British depth study

Examination-1 hour 45 minutes.

**Paper 3:** Modern depth study

Examination-1 hour 20 minutes.

## Entry requirements, Advice and Guidance

This is a GCSE option which is being offered by the History department to allow students to gain knowledge and understanding of key events which have taken place in both British and World history and which still impact upon students today. Students will be required to write extended answers to questions and source analysis skills will be developed throughout the course.

## General Comments

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways to reach substantiated conclusions.

## Future Prospects/Career Options

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others. History GCSE forms part of the EBacc qualification and is a highly sought after qualification for both Post 16 centres and employers.

## Student Comments

*"History GCSE is a very interesting course. We learnt about a range of topics and countries. I would recommend it as a great GCSE. I especially enjoyed learning about Weimar and Nazi Germany."*

*"The teachers are very supportive and there are a range of catch-ups and activities to get involved in. It is hard work but I really enjoyed the different topics including medicine through time and the American West."*

# GCSE French/German/Spanish

## Course Description

This is a three year course leading to a Level 2 qualification. The course is examined in all four areas of listening, reading, speaking and writing. Building on your knowledge of learning a language from KS3, you will study a variety of authentic, topical and cultural material surrounding the topics of:

- Identity and culture (including: freetime, family and social media)
- Local, national, international and Global areas of interest (including: your town, social issues, the environment and travel and tourism)
- Current and future employment (including: school, P16 education, jobs and careers)

The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works.

This course will also allow you to learn about the country your language originates as well as finding out about speaking communities and countries.

## Topics and tasks may include:

- ICT tasks and web pages from the target country
- News and current affairs topics
- Information gathering and sharing on famous people from the target country
- Study of the country and its culture, e.g. transport, regions, fashion, sport
- Study of the grammar of the language to increase understanding and independent expression
- Reading stories / poems, etc
- Creative writing.

## Assessment

**100% Examination  
(25% Listening, 25% Reading,  
25% Speaking, 25% Writing).**

You will be examined at the end of the course in all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade. You and your teacher will decide whether you should take the Foundation papers (Grades 1-4) or the Higher papers (Grades 4-9) in these skills.

## Entry Requirements, Advice and Guidance

Students are strongly recommended to work hard in the language studied in Year 7 and 8. Students should be 'Achieving' or above in this language by the end of KS3.

## General Comments

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an increased appreciation of their own culture as well as other cultures. Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other GCSE subjects.

## Future Prospects/Career Options

Employers and universities like students with Languages GCSEs because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and/or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others.

In an increasingly globalised world, many professions and international companies actively seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

- Logistics
- International Business
- Hospitality Industry
- Travel and Tourism

## Student Comments

*"The teachers make you feel confident that you will pass your language GCSE."*

*"Learning languages gives you an overall goal and sense of determination to do the best you can and achieve what you believe you can."*

# GCSE Computer Science

## Course Description

### Unit 1: Computer Systems

In this unit, students explore the fundamentals of computer systems including computer hardware and software. The unit also includes a significant amount of networking as well as ethical, legal, cultural and environmental concerns related to computer science.

### Unit 2: Computational Thinking, Algorithms and Programming

In this unit, students will cover algorithms, programming techniques and writing in pseudo code. The unit also includes computational logic and how computers interpret, translate and represent data.

### Unit 3: Programming Project

The set of tasks within unit 3 will provide opportunities for students to solve a problem using a programming language, this includes showing design, development, testing and evaluation. This is a mandatory unit and does not contribute to the overall GCSE grade directly, but provides essential skills for Unit 2 success.

## Assessment

### Unit 1

**Examination - 50% - 1hr 30 mins**

### Unit 2

**Examination - 50% - 1hr 30 mins**

## General Comments

This is a new course in line with government reforms to GCSEs.

This course is different from ICT. ICT focuses on technology from a 'user' point of view whereas computer science focuses on how technology works behind the scenes.

There is a significant amount of mathematics content and logic in this course and it is advised that students are confident in their ability in mathematics before considering this as an option.

## Future Prospects/Career Options

This course will serve students well as an excellent introduction into AS/A2 ICT and AS/A2 Computer Science. On successful completion of this course, a solid foundation will have been built for students to continue into computers/engineering at university.

