



**Guided Pathway Booklet**  
**Year 9 - 10**  
**2023/24**

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# Year 9 into 10

## Years 10 & 11 Guided Pathway Information

### Continuing the Five Year Curriculum Journey

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

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

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

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

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

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

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

## Making the Choice

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

The timetable week contains 25 x 1 hour periods plus tutor time.

This 25 period week is split into compulsory core subjects and guided pathway subjects.

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

### Guided pathway courses

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

<b>Students to choose three subjects (plus two reserves) from these lists</b>	
Students will need to choose at least one subject from this list of humanities subjects  History (GCSE) Geography (GCSE)	Art and Design (GCSE) French (GCSE) Geography (GCSE) Graphics and Photography (GCSE) Catering (Voc) Drama (Voc) Engineering (Voc) History (GCSE) Music (GCSE) Spanish (GCSE) Hair and Beauty (Voc) Health and Social Care (Voc) IT (Voc) Sport (Voc) Dance (Voc)

## Terminology that may help you and your child

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

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

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

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

### Attainment 8

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

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

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

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

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

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

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

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

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

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

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

## **What support is available to help decide which guided pathway subjects to take?**

1. Subject staff will be available at the Year 9 into 10 guided pathway evening on 11th January 2024 to discuss courses
2. A careers advisor will also be available on this evening
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and pastoral staff during the academy day, over the next few weeks

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

**Friday 26th January 2024**

Choices will be collected via a Google Form.

# The Importance of Studying a Language

Being able to speak a different language other than our own has enormous benefits both financially and socially. Your language skills can increase your job opportunities. You could be in Doncaster liaising with international clients for an engineering company, in Brussels interpreting for the European Commission, or in Seoul at an international bank - your multilingual skills will help you on your way.

Language study is not just about translating words. It gives you a better insight into people and their different cultures, and helps you to learn about a country's past and present, and gives you insight into cultural differences and similarities.

## Reasons for studying a language:

- Makes you more employable - UK trade with International partners is set to grow
- Makes you more confident
- Can increase your lifetime earnings by 2% (.gov.uk)
- As well as being beneficial in business, the need for linguists is becoming more pronounced in careers like diplomacy, defence and security where languages help ensure effective communication between different peoples and cultures.
- Research shows that students who study a second language perform better across a range of academic subjects than students who don't study a second language. The brain's plasticity is heightened when learning a language, leading to increased cognitive flexibility and adaptability. (.gov.uk)
- 6 out of 10 adults surveyed wished they had kept up with their language study at school (British Council)
- Easier to learn a language at a young age
- It helps to prevent your brain from declining as you get older
- Makes travel more fun and interesting learning about different cultures

# GCSE Graphics and Photography

<b>Course Details</b>	<p>Qualification - GCSE Graphics/GCSE Photography          Exam board - AQA          Method of assessment - 60% coursework; 40% externally set assignment</p>
<p style="text-align: center;"><b>Course Information and structure</b></p>	
<p>You should take this course if you have a strong interest in graphic design and or photography and you would like to create projects to develop your skills further. This course is for students who would like to experiment with media and techniques and to be able to explore a wide range of historical and contemporary designers and photographers.</p> <p>You will be given 'themes' to explore independently with support from your teacher. This will involve lots of taking photographs and experimenting with media and developing and refining your own ideas. You will then create imaginative outcomes to show the culmination of your project. During the photography course you will edit your photographs using a range of multimedia such as Photoshop. We require you to be independent and take photographs outside of lesson time also so you can show ideas of 'location and studio photography' ideas. We offer many different trips to enable you to get out with your camera as much as possible!</p> <p>You will be marked for each portfolio. This course is 60% coursework and 40% externally set assignment.</p>	
<b>What possible careers follow on from this course?</b>	<p>Design is profoundly important in everyday life. Everywhere you look, buildings, the clothes you wear, your mobile phone and even the school where you study everyday all started life as ideas and a design.</p> <p>The art subjects are also the foundation subjects for people who want to be set designers, photographers, animators, fashion designers, architects, artists, game designers, graphic designers, art teachers.</p>
<b>Possible Progression Routes</b>	<ul style="list-style-type: none"> <li>• A level Art, A level Graphics and A level Photography</li> <li>• Creative college courses</li> </ul>
<b>Who do I see for further information?</b>	<p>Mrs Millington          Mrs Jones</p>



