Castle View Enterprise Academy

Pathways

2026 - 2028



Key Stage 4

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Introduction for Parent/Carer

In September 2026 your child will move into Key Stage 4 at Castle View Enterprise Academy. This will be the start of their 14 – 19 education, a stage which hopefully will lead them onto further and possibly higher education.

As an Academy we are committed to ensuring that all students are given the opportunity to achieve, whatever their level of ability. To cater for a range of ability needs we have designed the Key Stage 4 curriculum to prepare students for life post 16. The range of subjects on offer will allow students to progress onto A-Levels, vocational courses, apprenticeships or employment in a range of sectors.

We recognise that it can be difficult for students to choose suitable options at such an early stage of their academic life; however, they will be given guidance by staff as to the most appropriate option choices available to your child in line with recent changes from central government and keeping in mind their academic ability. Your child will follow all of the core subjects which include; English Literature, English Language, Maths, Science and Physical Education which are essential for all progression routes.

This booklet has been produced to provide you with information about the various courses and guidance about the range of subjects from which a choice of three needs to be made.

Should you have any queries please do not hesitate to contact us.

Thank you

J. Owens

Mrs J Owens

Principal

Expectations

Homework

Homework is very important and is a feature of academic progress at Key Stage 4. It can take many forms, for example written exercises, project work, short investigations and problem-solving tasks, research, learning and revision, and planning work for future lessons. For some subjects such as Spanish, learning by rote for homework is an essential requirement whereas in Geography it could be an extended piece of writing. Good attendance at 95% and above and completion of practical work to be assessed will also be vital. It is essential that from the start of September 2026, students are aware of the demands which will be made of them.

In particular, students will have to make sure they have the self-discipline to keep up to date with their work and meet deadlines for handing in homework. A responsible student will comply fully with all homework requirements. Self-initiated tasks and preparation work can also be carried out at home to support or enhance work.

Personal Qualities

Students embarking on a two-year examination course will be expected to have a positive attitude towards staff, other students, subjects and study in general. We encourage active learning and enquiring minds. Passive students are unlikely to do themselves justice due to the demands of the various examination courses. Students must fulfil all requirements for each course and need to be well organised and properly equipped. Possession of a 'basic kit' of equipment (please see the appropriate teacher) to serve each subject is essential.

How can Parents/Carers help?

You can help your child by: -

- Providing the required equipment for their courses.
- Supporting them to complete homework and all other additional work set.
- Making sure that they catch up with all work if they are absent from school.
- Contacting the school immediately if they have a problem.
- Ensuring they attend school every day.
- Supporting the study support sessions including those after school and on a weekend.
- Ensuring that no holidays are taken during school term time.

The Curriculum Rationale

Education has seen an unprecedented amount of change in recent years. Changes from central government affect your child's education such as the introduction of the EBACC as a performance measure, additional marks for SPaG (Spelling, Punctuation and Grammar) in all subjects is now in place, changes to the GCSE grading system from A* - G grades to 1 – 9, new specifications in all subjects which are more challenging, and the reduction or withdrawal of controlled assessment.

In addition, we have seen the abolition of modular exams for all courses, the return to traditional linear exams with the emphasis on exam performance at the end of a GCSE course and the withdrawal of many GCSE subjects and vocational qualifications resulting in GCSEs being much more rigorous and robust than they ever have been before.

The reformed GCSEs will be more demanding, will be linear and will have a new grading scale from 9 to 1 with 9 being the highest.

The table below shows the new grading structure of GCSEs.

New Grading Structure (From 2017 for English and Maths, from 2018 for other subjects)	Current Grading Structure
9	
	A*
8	
7	A
6	B
5	
4	C
	D
3	
	E
2	
	F
1	
	G
U	U

Good Pass (DfE)
5 and above = Top of C grade and above.

Awarding
4 and above = bottom of C grade and above.

The Government has also introduced the new Progress 8 measure which will affect the subjects that students take and also how they are reported on throughout the course.

Your child will follow a curriculum that consists of core subjects that all students will follow, and option choices which your child can choose. Please note that we will do everything we can to run all courses that are on offer in the option booklet but whether the course goes ahead in September 2026 will depend upon the number of students who actually choose it. If a limited number of students choose an option subject then, unfortunately, we will be unable to offer the course.

GCSE English Language



Career Options

Teaching, Broadcasting, Marketing, Author. Relations, Advertising. Publishing, Law, Journalism.
Sales, Administration.

Course Objectives

Within year 10, students will study skills following GCSE specifications in English language that will enable them to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

In addition, GCSE specifications in English language will enable students to listen to and understand spoken language, and use spoken Standard English effectively.

Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Unit Information

Component 1: Fiction and Imaginative Writing
40% of the total GCSE. Overview of content:
● Study selections from a range of prose fiction.
● Develop skills to analyse and evaluate 19th-century fiction extracts.
● Develop imaginative writing skills to engage the reader.
● Use spelling, punctuation and grammar accurately. Overview of assessment
● Section A – Reading: questions on an unseen 19th-century fiction extract.
● Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.
● The total number of marks available is 64.
● Assessment duration 1 hour and 45 minutes.