## Student Comments

*"The course is fun but very challenging, you have to be very independent when programming to find and correct errors all by yourself."*

*"There are a lot of interesting parts of the theory, however there is a lot of maths and different calculations to remember."*

# GCSE Art and Design

## Course Description

### What will I learn?

Art is an experience based, highly personalised course. You will be given lots of opportunity to develop your own ideas and you will face many interesting, creative challenges. We aim for you to learn positively through enjoyment of the subject.

The course includes:

- Painting / Drawing / Printmaking / Mixed media
- Recording in a wide range of materials and techniques
- Exploring visual language
- Researching and developing resources
- Exploring personal responses to your own and set themes
- Creatively using visual media including digital media and computers
- Exploring contextual work from contemporary and historical sources
- Presenting your work to a high standard, applying your visual communication skills
- Drawing is a major component of the course. You must enjoy drawing.

## Assessment

This is a TWO unit course.

You will do a personal themed project, creating a coursework portfolio for Unit 1, followed by an externally set assignment, including a 10 hour independent work period, for Unit 2.

The assessment criteria are the same for each unit but the coursework portfolio counts for 60% of the final mark and the exam counts for 40%.

### IS GCSE ART FOR ME?

**YES** - if you love doing creative things, if you enjoy challenges and taking the initiative, if you love drawing, if you have a good level of ability or if you are thinking of a career in visual arts.  
**NO** - if you get bored easily with art, if you struggle with art, if you don't enjoy a creative challenge or if you don't enjoy drawing.

### Future Prospects/Career Options

The creative industries contributed over £80 billion to the UK economy last year and is growing. Employment grew by 5% compared with 2.1% in the wider UK economy.

## Student Comments

*"I did Art in year 9 because I am thinking about doing art at A Level. The thing I like about art is having to make up your own mind about things and not being told what is right and wrong all the time. I do loads of enrichments too which is the best for me because I like to do things really well."*

*"Art is a lot of work but most of it is really good fun. We have had to learn how to concentrate on our work for ages but it's great when you get into it."*

# BTEC Tech Award in Enterprise

## Course Description

### Pearson BTEC Tech Award

#### Component 1: Exploring Enterprises In this unit, students will study:

- Different types of enterprise and their ownership.
- The importance of a clear focus on the customer and the importance of meeting their needs.
- Relevant skills in market research and analysis.
- Be able to interpret findings to support your understanding of customers and competitors.
- Investigate ways in which situational analysis can be used to support decision making.
- How the success can be monitored in an SME.

#### Component 2: Planning for and Running an Enterprise

In this unit, students will select an enterprise idea to plan and pitch for. They will work as a small group to run a micro-enterprise activity, and will develop their skills in operating and reviewing the success of the enterprise. Students will have the opportunity to plan how best to set up the enterprise and how to fund it. They will then pitch their developed idea and comment on the ideas of others. Students will then work with others to set up and run a micro enterprise activity, using your knowledge of entrepreneurial characteristics and qualities.

#### Component 3: Promotion and Finance for Enterprise

In this final unit, students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for the success of an enterprise.

## Assessment

60% Coursework (Unit 1 and 2)  
40% Examination (Unit 3)

### Entry Requirements, Advice and Guidance

There are no formal entry requirements. Students must be aware that there is a considerable amount of written work required to produce their portfolios and students must have good research skills due to investigating a number of different small and medium size enterprises.

**Future Prospects/Career Options** This qualification can lead to a full range of education and training at Post-16 level. Studying Business is especially favoured by employers as students are equipped with the necessary skills in Business and Enterprise.

# BTEC Tech Award in Creative Media Production

**Exam Board:** Pearson

**Course Title:** Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production

## **What is it worth?**

One GCSE Equivalent

## **Why take this course? Who is it for?**

The BTEC Level 2 Tech Award in Creative Media Production, is for learners who want to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning.

## **How is the course structured?**

Component 1 – 30% Exploring Media Productions  
Coursework

Component 2 – 30% Developing Digital Media Production Skills  
Coursework

Component 3 – 40% Create a Media Product in Response to a Brief  
Externally Assessed

## **What will you study? What skills will you develop?**

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- process that underpins 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 personnel management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.

This course complements the learning in GCSE qualifications, such as Design and Technology, Art and Design, and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

## **What possible progression routes are available after taking this course?**

This course would leave students with the ideal foundation to study a Technical ICT or media qualification in 6th form or through other Post 16 providers.