# GCSE Fine Art

<p><b>Course Details</b></p>	<p>Qualification - GCSE Fine Art Exam board - AQA Method of assessment - 60% coursework; 40% externally set assignment</p>
<p style="text-align: center;"><b>Course Information and structure</b></p>	
<p>You should take this course if you have a strong interest in art and design and you would like to create projects to develop your skills further. This course is for students who would like to experiment with media, techniques and explore a wide range of historical and contemporary artists.</p> <p>You will be given the opportunity to choose your own project/theme and then explore these independently with support from your teacher. This will involve lots of drawing, taking your own photographs, experimenting with media and developing your own ideas. You will then create imaginative outcomes to show the culmination of your project. We will provide you with a full range of different materials to experiment and support to develop your own style.</p> <p>You will be marked for each portfolio. This is 60% coursework and 40% externally set assignment.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Art is profoundly important in everyday life. Everywhere you look, buildings, the clothes you wear, your mobile phone and even the school where you study everyday all started life as ideas and a design.</p> <p>Art as a profession is extremely diverse, presenting a multitude of potential career paths in any number of areas, such as photography, fine art, digital media, spatial design, fashion, graphic design, and even writing,</p>
<p><b>Possible Progression Routes</b></p>	<ul style="list-style-type: none"> <li>● Art is also the foundation subject for people who want to be set designers, fashion designers, architects, artists, game designers, graphic designers, interior designers and art teachers.</li> <li>● A level Art, A level Graphics and A level Photography</li> <li>● Creative college courses</li> </ul>
<p><b>Who do I see for further information?</b></p>	<p>Mrs Millington Mrs Jones</p>

# WJEC Hospitality and Catering

<p><b>Course Details</b></p>	<p>Qualification - WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award)            Exam board - WJEC            Method of assessment - 40% exam (externally assessed)            - 60% controlled assessment (internally assessed)</p>
<p align="center"><b>Course Information and structure</b></p>	
<p>This exciting course offers a Level 1/2 Hospitality and Catering qualification. It will equip you with the knowledge, understanding and skills required to cook, whilst applying the principles of nutrition, healthy eating and the functions of the Hospitality and Catering industry. Participating in this course will encourage you to cook and enable you to make informed decisions about food and nutrition, in order to be able to feed yourself and others affordably and nutritiously, now and later in life. It will allow you to understand the huge challenges that we face globally to supply the world with nutritious and safe food and how the hospitality and catering industry copes with such a high demand.</p> <p>This course is right for you if you enjoy:</p> <p>Cooking, organisation, creativity, planning. Practical and hands on projects.</p> <p>Within this course you will complete the following areas of content.</p> <p><u>Unit 1 - The hospitality and catering industry (External Exam)</u>            Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</p> <p><u>Unit 2 - Hospitality and catering in action (Controlled Assessment)</u>            Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Part/Full time jobs in the Hospitality and Catering industry (Chef, Head Chef, Waiter, Receptionist, Restaurant management, Events Planner).</p>
<p><b>Possible Progression Routes</b></p>	<ul style="list-style-type: none"> <li>● Level 3 Food Science and Nutrition.</li> <li>● Vocational Catering courses.</li> </ul>
<p><b>Who do I see for further information?</b></p>	<p>Mrs South</p>