Component 2: Non-fiction and Transactional Writing
60% of the total GCSE Overview of content
● Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).
● Develop skills to analyse, evaluate and compare non-fiction extracts.
● Develop transactional writing skills for a variety of forms, purposes and audiences.
● Use spelling, punctuation and grammar accurately. Overview of assessment
● Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.
● Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.
● The total number of marks available is 96.
● Assessment duration: 2 hours and 5 minutes.

Component 3: Spoken Language (Unweighted)

- Candidates will be required to complete one formal presentation or speech.
- They will also be assessed on their responses to questions and feedback following the presentation or speech.
- Standard English should be a feature of all parts of the candidates' work in this component.
- This component assesses AO7, AO8 and AO9.

Why study…?

English Language is a core subject and must be studied at Key Stage 4. English language is central to progression in your life and in your career and it is an essential requirement for all Post 16 courses and in the world of work. GCSE English Language will allow you to demonstrate the use of English in real life, investigate how language is used and to draw on your own experience. All colleges, universities and employers will require you to communicate clearly and precisely with confidence, both verbally and on paper.

Key Contact: *Mrs K Traves*

GCSE English Literature



Career Options

Teaching, Broadcasting, Marketing, Author. Relations, Advertising. Publishing, Law, Journalism.
Sales, Administration.

Course Objectives

English literature enables students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world, to develop an appreciation of the ways in which authors use literary effects and to develop the skills needed for literary study.

English Literature enables students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

The subject explores the author's use of language to create effect and gives students the opportunity to find enjoyment in reading literature and understand its influence on individuals and societies.

A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts.

The examination questions allow all students to make a personal, informed response to the texts studied.

The qualification offers an enjoyable and stimulating study of English literature.

Unit Information

Component 1
Shakespeare and Post-1914 Literature - 50% (1 hour 45) 80 marks

Overview of content

- Study a Shakespeare play and a post-1914 British play or novel.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

Overview of assessment

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B – Post-1914 British play or novel: ONE essay question.

Component 2
19th-century Novel and Poetry since 1789 - 50%
[2 hours 15) 80 marks

Overview of content

- Study a 19th-century novel and a poetry collection from the Pearson Poetry Anthology.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Overview of assessment

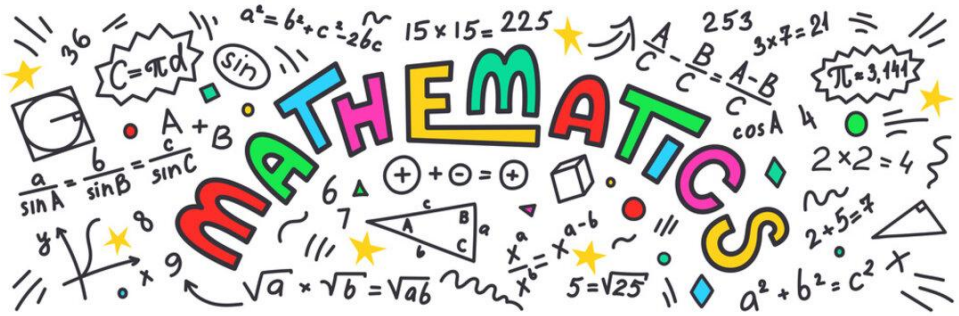
- **Section A** – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- **Section B** – Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.

Why study…?

The Edexcel GCSE in English literature qualification enables students to: understand that texts from the English, Welsh and Irish literary heritage have been influential and significant over time and explore their meaning today; explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity; connect ideas, themes and issues, drawing on a range of texts; become critical readers of fiction and non-fiction prose, poetry and drama and experience different times cultures, viewpoints and situations as found in literary texts.

Key Contact: *Mrs K Traves*

GCSE Mathematics



Career Options

Computer Programming, Accountancy, Architecture, Teaching, Medicine, Dentistry, Vetinary Science, Banking and Finance, Engineering, Insurance.

Course Objectives

GCSE Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

GCSE Mathematics also gives students the opportunity to develop the ability to:

- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

In addition to mathematics lessons, students in key stage 4 will have the opportunity discuss real world mathematics scenarios and come to understand that a large proportion of everyday life is underpinned by mathematics.

Unit Information

Paper 1 - F and H External:
Calculator paper 1 hour and 30 minutes

Paper 2 - F and H External:
Non-calculator Paper 1 hour and 30 minutes

Paper 3 - F and H External:
Calculator Paper 1 hour and 30 minutes

The assessments will cover the following content headings:

1. Number.
2. Algebra.
3. Ratio, proportion and rates of change.
4. Geometry and measures.
5. Probability.
6. Statistics.

Two tiers are available: Foundation (grades 1-5) and Higher (grades 3-9). Each paper will cover all Assessment Objectives and content will be assessed across all three examinations.

Why Study...?

Mathematics is a core life skill that is essential to further study, careers and many everyday tasks. The skills you develop while studying GCSE mathematics will be essential to many other subjects; problem solving, analytical thinking and logic all play a big part in success at GCSE. All further steps beyond school require mathematics at GCSE and the skills developed while studying will be transferable to many subjects.

Key Contact: *Mr R Myers*

GCSE Statistics



Career Options

Statistician, Accountant, Medical Researcher, Scientist, Research Psychology, Marketing, Biostatistician, Weather Forecasting.

Course Objectives

Statistics is about making decisions when there is uncertainty, using statistics to understand large amounts of data, and communicating the findings. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret, and present data using the statistical enquiry cycle.