## **What possible careers follow on from this course?**

Creative Media fits into most careers but some of the possible career paths include:

- Web designer
- Graphic design
- Video production
- Social media publicist
- Media marketing director

## **Who do I see for further information?**

Mr Kirkpatrick or Mr Houlton

# GCSE Religious Studies

## Course Description

GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

You will learn about the BIG questions in life such as:

- What happens when we die?
- Does God exist?
- Why is there evil in the world?
- Should Capital Punishment still exist?

Alongside this you will also learn about the beliefs and practices of Christianity and Islam to help give you a greater understanding of why people follow a particular religion and why they have certain practices linked to their beliefs.

Taking Religious Studies will:

- give you knowledge about what other people believe and the sort of world we live in
- give you an understanding of what people mean when they say certain things
- help you to evaluate different points of view
- give you the opportunity to debate some of the big issues you will have to face during the course of your own life. At the same time, you will be:
  - clarifying some of your own ideas and hopes for the future
  - learning to put across your own point of view
  - developing all kinds of skills and aptitudes including self-awareness, tolerance, the ability to communicate and listen effectively and analytical skills.

If you think that Religious Studies is only for someone who wants to be a vicar, minister, nun, monk, rabbi, imam or even an RS teacher, then think again! Religious Studies has a lot to offer – perhaps more than you might think – in helping you prepare for many different types of career. You don't have to be religious to enjoy Religious Studies either. It will make you think about your life and the way you live it.

## Assessment: Worth 1 GCSE

Students will complete 3 exams.

50%: Religious, Philosophical and Ethical Studies in the Modern World - 2 hours

25%: Study of Christianity - 1 hour

25%: Study of a World Faith (Islam) - 1 hour

## Entry Requirements, Advice and Guidance

Students must have a good level of English to be able to write answers that show knowledge and understanding of the content studied and also to be able to give a well-reasoned evaluation in their written work.

## General Comments

The course consists of 3 Components:

1. Religious, Philosophical and Ethical Studies in the Modern World
  - a. Issues of relationships
  - b. Issues of life and death
  - c. Issues of good and evil
  - d. Issues of Human Rights
2. Christianity
  - a. Beliefs and Teachings
  - b. Practices
3. Islam
  - a. Beliefs and Teachings
  - b. Practices

## Student Comments

*"RS gives you the confidence to voice your opinion in society, as well as listening and respecting other."*

*"RS is creative and interesting- it's not all about God!"*

*"It makes you think outside the box."*

*"I can use it in real life and debate issues and interact with my classmates."*

*"I really enjoyed RS because it gave me the opportunity to express my thoughts and opinions on issues I am interested in."*

## Future Prospects/Career Options

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment.

Religious Studies provides a good background for any career where understanding people is an asset. Employers like to know that applicants have thought a bit about themselves and their place in the world. They expect them to be able to work with a wide range of people – often from different cultures – and to treat them all with courtesy and respect. In helping you to develop such understanding and insights about yourself, Religious Studies has a real part to play. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

# Vocational Award in Sport and Coaching Principles

## Course Description

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into sports performance and coaching. It is designed to develop independent learners that can make informed decisions about further learning opportunities or continue into related career choices. Learners develop both a critical and analytical approach to problem solving whilst gaining an understanding of sports performance, fitness and coaching principles. The qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify actions plans to develop physical fitness for sport or health, and how to coach different groups with different needs. The knowledge and skills gained provide a clear grounding within the sport and sports coaching sectors for those learners that may choose a career in sport, leisure, fitness instruction and coaching. Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently. It would also be useful if the learner wanted to follow a career path in sport or other Level 1/2 qualifications.

The WJEC Vocational Award in Sport and Coaching Principles is made up of three mandatory units:

Learners must complete all units.

### Unit 1 - Improving Sporting Performance

The purpose of this unit is for learners to gain the knowledge and understanding needed to be able to analyse performance of individuals and review options to improve performance.

Internally assessed / 30%

### Unit 2 - Fitness for Sport

The aim of this unit is to develop in learners the knowledge, understanding and skills to plan training programmes to improve the fitness of individuals.

Externally assessed / 40%

### Unit 3 - Improving Sporting Performance

The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a sporting activity.

Internally assessed / 30%

## Assessment

One unit is an exam (1 hour) and the other three units are coursework based.

## Entry Requirements, Advice and Guidance

The course requires a high level of commitment to the learning of new areas in both a practical and theoretical physical education environment.