# Performing Arts

<b>Course Details</b>	Qualification - Tech Award Level 1/2 Performing Arts Exam board - Eduqas Method of assessment - 2 internal assessments and 1 external assessment.
<b>Course Information and structure</b>	
<p>You should take this course if you have enjoyed your drama lessons in Year 7-9 and enjoy being creative and performing. It is a course for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. Performing arts offers a skill set that enables you to build confidence, work on presentation skills and develop knowledge of event organising also. Within this course there are options to specialise in musical theatre, acting, hair and makeup. Therefore it is suitable for anyone that has an interest in the performing arts.</p> <p><u>Unit 1 - Script (Acting or Musical Theatre)</u>          Learners will explore script work. Create a plan for rehearsals, diary entries of their progress and perform with an evaluation of how you feel it went.</p> <p><u>Unit 2- Devising (Acting or Musical Theatre)</u>          Learners will be given the opportunity to work as part of a group to contribute to create their own performance as either a performer or a designer in response to a brief and stimulus. This will involve <i>devising</i> your own group performance.</p> <p><u>Unit 3- External</u>          Learners will be given a brief in which students have to plan a performing arts event including rehearsal schedules, what acts would go into it, venue etc. They will then create a short section of what would go into the event and perform. Evaluating progress along the way and at the end.</p>	
<b>What possible careers follow on from this course?</b>	Jobs directly related include: Actor, community arts worker, choreographer, dancer, drama therapist, music producer, music therapist, theatre director, teacher.
<b>Possible Progression Routes</b>	<ul style="list-style-type: none"> <li>● A Levels as preparation for entry to higher education in a range of subjects</li> <li>● Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.</li> <li>● Performing arts industry</li> </ul>
<b>Who do I see for further information?</b>	Mrs Root Mr Lancashire

# Dance

<p><b>Course Details</b></p>	<p>Qualification - BTEC Tech Award Level 1/2 Performing Arts (Dance) Exam board - Pearson Method of assessment –2 internal practical and theory assessments and one practical exam accompanied with a written assessment. Practical assessments (video evidence).</p>
<p><b>Course Information and structure</b></p>	
<p><b><u>Component 1: Exploring the Performing Arts (Dance) – 30%</u></b> In this component, students will examine professional dance works and the processes that were used to create them. They will learn about the requirements of being a dance performer in three different performances, each of which will be a different dance style. Students will also look at the roles and responsibilities of choreographers and lighting, costume, set and sound designers in the production of professional pieces.</p> <p><b><u>Component 2: Developing Skills and Techniques in the Performing Arts (Dance) – 30%</u></b> Students will develop performing skills and techniques in this component. They will take part in workshops and classes where they will develop technical, practical and interpretative skills through rehearsal and performance opportunities. Throughout this component, students will evaluate their progress and consider how to make Improvements.</p> <p><b><u>Component 3: Responding to a Brief - 40%</u></b> In the final component, students will be given the opportunity to work as part of a group to develop a dance performance in response to a brief given by the exam board. Students will be told the performance requirements including a dance stimulus and will also be required to consider the target audience. As part of their group, students will then have to develop their idea and apply the skills that they have learnt in components 1 and 2 to communicate their ideas to a live audience.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>This course can lead to a range of careers in the performing arts sector including dancer, dance teacher, choreographer, community arts worker, dance company education specialist, entertainer, costume designer, set designer and sound designer. It could also lead to professions such as a PE teacher, primary school teacher and dance movement therapist. Employers in a range of industries recognise the interpersonal skills developed through this course which can lead to employment in marketing, physical therapy, journalism and the police/armed forces.</p>
<p><b>Possible Progression Routes</b></p>	<ul style="list-style-type: none"> <li>• Level 3 Performing Arts or A Level Dance</li> <li>• Level 3 Sport and Physical Activity or A Level PE.</li> <li>• Apprenticeships in Performing arts/Dance apprenticeships</li> <li>• Higher education by studying degree or diploma qualifications at both universities and performing arts/dance schools.</li> </ul>
<p><b>Who do I see for further information?</b></p>	<p>Miss King Mrs Saunders</p>