GCSE Statistics initially builds on many of the skills studied in key stage 3 and GCSE maths, but takes these mathematical ideas much further and seeks to develop an understanding of their use. Many new skills and statistical methods are introduced and applied to real world situations, including the communication of statistical findings.

Unit Information

The GCSE Statistics qualification requires students to:

Develop knowledge, skills and understanding of statistical methods and concepts, including:

- The collection of data.
- Processing, representing and analysing data.
- Probability.
- Interpret statistical information and results in context and reason statistically to draw conclusions.
- Assess the appropriateness of statistical methodologies and the conclusions drawn through the statistical enquiry cycle.

Paper 1 1 hour 30 minutes written examination, 80 marks. 50% of qualification.

Paper 2 1 hour 30 minutes written examination, 80 marks. 50% of qualification.

Both exams cover the full content of the qualification and both are calculator exams.

Why Study...?

It complements subjects such as biology, geography and business at GCSE, and will be a very useful subject to study at GCSE for anyone thinking about taking maths, further maths, psychology, sociology, or any of the sciences at A Level.
There is an overlap of skills between GCSE statistics and maths, so studying GCSE statistics will help your GCSE maths whilst providing a deeper understanding of statistics. Understanding what statistics are telling you, how they are communicated, particularly the use and potential misuse, is also a vital life skill.

Key Contact: *Mr R Myers*

GCSE Science (Combined Science)



Career Options

Teaching, Veterinary Science, Dentistry, Medicine, Forensic Science, Psychiatry, Pharmacy, Engineer, Beauty Therapy.

Course Objectives

Biology
1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry
8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics
18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Unit Information

Assessment

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper One: Topics 1–4.

Biology Paper Two: Topics 5–7.

Chemistry Paper One: Topics 8–12.

Chemistry Paper Two: Topics 13–17.

Physics Paper One: Topics 18–21.

Physics Paper Two: Topics 22–24.

- Each written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions: Multiple choice, structured, closed short answer, and open response.

*This qualification is linear which means that students will sit all their exams at the end of the course and will gain two GCSE's.

Why Study...?

We believe that science has something to offer every student. This qualification is developed with teachers to inspire and challenge students for all abilities and aspirations. Our science qualifications provide opportunities for progression. This course gives students the option to progress to A-Levels in science or other subjects.

Key Contact: *Mrs S Green*

GCSE Science (Triple Award)



Career Options

Teaching, Veterinary Science, Dentistry, Medicine, Forensic Science, Psychiatry, Pharmacy, Engineer, Beauty Therapy.

Course Objectives

Biology
1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Chemistry
1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics
1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Unit Information

Assessment

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper One: Topics 1–4.

Biology Paper Two: Topics 5–8.

Chemistry Paper One: Topics 1–5.

Chemistry Paper Two: Topics 6–10.

Physics Paper One: Topics 1–4.

Physics Paper Two: Topics 5–8.

- Each written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions: Multiple choice, structured, closed short answer, and open response.

*This qualification is linear which means that students will sit all their exams at the end of the course and will gain three GCSE's.

Why Study...?

We believe that science has something to offer every student. This qualification is developed with teachers to inspire and challenge students for all abilities and aspirations. Our science qualifications provide opportunities for progression. This course gives students the option to progress to A-Levels in science or other subjects.

Key Contact: *Mrs S Green*

GCSE Religious Studies



Career Options

Public Sevices, Teaching, Social Research, Archivist, Journalism, Development Work, Youth Work, Probation Service, Clergy, Nursing, Social Work.

Course Objectives

GCSE Religious Studies provides students with the opportunity to:

- Develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Unit Information

Students will complete two terminal written exams and then will be awarded with a GCSE grade based on their knowledge, understanding, analysis and debating skills.

Paper 1 – Religion and Ethics - 50% of award. In this unit Students will study the following topics from a Christian perspective: 1. Christian beliefs 2. Living the Christian life 3. Marriage and the family 4. Matters of life and death.

Paper 2 – Religion, Peace and Conflict - 50% of award. In this unit Students will study the following topics from a Muslim perspective: 1. Muslim beliefs 2. Living the Muslim life 3. Crime and punishment 4. Peace and conflict.

Each paper is assessed by a 1 hour 45 minute exam. Exam board: Edexcel.

Why Study...?

This course gets you to think about four key moral issues. Some of them will have directly affected you, or you will know of them through other people's experience. Some you may only have heard about in the news. You will study two different religions (which will help you gain the higher grades) in order to understand their attitudes towards each of these key issues. You will be given a range of opportunities to discuss and debate each key question in order to appreciate a range of opinions about each issue, not just the two religious views. This will enable you to gain an understanding of the world around you and consolidate your own point of view relating to each key issue. This topic is useful in any job which involves people as you will be equipped to work in a multicultural workplace.

Studying RE leads to; an understanding of where people's beliefs come from, an understanding of why people view the world differently, an examination of some of the fundamental questions of life, the weighing up of different beliefs, opinions and experiences, the working out of your own view about how to live your life and the ability to relate beliefs, values and experiences of others to your own experience of life.

Key Contact: *Mrs N French*

GCSE Spanish



Career Options

Translator, Interpreter, Teaching, Diplomatic Service, Logistics and Distribution, Retail, Business Management, Event Organisation.