## Future Prospects/Career Options

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A Level Physical Education and BTEC National Diplomas in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor, Dietician, Sports Development Officer, Sports Psychologist, Personal Trainer and Sports Development Officer.

# GCSE Art and Design (Textiles)

## Course Description

Textiles is an experience based, highly personalised course. You will be given lots of opportunity to develop your own ideas and you will face many interesting, creative challenges. We aim for you to learn positively through enjoyment of the subject. During the course you explore a wide range of textile design techniques and processes, for example:

- weaving
- felting
- stitching
- appliqué
- construction methods
- printing

You will also use media and materials, appropriate to your personal intentions, for example:

- inks
- yarns
- threads
- fibres
- fabrics
- textile materials
- digital imagery.

You will explore the work of contemporary and historical artists, designers, photographers and sculptors. You will be expected to present your work to a high standard, applying your visual communication skills developed during the course.

## Assessment

### Component 1 – Portfolio

### Component 2 – Externally Set Assignment

You will do a personal themed project, creating a coursework portfolio for Unit 1, followed by an externally set assignment, including a 10-hour independent work period, for Unit 2. The assessment criteria are the same for each unit, but the coursework portfolio counts for 60% of the final mark and the exam counts for 40%.

### Entry Requirements, Advice and Guidance

You need to be creative and be passionate. Organisation is key, in order to meet deadlines during the coursework element of the course.

### Future Prospects/Career Options

GCSE is a gateway to many exciting careers and study at higher levels. At A Level we offer; Art and Design Textiles and Product Design with Graphics Communication. Careers in textile design, fashion design, interior design, surface pattern are just a few of the possible avenues available studying this subject in an ever-growing creative industry. The creative industries contributed over £80 billion to the UK economy last year and is growing. Employment grew by 5% compared with 2.1% in the wider UK economy.

## Student Comments

*"Best lesson of the week."*

*"The subject has helped me be more creative and confident in my work. I have learnt so much it is untrue."*

*"It's such a fun subject but it also teaches you how to think."*

*"It was really challenging, but great fun. I loved learning to use all the software and computers but also the machinery. It is just so different to everything else."*

*"It is so much more interesting and different to everything else."*

# GCSE Design and Technology (Graphics)

## Course Description

The GCSE allows for an iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. This qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. It is a well-regarded GCSE that demonstrates a different skill set than more traditional, academic qualifications. It provides balance and essentially, demonstrates the creative capacity of the student to potential employers.

## Assessment

Written exam: 2 hours  
100 marks testing your knowledge

- Core technical principles
- Specialist technical principles
- Designing and making

principles Worth 50% of GCSE

Non-exam assessment (NEA - Coursework)

100 marks  
Worth 50% of GCSE

Students will produce a working prototype and a portfolio of evidence (no more than 20 pages).

## General Comments

Everything you rely on is designed and makes use of some form of technology. Take these aspects away and we're back in the dark ages. We will need even more advanced products and technologies if we are to progress into the next century so who will provide what we need. You will and this is what students currently studying had to say.

## Future Prospects/Career Options

Advertising art director, animator, creative director, graphic designer, illustrator, printmaker, production designer, theatre/ television/film, art director, drafter (architecture and engineering), film and video editor, games designer, architect, interior design, product designer, marketing manager, multimedia artist.

## Student Comments

*"I love the freedom to create my own ideas."*

*"3D printers, Laser cutters, I have learnt to use industry specific equipment."*

*"I have really enjoyed learning how to use Adobe Illustrator software used in Graphic Design."*

*"I have learnt loads of transferable skills and become more confident."*

*"I would recommend this course to anyone who has imagination, it's great."*

# Vocational Award in Hospitality and Catering

## Course Description

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 - The Hospitality and Catering Industry Unit 2 Hospitality and Catering in Action. Learners must complete both units. This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## Assessment

**Unit 1** - The Hospitality and Catering Industry external exam worth 40%.

**Unit 2** - Hospitality and Catering in Action, an internal coursework assignment worth 60%. Students will complete a brief and put together a portfolio of evidence with photographs used to evidence practical outcomes. Students will safely plan, prepare, cook and present nutritional dishes.

## Entry Requirements, Advice and Guidance

Students will need to be organised, use their time effectively to plan a range of dishes and make these in a 2hr lesson. There is an expectation that students will bring ingredients to every practical lesson, along with a suitable container to bring the finished outcome home. Students will not cook every week as they have theory to learn in preparation for the exam and when writing up the coursework. Students suitable will have a passion for cooking, not be afraid to try new ingredients and may possibly see themselves working in the catering industry one day.