# WJEC Engineering

<p><b>Course Details</b></p>	<p>Qualification -Level 1/2 Vocational Award in Engineering (Technical Award) Exam board - WJEC Method of assessment - 2 internal assessments and 1 external set exam</p>
<p style="text-align: center;"><b>Course Information and structure</b></p>	
<p>This exciting course offers a Level 1/2 Engineering qualification. The Vocational Award in Engineering will develop students' knowledge and understanding of the engineering sector and provide them with opportunities to develop associated practical skills. It covers manufacturing engineering products, designing engineering products and solving engineering problems which focuses on how modern engineering has had an impact on modern day life at home, work and in society in general.</p> <p>It offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.</p> <p>This course is right for you if you enjoy: designing, organisation, creativity, planning. Practical and hands on projects.</p> <p>WJEC Level 1/2 Vocational Award in Engineering (Technical Award). Unit 1: Manufacturing Engineering Products: Controlled assessment 40% Unit 2: Designing Engineering Products: Controlled assessment 20% Unit 3: Solving Engineering Problems: Written examination 40%</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>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>Engineer, automotive designer, product designer, joiner/carpenter, and architect - anything related to designing and making.</p>
<p><b>Possible Progression Routes</b></p>	<ul style="list-style-type: none"> <li>• BTEC L3 in Mechanical Engineering</li> <li>• Apprenticeships in the Engineering Sector</li> <li>• Higher Education by studying a degree in an Engineering area.</li> </ul>
<p><b>Who do I see for further information?</b></p>	<p>Mr Hall</p>

# French

<p><b>Course Details</b></p>	<p>Qualification - GCSE Exam board - Pearson Edexcel Method of assessment - 100% exam (equally weighted at 25% each in listening, speaking, reading and writing).</p>
<p><b>Course Information and structure</b></p>	
<p>You will study GCSE topics including my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and your future plans and travel and tourism. The majority of which are topics which have been studied before at KS3.</p> <p>You will sit 4 exams at the end of the course that will assess your skills in listening, reading, writing and speaking.</p> <p>Assessments in GCSE Languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 5–9). Students must take all four question papers at the same tier.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Possible careers could include: specialist language occupations such as translators; interpreters or language teaching. Languages also contribute well to: business, politics, central government, security service, law and journalism.</p>
<p><b>Possible Progression Routes</b></p>	<p>French links with lots of other school subjects such as English and creative subjects. Many professions 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>Do this if you want a traditional qualification, if you are aiming for university or if you want to study languages at Advanced Level.</p>
<p><b>Who do I see for further information?</b></p>	<p>Miss Tate</p>

# Geography

<p><b>Course Details</b></p>	<p>Qualification - GCSE Geography (9-1) Exam board - AQA Method of assessment - 3 externally examined papers</p>
<p><b>Course Information and structure</b></p>	
<p>Studying GCSE Geography will make you more appreciative of our changing world and the importance of the location of places and environments on a local and global scale.</p> <p>Paper 1 (35%) - (1 hour 30 minutes) Physical Geography - The challenge of natural hazards (plate tectonics and earthquakes). The living world (tropical rainforests, hot deserts). Physical landscapes in the UK (rivers and coasts)</p> <p>Paper 2 (35%) - (1 hour 30 minutes) Human Geography - Urban issues and challenges (Case Studies: Rio De Janeiro, Sheffield). The changing economic world (Case Studies: Jamaica, Nigeria). The challenge of resource management (Case Studies: Wakel River Basin Project, Lesotho).</p> <p>Paper 3 (30%) - (1 hour 15 minutes) Geographical applications - Issue evaluation (also known as a Pre Release Paper), Fieldwork (Human - Doncaster/Sheffield, Physical - Hornsea) For this paper you will complete 2 pieces of fieldwork and then there are exam questions on these, there is a pre-release booklet that we study in lesson and then there are exam questions based on this is and there are also questions based on geographical skills.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Geography is highly valued by employers for its combination of subject knowledge and how well it links with other subjects, English, Maths, ICT and Science. Careers in geography may include: Climate change analyst, emergency management specialist, landscape architect, market researcher, construction manager, transport planner or a secondary school teacher.</p>
<p><b>Possible Progression Routes</b></p>	<p>This GCSE provides progression from Key Stage 3 to post 16 studies. The course also lays an appropriate foundation for further study of geography or related subjects.</p> <p>It allows the students to develop their communications skills, graphical skills, technological skills, including ICT and GIS. It further allows the students to develop their interpersonal skills through debate and discussion and it also allows them to develop their entrepreneurial skills and awareness of all career possibilities.</p>
<p><b>Who do I see for further information?</b></p>	<p>Miss Parkhurst</p>