Course Objectives

The Edexcel GCSE Spanish course content is delivered in such a way that students develop, deepen their understanding of and commit to memory language structures and vocabulary so that they can respond with spontaneity and fluency in a wide range of situations.

The four skills (Listening, Speaking, Reading and Writing) each carry an equal 25% weighting with the grading based on the 9-1 system.

Assessment is wholly on exams at the end of year 11. These are externally assessed by the Edexcel exam board.

Students are assessed on a regular basis both during and at the end of each topic. We use a range of assessment methods, such as weekly tests and skill tests, to monitor progress in listening, speaking, reading and writing in Spanish.

Homework is set regularly with the specific focus on developing the student's breadth of vocabulary, developing fluency and spontaneity, and cultural capital.

Unit Information

During years 10 and 11, students will be exposed to the skills and attributes required to do well at GCSE and beyond. The content of the themes covered during the course is broken down in to the following aspects:

Theme 1: Identity and Culture
Me, my family and friends cover:
Topic 1: Relationships with family and friends and marriage/partnership.
Topic 2: Technology in everyday life (social media & mobile technology).
Topic 3: Free-time activities (music, cinema and TV, food and eating out and sport).
Topic 4: Customs and festivals in Spanish-speaking countries/communities.

Theme 2: Local, national, international and global areas of interest cover:
Topic 1: Home, town, neighbourhood and region.
Topic 2: Social issues.
Charity/voluntary work and healthy/unhealthy living.
Topic 3: Global issues, the environment & poverty/homelessness.
Topic 4: Travel and tourism.

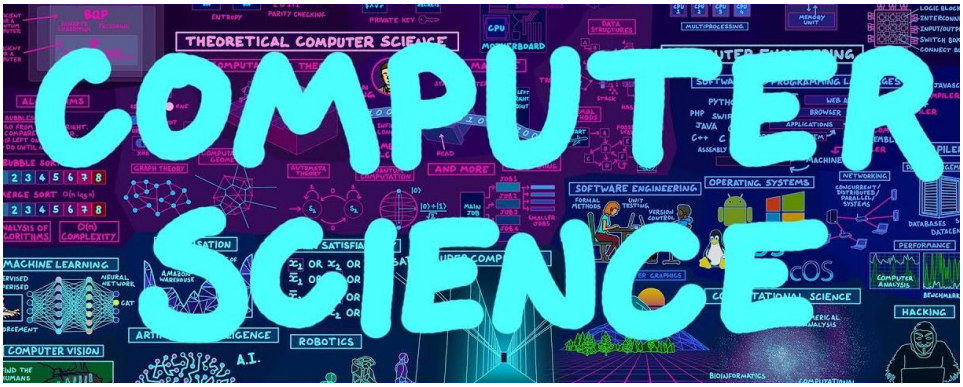
Theme 3: Current and future study and employment covers the following topics:
My studies, life at school, education post-16 and jobs, career choices and ambitions.

Why Study...?

Studying a language will add an international dimension to your GCSE subjects. This means that students will create greater opportunities to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language. You will learn about the countries where the language is spoken and have an opportunity to visit it. You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies.

Key Contact: *Miss J Moreira*

OCR Computer Science



Career Options

Computing, Computer Programming, Computer Operatations, IT Product Development, Systems Analyst, Technical Support.

Course Objectives

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

● Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.

● Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

● Think creatively, innovatively, analytically, logically and critically.

● Understand the components that make up digital systems, and how they communicate with one another and with other systems.

● Understand the impacts of digital technology to the individual and to wider society.

● Apply strong mathematical skills relevant to computer science.

Unit Information

Assessment
The OCR GCSE (9–1) in Computer Science consists of two externally-examined papers worth in total 100% of the qualification. Terminal Examinations.

Component 1 Overview Computer Systems
This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with Computer Science.

Component 2 Overview Computational Thinking and Programming
Students apply knowledge and understanding gained in component 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Learners will become familiar with computing related mathematics.

Practical Programming
Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 2 (section B).

Why Study…?

Students who study GCSE in Computer Science will gain limited practical experience of designing, writing, and testing computer programs, develop the ability to reason, explain and evaluate computing solutions, and develop awareness of current and emerging trends. As well as this, many theory topics are covered to develop knowledge and understanding of Computer Science.

Note: the exam is a rigorous, intellectually challenging examination with a weighting of 100% that requires a high level of computational thinking.

Key Contact: *Mr S Tait*

OCR ICT



Career Options

IT Support Technician, Software Developer, Web Developer, Database Administrator, Network Administrator, Game Designer/Developer, Cybersecurity Analyst, Systems Analyst, Digital Marketing Specialist

Course Objectives

A Cambridge National in IT will enable students to:

• Understand, apply and use IT appropriately and effectively for the purpose and audience

• Develop learning and practical skills that can be applied to real-life contexts and work situations

• Think creatively, innovatively, analytically, logically and critically

• Develop independence and confidence in using skills that would be relevant to the IT sector and more widely

• Plan, design, create, test and evaluate/ review IT solutions and products which are fit for purpose and meeting user/ client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience

• Understand the impacts of digital technologies on the individual organisation

Unit Information

- Our Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI) and augmented reality.