## Student Comments

*"I've developed lots of new skills, spinning sugar, making pasta and crème pâtissière from scratch." "I love food, lots of practical, lots of fun. I am learning skills that I can use in my future career as a development Chef."*

## Future Prospects/Career Options

Learners who achieve this qualification could progress onto Level 3 qualifications and A levels, such as:

- Advanced GCE in Design and Technology: Food Technology
- Advanced GCE in Home Economics (Food, Nutrition and Health)
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies.

This course will enable learners to make informed decisions about a wide range of further learning opportunities and career pathways. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector. The hospitality sector employs millions of people worldwide and offers exciting opportunities for students to travel and learn a range of valuable life skills. Careers could be a head chef, food stylist, food and beverage manager, pastry chef, caterer, product developer, menu designer, nutritionist, dietitian, food and restaurant critic, sous chef, sommelier, wait staff, food photographer.

# GCSE Design and Technology (Product Design)

## Course Description

The GCSE allows for an iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

This qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. It is a well-regarded GCSE that demonstrates a different skill set than more traditional, academic qualifications. It provides balance and essentially, demonstrates the creative capacity of the student to potential employers.

## Assessment

Written exam: 2 hours  
100 marks testing your knowledge

- Core technical principles
- Specialist technical principles
- Designing and making

principles Worth 50% of GCSE

Non-exam assessment (NEA -  
Coursework)

100 marks  
Worth 50% of GCSE

Students will produce a working prototype and a portfolio of evidence (no more than 20 pages).

## General Comments

Everything you rely on is designed and makes use of some form of technology. Take these aspects away and we're back in the dark ages. We will need even more advanced products and technologies if we are to progress into the next century so who will provide what we need. You will and this is what students currently studying had to say.

## Future Prospects/Career Options

GCSE is a gateway to many exciting careers and study at higher levels. At A Level we offer; Product Design with Graphics Communication. Career opportunities include, Product Designer, Graphic Designer, Architect, civil engineering technician. design and draughting technician. engineering model maker, quantity surveyor, carpenter, construction and building services

## Student Comments

*"I love the freedom to create my own ideas."*

*"3D printers, Laser cutters, I have learnt to use industry specific equipment."*

*"I have really enjoyed learning how to use Adobe Illustrator software used in Graphic Design."*

*"I have learnt loads of transferable skills and become more confident."*

*"I would recommend this course to anyone who has imagination, it's great."*

# Cambridge National Certificate in Child Development

## Course Description

The course will develop a student's knowledge and understanding of human needs in a diverse society working in a variety of contexts such as parenthood, pregnancy, diet, health and care of the child, development of the child and support for the parent and child. Through a range of tasks, the student will learn a wide range of skills and knowledge relevant and transferable to other settings. This course will provide a solid foundation for progression to further Health and Social Care studies.

Please note that you will need to know a close family friend or relative with a young child under the age of five in order to carry out your child study. If you do not have a child to study, then you will not be able to study child development as the child study accounts for 40% of the overall grade.

## Assessment

**Unit 1:** Preparation for the end of course exam. All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety.

**Unit 2:** Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. Students will produce a portfolio of work which will involve some practical elements.

**Unit 3:** Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.

## Student Comments

*"Child development is a great option to take if you're interested in a career involving children. There is a lot of work to do, but it is a great class to be part of."*

*"I am a year 11 who has enjoyed child development, you have a range of different topics which are interesting and the teachers are really supportive, they try to make the work less stressful for you and push you to get your target grades."*

*"It's really interesting, never boring!"*

## Entry Requirements, Advice and Guidance

The course is suitable for students who have an interest in working with children under the age of 5. The course will include both primary and secondary research, observing and studying a young child over a period of 6 months. You will need to be organised in order to meet deadlines and arrange meetings with the parent of the young child. You will also need to be able to work independently and take responsibility while undertaking the child study and be able to communicate clearly during interviews, classroom discussions and written pieces of coursework.

## Future Prospects/Career Options

- Early years teacher
- Nursery nurse
- Child minder
- Midwife
- Health Visitor
- Family Support Worker
- Social Worker
- Paediatric Nurse
- Speech and Language Therapist

# BTEC Tech Award in Performing Arts (Drama)

## Course Description

This is a highly practical course that will give learners the opportunity to develop their own practical performance skills and understanding of how the performing arts industry works.