# Hair and Beauty

<b>Course Details</b>	<p>Qualification - VTCT Level 1/2 Technical Award in the Study of Hair and Beauty            Exam board - VTCT            Method of assessment - 1 internal assessment (60%), 1 external set exam (40%)</p>
<b>Course Information and structure</b>	
<p>The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.</p> <p>This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate. If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.</p> <p>You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services. The award consists of three mandatory units:</p> <ol style="list-style-type: none"> <li>1. Business and entrepreneurship in the hair and beauty sector</li> <li>2. Anatomy, physiology and cosmetic science</li> <li>3. Design in the hair and beauty sector.</li> </ol> <p>The Technical Award in the Study of Hair and Beauty is designed to engage learners through the context of hair and beauty due to its popularity and aspirational career pathways.</p>	
<b>What possible careers follow on from this course?</b>	<p>The Technical Award in the Study of hair and beauty is the foundation step to a wide range of exciting careers across the sector for example: Complementary and alternative therapies, spa therapy, fashion and photography, retail – cosmetic and fashion. Theatre and media, travel and tourism, sport and active leisure.</p>
<b>Possible Progression Routes</b>	<p>The Technical Award of hair &amp; beauty studies has natural progression to extended studies in T Levels, A Levels, Technical Levels or other vocationally-related qualifications, Apprenticeship Standards (Hair and Beauty Professional).</p>
<b>Who do I see for further information?</b>	<p>Mrs South</p>



# History

<p><b>Course Details</b></p>	<p>Qualification - GCSE Exam board - Edexcel Method of assessment - 3 externally examined papers</p>
<p><b>Course Information and structure</b></p>	
<p>Have you ever wondered how Hitler managed to take control of Germany, or how surgery has developed over time or how about the problems Elizabeth I faced when she became Queen in 1558? If so, history is definitely for you!</p> <p>In GCSE history we ask the big questions about the important events, people and crises that have shaped the human race. We will look together at the history of medicine, Germany after World War One, the reign of Elizabeth I and white migration to the Great Plains of the midwest. History is for passionate, dedicated and curious young people, taught in a gripping and whole hearted way. Come and join us and answer at least some of the most pressing questions from the last 800 years of human history.</p> <p>This course is for people with an enquiring mind. At GCSE you will complete thematic, depth and period studies. You should choose GCSE history if you are prepared to work hard to learn new skills and information.</p> <p><b>History GCSE is made up of 3 externally examined papers:</b></p> <p>Paper 1 = Thematic Study— Medicine in Britain, c.1250-present and the British sector on the Western Front, 1914-1918, injuries, treatment and the trenches.</p> <p>Paper 2 = Period Study— Early Elizabethan England 1558-1588 and The American West c. 1835-1895.</p> <p>Paper 3 = Modern Depth Study—Weimar and Nazi Germany, 1918-1945.</p> <p>Paper 1 is worth 30%; paper 2 is worth 40% and paper 3 is worth 30% of your final grade.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Possible careers include: historian, archaeologist, antique dealer, restorer, researcher, journalist, politician, the armed forces, law, police or teacher.</p>
<p><b>Possible Progression Routes</b></p>	<p>History is an impressive academic subject valued by all branches of higher education and employers.</p> <p>You will be taught to develop source investigation and analysis skills and how to write detailed historical explanations. You will be taught in a variety of ways from class discussion, group work, independent investigation and class presentations. You will also have targeted examination practice.</p>
<p><b>Who do I see for further information?</b></p>	<p>Mr M Tanton</p>