- **R050 IT in the digital world**: In this unit you will learn about design and testing concepts for creating an IT solution or product and the uses of IT in the digital world.
  This is assessed through an external exam

- **R060 Data manipulation using spreadsheets:**
  In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.
  This is assessed through coursework

- **R070 Using Augmented Reality to present information:**
  In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.
  This is assessed through coursework

Why Study...?

Studying Cambridge Nationals in IT offers a comprehensive and practical understanding of key IT concepts, preparing you for both the digital world and future careers in technology. The course covers topics like data manipulation, augmented reality, and the Internet of Everything. You will gain skills in designing, testing, and evaluating IT solutions, with hands-on coursework in data management using spreadsheets and creating augmented reality prototypes. The course includes both an external exam (R050 IT in the digital world) and coursework (R060 and R070), providing a well-rounded approach to developing practical IT skills relevant to the modern tech landscape.

Key Contact: *Mr S Tait*

OCR iMedia



Career Options

Graphic Designer, Game Concept Artist, Web Designer, Video Editor, Social Media Content Creator, Animator, UI/UX Designer, Advertising Specialist

Course Objectives

A Cambridge National in Creative iMedia will enable students to:

- **Analyse and interpret** client briefs to understand target audience requirements for digital media products.
- **Develop pre-production skills**, such as creating mood boards, storyboards, mind maps, and visualization diagrams to plan creative projects.
- **Master professional software** to create, edit, and repurpose digital assets including graphics, animations, and interactive elements.
- **Understand legal issues** surrounding media, including copyright, trademarks, and intellectual property.
- **Review and evaluate** their own finished products against a client brief, identifying areas for technical and aesthetic improvement.
- **Explore the media industry** and the

Unit Information

- Our Cambridge National in Creative iMedia will help students to develop an understanding of media codes and convention for producing digital media products.

- **Unit R093: Creative iMedia in the media industry**

This is assessed by taking an exam.

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

- **Unit R094: Visual identity and digital graphics**

This is assessed by completing a set assignment.

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics.

- **Unit R097: Interactive digital media**

This is assessed by completing a set assignment.

In this unit you will learn how to plan, create and review interactive digital media products.

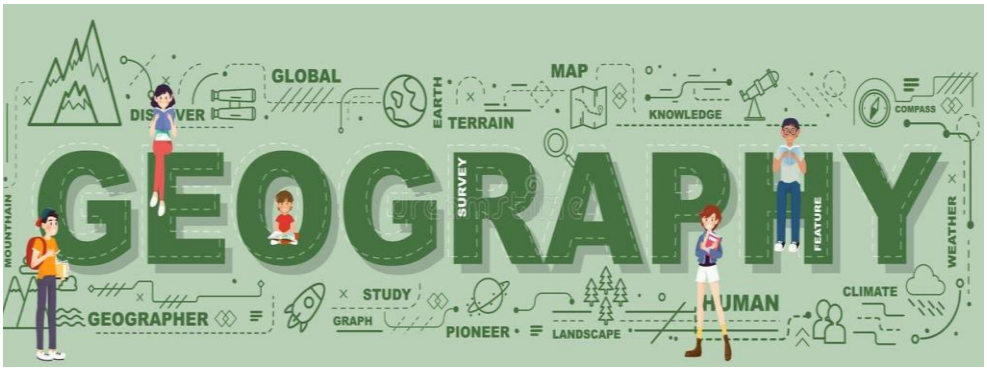
Why Study...?

Studying Cambridge Nationals in Creative iMedia provides a gateway into the fast-paced world of digital design. Unlike traditional IT, this course focuses on the **creative "front-end"** of technology. You will learn how to take a concept from a rough sketch to a professional-grade digital product.

The course covers exciting topics like digital graphics, comic book creation, and interactive multimedia. You will develop a portfolio of work that demonstrates your ability to use industry-standard design tools.

Key Contact: *Mr S Tait*

GCSE Geography



Career Options

Aid Worker, Environmental Scientist, Meterologist, Architect, Volcanologist, Travel Agent, Disaster Management, Surveyor, Civil Engineer, Advertiser.

Course Objectives

GCSE Geography AQA offers a different approach to delivering geography, focusing on geographical issues and challenges and how these affect our world.

This course offers a stimulating and imaginative issue-based approach to geography, an insight into future challenges through the study of current issues of local, national and global importance an awareness of mankind's responsibilities to other people, the environment and the sustainability of the planet. It also provides the opportunity to study the physical geography of different places and environments.

Study of this course will give students of all backgrounds the opportunity to develop:

- ✓ communication skills.
- ✓ graphical and cartographical skills.
- ✓ technological skills, including ICT and GIS.
- ✓ interpersonal skills through debate and discussion
- ✓ literacy and numeracy skills.
- ✓ Entrepreneurial skills and awareness of career possibilities.

Unit Information

Assessment

P1 - Living with the physical environment
(Written exam: 1 hour 30 minutes / 88 marks 35% of GCSE)

Section A: The challenge of natural hazards.
Section B: The living world

Section C: Physical landscapes in the

P2 - Challenges in the human environment
(Written exam: 1 hour 30 minutes / 88 marks 35% of GCSE)

Section A: Urban issues and challenges.
Section B: The changing economic world.
Section C: The challenge of resource management.

P3 - Geographical applications
(Written exam: 1 hour / 76 marks (including 6 marks for SPGST) / 30% of GCSE / Pre-release resources made available from March in the year of the exam)

Section A: Issue evaluation
Section B: Fieldwork
Geographical skills

Why Study...?