## Assessment

You will be assessed in 3 components:

### Component 1: Exploring the Performing Arts

You will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. You will study at least 3 contrasting theatre companies and or practitioners. You will independently research and learn through workshops about approaches and practically apply these methods to their own work.

Worth 30% and Internally assessed.

### Component 2: Developing skills in the Performing Arts

In this component, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

Worth 30% and Internally assessed.

### Component 3: Performing to a Brief

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. This is the final assessment. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

Worth 40% and Externally assessed.

## Entry Requirements, Advice and Guidance

It is strongly recommended that students should be working towards a Level 4 or above in English.

## General Comments

Assessment will be through both written and Performance evidence. Expect after school rehearsals in preparation for your examined practical assessments. A willingness to perform in front of supportive audiences is required.

## Future Prospects/Career Options

A BTEC Tech Award shows an employer that a student has confidence, good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. With a BTEC Tech Award you could continue your studies on any of the level 3 courses that Outwood offers. Drama graduates are statistically proven to be those who found employment the easiest after leaving university.

This qualification also assists all students pursuing a career working with people, sales, marketing, journalism, media, law, and of course all jobs in performance or theatre/ television/film production.

## Student Comments

*"I look forward to drama every week. I can't wait to see what issue or topic we will be exploring."*

*"I love the fact that we all work so well together and have such a good time. Drama makes such a change to all the other subjects I take and I always feel so much better afterwards."*

## Course Description

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This course recognises the role of dance in young people's lives and the students will study a range of dance styles.

## Assessment

### Component 1 - Performance and Choreography

#### What's assessed

##### Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

##### Choreography

Solo or group choreography - a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

##### Performance

- 30% of GCSE
- 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

##### Choreography

- 30% of GCSE
- 40 marks

### Component 2 - Dance Appreciation

#### What's assessed

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

#### 40% of GCSE

- Written exam: 1 hour 30 minutes
- 80 marks

## Entry Requirements, Advice and Guidance

You must have a level 6 for KS3 English. Some experience of Dance is preferred.

## General Comments

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being.

## Future Prospects/Career Options

GCSE Dance will set students up to continue with A Levels or BTEC courses at Key Stage 5. Many students will go on to study dance further at University or Dance Conservatoires to Degree level and beyond. Courses are available at Masters and PhD level. Career opportunities can include performer, choreographer, teacher, director, dance critic, dance movement therapy.

## Student Comments

*"Studying dance has really developed my confidence."*

*"I have done lots of dance outside school and this course has provided me with the opportunity to choreograph my own work."*

*"GCSE Dance has challenged me to look at dance from a wider perspective."*

# GCSE Music

## Course Description

This is a traditional GCSE course. You will study 3 areas, which naturally progress to the areas studied at Advanced level. These areas are:

### Performing

This will account for 30% of your marks and is teacher assessed. You will be asked to perform on an instrument/voice of your choice, in any style you wish. Your performances will be both solo and as an ensemble.

### Composition

Again this will account for a 30% of your marks and is teacher assessed. You produce two compositions or arrangements using the music software in the music technology suite.

### Appraising

Four areas of music have to be studied. These include Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. There are two set work to study from these areas, Toto's 'Africa' and J.S. Bach's 'Badinerie'.

## Assessment

The performing and composing areas will be teacher assessed and then moderated by the exam board.

The appraising unit will be tested by a 1 hour and 15 minute examination and will account for 40% of the total marks.

## Entry Requirements, Advice and Guidance

All GCSE Music students must play an instrument or sing to grade 2 standard before starting the course. If you are unsure of your standard, please speak with your Music teacher for advice.

## General Comments

If you enjoy performing music in your own time or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, then this exciting course will give you an appreciation of the diversity of musical styles that exist today.

## Future Prospects/Career Options

Performing musician, teacher, instrumental teacher, working in the performing arts business, recording technician, producer, DJ, arts administration, army musician, agent, community musician, concert promoter, events manager, music retail business, instrumental repairs, marketing for the record industry, music director, music publisher.

## Student Comments

*"I enjoyed performing with my friends."*

*"I have learnt a lot about music on this course. It is hard work!"*

*"I love to write and perform my own songs, and this course improved my ability to do this."*

# Notes

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