# BTEC Health and Social Care

<p><b>Course Details</b></p>	<p>Qualification - BTEC Tech Award in Health and Social Care Exam board - Pearson Method of assessment - 2 assignments and 1 external exam</p>
<p><b>Course Information and structure</b></p>	
<p>In this exciting and challenging course you will be introduced to the health and social care sector. You will gain the important knowledge, understanding and skills that are essential for working in this area. This will include skills that health care professionals use on a daily basis, such as assessing people's health and wellbeing and designing individualised health care plans. The course consists of three mandatory units. Two of these are internally assessed and externally moderated and one unit is externally assessed. The structure of the course allows you to further develop your interests and explore areas new to you.</p> <p>Learners are required to complete and achieve all the components included in the qualification. Human lifespan development and health and social care services and values are internally assessed and will be open to moderation by an external moderator. The health and wellbeing unit is externally assessed.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>The BTEC tech award in health and social care can be used as a stepping stone towards entering initial employment in positions such as health care assistant or with further study into nursing or other health care professions.</p>
<p><b>Possible Progression Routes</b></p>	<p>The healthcare sector is a major employer in the UK.</p> <p>Progression could lead to further study in the sixth form, through BTEC Level 3 National Extended Certificate or diploma in health and social care.</p>
<p><b>Who do I see for further information?</b></p>	<p>Mrs South</p>

# Vocational Award in ICT

<p><b>Course Details</b></p>	<p>Qualification - Level 1/2 Vocational Award ICT (Technical Award) Exam board - WJEC Method of assessment - 60% coursework and 40% externally assessed examination</p>
<p style="text-align: center;"><b>Course Information and structure</b></p>	
<p>Our Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.</p> <p>Unit 1 ICT in Society Explore the wide range of uses of hardware, application and specialist software in society. Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.</p> <p>Unit 2 ICT in Context Gain a working knowledge of databases, spreadsheets, automated documents and images. Learn to apply your knowledge and understanding to solve problems in vocational settings.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>The ICT industry offers a wide range of exciting opportunities which include:</p> <ul style="list-style-type: none"> <li>● Data analyst</li> <li>● Digital content producer</li> <li>● Systems engineer</li> <li>● Web marketing manager</li> </ul>
<p><b>Possible Progression Routes</b></p>	<p>This course would leave students with the ideal foundation to study a technical ICT or media qualification in sixth form or through other post-16 providers.</p>
<p><b>Who do I see for further information?</b></p>	<p>Mr Thomas</p>