Statistics show that students who study geography are amongst the most employable. Skills that are taught include problem solving, graphical and ICT, discussion and entrepreneurial skills are the qualities which employers look for. Geography will help you to be more aware of everyday life and problems of the people who live in your local area, other parts of the United Kingdom, Europe and the rest of the world. Geography is a highly topical subject, ever changing as world events unfold. Studying geography explains how and why it is changing and helps you prepare for those changes.

Key Contact: *Mrs E Lincoln*

GCSE History



Career Options

Teaching, Broadcasting, Publishing, Media, Solicitor, Journalist, Civil Servant, Archivist, Author, Researcher, Archaeologist, Museum Curator, Politician.

Course Objectives

History at GCSE covers some of the main events which have helped produce the world we live in today. Students will study important and interesting aspects in the history of British, European and World history.

Students will develop essential skills through opportunities to study history from a variety of perspectives, including political, social, economic and cultural, thereby helping candidates to appreciate the diversity of the societies studied, and the experiences of the people in these societies.

Students will build on the key skills introduced in key stage 3 (analysis, interpretations, evaluating, source work and communication).

Students will also understand key concepts in history that allow us to find out about the past and more importantly, make sense of the past e.g. change and continuity, similarities, differences, significance, cause and consequence.

GCSE History will help students to:

- ✓ gain transferable skills that can contribute to the world of work and further study.
- ✓ to read/write/communicate, argue/debate, analyse interpret/evaluate, present/persuade/justify.
- ✓ learn from the mistakes of the past and relate these to our lives today and help to inform students political and social decision-making skills.

Unit Information

Assessment

<u>Pearson EDEXCEL (9-1) History GCSE (1HIO)</u>

<u>Paper 1</u> – Thematic study and historical environment (Code 1HIO/10-12 – 30%) – 52 marks

- ✓ **Medicine in Britain, c1250-present**
- ✓ **The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.**

Assessed by a 1 hour 20 minutes formal examination

<u>Paper 2</u> – Period study and British depth study (Code 1HIO/20-29 – 40%) – 64 marks

- ✓ **Early Elizabethan England, 1558-88**
- ✓ **Superpower Relations and the Cold War 1970-1991**

Assessed by a 1 hour 50 minutes formal examination

<u>Paper 3</u> – Modern depth study (Code 1HIO/30-33 – 30%) – 52 marks

- ✓ **Weimar and Nazi Germany, 1918-39**

Assessed by a 1 hour 30 minutes formal examination

"The further backward you can look, the further forward you are likely to see."
Winston Churchill

Why Study...?

History is a subject that is guaranteed to make you think about the world and the changes it has experienced. Looking back at world events will help you make sense of the modern world and the world in which you live. This course will be of interest to those who enjoy studying the events of the past and acquiring skills of dealing with evidence. A range of topics are studied which will give students an insight into important events that changed people's lives in the process. History is a subject that involves discussion, arguments, analysis and investigations which students should enjoy contributing to and taking part in.

Key Contact: *Mrs C Russell*

OCR Enterprise & Marketing



Career Options

Marketing, Finance, Accountancy, Business Administration, Teaching, Human Resource Management, Publishing, IT, Business Ownership, Enterpreneur.

Course Objectives

Through studying Business, students will:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- develop as enterprising individuals with the ability to think commercially and creatively.
- investigate and analyse real business opportunities and issues.
- develop problem-solving and decision-making skills relevant to business.
- investigate, analyse and evaluate business opportunities and issues.
- develop and apply quantitative (mathematical) skills relevant to business, including using and interpreting data.
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.

Unit Information

This course aims to provide students with a practical appreciation of what 'being in business' involves. Students will investigate actual businesses and explore what it means to set up and run a business enterprise, as well as develop key employability skills and explore potential careers.

The qualification enables students to develop their technical skills such as market research skills, planning, promotional and financial skills using realistic business scenarios, as well as personal skills including time management and problem solving.

R067: Enterprise and marketing
Students will develop essential knowledge of marketing and enterprise. They will explore the key factors to consider when starting a business. This unit is assessed through an external examination (60%).

R068: Designing a business proposal
Students will develop the skills to design a business proposal for a specific business challenge. They will identify a consumer profile for a specific product, complete market research to generate product design ideas and use financial calculations to propose a pricing strategy and determine the likely success of their product proposal. This unit is assessed through a coursework assignment (30%).

R069: Marketing and pitching a business proposal
Students will develop the skills to create a brand identity and promotional plan for their product. They will develop presentation skills in order to pitch their business proposal. This unit is assessed through a coursework assignment (30%).

Why Study...?

The business world comprises an enormous variety of different careers. This course aims to provide students with a practical appreciation of what 'being in business' involves. The course is structured to give students a broad introduction to business principles. During the course students will investigate actual businesses and gain an understanding of business finance. Business has strong links with lots of other subjects and develops skills such as IT, as well as enhancing communication and mathematical skills.

Key Contact: *Mrs E McDermott*

GCSE Art & Design



Career Options

Artist, Architect, Animator, Photographer, Graphic Designer, Interior Design, Tattoo Design, Make-up Artist, Transport Design, Fashion Design, Fashion Illustrator, Fashion Buyer, Hair Design, Costume Design, Set Design, Sport Design, Storyboard Artist, Textile Design, Gaming Design.