# Music

<p><b>Course Details</b></p>	<p>Qualification - WJEC Eduqas GCSE in Music Exam board - Eduqas (Part of WJEC) Method of assessment - 40% Exam, 60% internally assessed work</p>
<p><b>Course Information and structure</b></p>	
<p>Developing and applying the musical knowledge, understanding and skills set out in the GCSE music specification can ensure learners form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities. The subject content is divided into the three components: <b>performing, composing and appraising.</b></p> <p><b>Component 1: Performing (30%)</b> - Internally assessed, externally moderated. A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment: One piece must be an ensemble (group piece) lasting at least one minute One piece linked to an area of study (see below) Grade 3 music is the standard level and can score full marks if played perfectly</p> <p><b>Component 2: Composing (30%)</b> - Internally assessed, externally moderated. Two pieces: One in response to a brief set by WJEC – there are 4 to choose from each year. One free composition – ANY style you want to write in.</p> <p><b>Component 3: Appraising (40%)</b> - Externally assessed Listening examination (written) - 1 hour 15 minutes 8 questions, 2 on each area of study: AoS 1 Musical Forms and Devices (including a set work*) AoS 2 Music for Ensemble AoS 3 Film Music AoS 4 Popular Music (including a set work*)</p> <p>*A set work is a piece of music which everybody has to learn about. There is one short classical piece and one rock/pop song. You can learn to play/sing parts of them to help you learn the details.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Possible careers include: arts administrator, armed forces, music producer, music therapist, musician, private music teacher, primary or secondary school teacher, sound designer, sound engineer, sound technician, broadcasting/film/video, special effects technician, broadcast engineer, choreographer, community arts manager, events management, marketing executive, radio producer, radio broadcast assistant or theatre stage manager.</p>
<p><b>Possible Progression Routes</b></p>	<p>During the course, you can see whether the industry is one you want to be in, where you could go, and gain the knowledge and skills you need to succeed in their next steps. After completing the course, you can continue on to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies such as analytical, communication, teamwork and problem solving will also support your progress in the present and future.</p>
<p><b>Who do I see for further information?</b></p>	<p>Ms Lowry</p>

# Spanish

<p><b>Course Details</b></p>	<p>Qualification - GCSE Exam board - Pearson Edexcel Method of assessment - 100% exam (equally weighted at 25% each in listening, speaking, reading and writing).</p>
<p><b>Course Information and structure</b></p>	
<p>You will study GCSE topics including my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and your future plans and travel and tourism. The majority of which are topics which have been studied before at KS3.</p> <p>You will sit four exams at the end of the course that will assess your skills in listening, reading, writing and speaking.</p> <p>Assessments in GCSE languages have a foundation tier (grades 1–5) and a higher tier (grades 5-9). Students must take all four question papers at the same tier.</p>	
<p><b>What possible careers follow on from this course?</b></p>	<p>Possible careers could include; specialist language occupations such as translators; interpreters or language teaching. Languages also contribute well to: business, politics, central government, security service, law and journalism.</p>
<p><b>Possible Progression Routes</b></p>	<p>Many professions 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>Do this if you want a traditional qualification, if you are aiming for university or if you want to study languages at an advanced level.</p>
<p><b>Who do I see for further information?</b></p>	<p>Miss Tate</p>

# Sports Studies

<b>Course Details</b>	<p>Qualification - OCR Level 1/Level 2 Cambridge National in Sport Studies</p> <p>Exam board - OCR</p> <p>Method of assessment - 40% exam - 60% externally moderated coursework</p>
<b>Course Information and structure</b>	
<p>The Cambridge Nationals in sport studies take a sector-based focus, whilst also encompassing some core sport/physical education themes. The course is <b>theory based</b> and covers in depth the main topics of physical and sporting careers. There are practical lessons however these are based on supporting the application of theoretical knowledge. This therefore suits students with a keen interest in areas of sport beyond playing games.</p> <p>Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.</p> <p>They will learn about contemporary issues in sport such as funding, participation, ethics and role models, National Governing bodies and performance enhancing drugs. Along with how to plan a sports session, deliver this and reflect on their practice.</p> <p>Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.</p> <p><b>Mandatory Components:</b> R184: Contemporary issues in sport, R185: Performance and leadership in sports activities.</p> <p><b>Optional Components:</b> R187: Increasing awareness of outdoor and adventurous activities.</p>	
<b>What possible careers follow on from this course?</b>	PE teacher, physiotherapist, sports media and marketing, sports coach, sports analyst.
<b>Possible Progression Routes</b>	This GCSE provides progression from key stage 4 to post 16 studies. Possible progression routes could lead to further study in the sixth form, sports apprentice or A level/BTEC/OCR level 3 qualification.
<b>Who do I see for further information?</b>	Mrs Saunders - Head of PE Mr Smith