Course Objectives

Students will follow a course which focuses on art and design in a work-related context. It is a strong foundation for further progression to Art and Design related courses such as A-Level art and design or fine art and enhances vocational and career pathways.

The course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

Students develop skills in:

- Creativity.
- Imagination.
- Research.
- Investigation and experimentation.
- The development of ideas from first-hand experience and artist analysis.

Students are actively encouraged to work independently on their projects both at home and by attending the after school sessions.

Unit Information

Assessment

The two unit specification enables students to develop their ability to actively engage in the processes of art and design - to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment throughout the two year course is by:

Unit 1: Portfolio of Work (60%).
Unit 2: Extenerally set task (40%).

Marks are awarded across four key areas for both units:

AO1 - Artist research and developing ideas.
AO2 - Using resources, media and materials.
AO3 - Recording ideas and observations.
AO4 - Making a personal, informed and meaningful response.

The student's portfolio of work must include more than one extended collection of work. To meet this requirement, students undertake three complete projects during their two year course.

Why Study...?

GCSE Art and Design is suited for students who enjoy art and want to develop their skills further. Students will have the opportunity to be creative, realise exciting ideas and express themselves through a range of art media. The ability to think creatively is highly valued in today's employment market. The GCSE examination courses offered in Years 9, 10 and 11 follow a general art course, specialist areas such as painting and drawing, ceramics and a possibility of digital photography. Students are offered a wide experience of aspects of art education, including print-making and a variety of 3D work, as well as painting and drawing. The aim of the courses is to provide as thorough an art education as possible, with the eventual aim of gaining the highest possible GCSE grade or grades, that the individual student is capable of achieving.

Key Contact: *Miss L Gaffney*

OCR Child Development



Career Options

Nursery Nurse, Midwife, Child Physcologist, Paedetrician, Teacher.

Course Objectives

Our Cambridge National in Child Development will encourage students to:

- understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

This qualification will help students to develop:

- independence and confidence in using skills that would be relevant to the Childcare sector
- learning and skills that can be used in other life and work situations, such as research skills.

Unit Information

Assessment

R057: Health and well-being for child development
Topic Area 1: Pre-conception health and reproduction
Topic Area 2: Antenatal care and preparation for birth
Topic Area 3: Postnatal checks, postnatal care and the conditions for development
Topic Area 4: Childhood illnesses and a child safe environment

R058: Create a safe environment and understand the nutritional needs of children from birth to five years
Topic Area 1: Creating a safe environment in a childcare setting
Topic Area 2: Choosing suitable equipment for a childcare setting
Topic Area 3: Nutritional needs of children from birth to five years

R059: Understand the development of a child from one to five years
Topic Area 1: Physical, intellectual and social developmental norms from one to five years
Topic Area 2: Stages and types of play and how play benefits development
Topic Area 3: Observe the development of a child aged one to five years
Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development

Why Study...?

Child Development offers students an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts. The skills and knowledge acquired will be relevant and transferable to other settings and provides enhanced career opportunities and providing a satisfying course of study for candidates of various ages and from diverse backgrounds who may not progress to further study of the subject.

Key Contact: *Mrs R Pallas-Gill*

OCR Health & Social Care



Career Options

Care Assistant, Nurse, Physiotherapist, Nursery Nurse, Dietician, Nutritionist, Early Years Worker, Drugs Counsellor, Aid Worker.

Course Objectives

The Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings.
- develop learning and practical skills that can be applied to real-life contexts and work situations.
- think creatively, innovatively, analytically, logically and critically.
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

This qualification will help students to develop:

- valuable communication skills that are extremely attractive in the modern workplace.
- an understanding of the rights of individuals and person-centred values and how to apply these when working with service users.
- vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures.
- an understanding of growth and development through the life stages.
- an understanding of life events and how to support individuals through them.
- transferable skills, such as evaluation, planning presentation/delivery and research skills.

Unit Information

Assessment

R032: Principles of care in health and social care settings

Topic Area 1: The rights of service users in health and social care settings
Topic Area 2: Person-centred values
Topic Area 3: Effective communication in health and social care settings
Topic Area 4: Protecting service users and service providers in health and social care settings

R033: Supporting individuals through life events

Topic Area 1: Life stages
Topic Area 2: Impacts of life events
Topic Area 3: Sources of support

R035: Health promotion campaigns

Topic Area 1: Current public health issues
Topic Area 2: Factors influencing health
Topic Area 3: Plan and create a health promotion campaign
Topic Area 4: Deliver & evaluate a campaign

Why Study...?

The health and social care sector comprises an enormous variety of different careers. The GCSE in Health and Social Care aims to provide students with an appreciation of what this area of employment involves and will help students to develop the understanding and competency needed when considering entering employment in this sector. Students will gain an understanding of the essential skills crucial to this area of employment.

Key Contact: *Mrs R Pallas-Gill*

Level 1/2 Vocational Award in Hospitality and Catering



Career Options

Chef, Teacher, Nutritionist, Dietician, Front of House Manager, Concierge, Head Waiter, Housekeeper.

Course Objectives

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

This structure has been designed to develop in students 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, learners 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.

Unit Information

Assessment

Unit 1: The Hospitality and Catering Industry

Students apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Students will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Why Study...?

This course is very practical based and involves information about food and its nutritional content, the world of catering and producing food. You will enjoy and succeed in this course if you have a keen interest in preparing food, are looking to learn and develop life skills, would like to pursue a career in the hospitality industry and want to study a subject that is practical, active and is never the same in any lesson.

Key Contact: *Ms E Massey*

GCSE Music



Career Options

Teaching, Musician, Music Therapy, Composer, Sound Tehnician, Broadcasting, Journalism, Armed Services, Retail, Performer.

Course Objectives

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. This qualification also supports the development of musical fluency and provides access to further study of music at AS and A Level.

Qualification aims and objectives

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Unit Information

Component 1: Performing:
Non-examined assessment: internally marked and externally moderated 30% of the qualification (60 marks)
Content overview
- Solo performing
- Ensemble performing
- Approaches to performing

Assessment overview
- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Each performance will be out of 30 marks.
- Internally marked and externally moderated.

Component 2: Composing
Non-examined assessment: internally marked and externally moderated 30% of the qualification 60 marks
Content overview
- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview
- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.
- Internally marked and externally moderated.

Component 3: Appraising
Written examination: 1 hour and 45 minutes 40% of the qualification 80 marks Content overview
- Musical elements, musical contexts and musical language.

Areas of study:
- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

Why Study...?

Music is one of the largest communicative tools in life and, more importantly, is enjoyable! Studying this course will help you to improve all aspects of your musicianship, whilst having the opportunity to explore other styles of music from around the world. You will have the opportunity to select your own styles of music to perform and you will become independent in your own creative style whilst composing. Music is a valued subject to prospective colleges, universities and employers once you leave school. To successfully complete the course to a high standard you will need to be able to perform using an instrument or your voice.

Key Contact: *Mr N Nixon*

OCR Sports Studies



Career Options

Sports Coach, Personal Trainer, Sports Development, Teaching, Management, Sports Therapy, Sports Psychcology, Health Promotion, Armed Forces, Grounds Staff, , Physiotherapy, Public Services, Youth Work.

Course Objectives

The OCR Sports Studies course aims to develop students' knowledge and understanding of sport from both practical and theoretical perspectives. Throughout the course, students explore how sport contributes to physical health, wellbeing and personal development while also examining the wider impact of sport on society. Learners develop key transferable skills such as teamwork, communication, leadership, organisation and problem solving. These skills are valuable for further study and for a wide range of careers within the sport, health and leisure industries. The course also helps students understand possible career pathways including sports coaching, fitness instruction, outdoor activity leadership, sports development, sports therapy and roles within the wider leisure and recreation sector.

Students also gain experience in analysing performance, planning activities and reflecting on their own development. This encourages independence, confidence and the ability to set personal goals. The course promotes active participation and helps students understand the importance of maintaining a healthy and active lifestyle. By combining classroom learning with practical experiences, learners develop a well-rounded understanding of sport and physical activity. This prepares them for progression to further study at Level 3, such as Sport, Physical Education or Public Services, as well as providing useful life skills that can support future employment and personal wellbeing.

Unit Information

R185: Performance and Leadership in Sports Activities
(Coursework – 40%)

In this unit, students develop their practical performance in a range of sports and physical activities. They also learn how to plan, organise and lead sporting activities, demonstrating key leadership skills such as communication, organisation and motivation. Students are required to take on the role of a leader by planning and delivering a sports activity session and evaluating its effectiveness. Assessment is completed through internally assessed coursework, where students demonstrate their practical abilities and leadership skills in real sporting contexts.

R187: Increasing Awareness of Outdoor and Adventurous Activities
(Coursework – 20%)
This unit introduces students to the benefits and opportunities provided by outdoor and adventurous activities. Students explore different types of activities, such as hiking, climbing or water-based sports, and learn about the skills, safety considerations and preparation required to participate responsibly. The unit also focuses on how these activities can support physical health, mental wellbeing and personal development. Assessment is through internally assessed coursework where students research and present their understanding of outdoor participation and safety.

R184: Contemporary Issues in Sport
(Written Examination – 40%)
This unit focuses on understanding current issues that affect sport and physical activity in modern society. Students study topics such as barriers to participation, the promotion of values in sport, the influence of media and technology and the importance of inclusivity. Learners develop analytical skills by exploring how sport can impact individuals and communities. This unit is assessed through an external written examination set and marked by OCR, which contributes 40% of the overall course grade.

Why Study...?

OCR Sports Studies is an engaging and practical Level 2 course designed for students who have an interest in sport, physical activity and leadership. Unlike many other Level 2 courses that focus mainly on written examinations, Sports Studies combines both coursework and an external exam. This allows students to demonstrate their understanding through practical performance, leadership activities and coursework projects as well as written knowledge. This balanced approach benefits students who learn best through active participation and applied learning.

Key Contact: *Mr R Thomas*

OCR Engineering Design



Career Options

Interior Designer, Set Designer, Building Trade, Graphic Designer, Architect, Engineer, Electrician, Plumber, Mechanic, Offshore, Welder, Telecommunications, Automotive industry.

Course Objectives

Why choose Engineering Design?

- understand and apply the fundamental principles and concepts of engineering design, including the design process, types of drawings, influences on design, and the use of Computer Aided Design (CAD)
- develop learning and practical skills that can be applied to real-life contexts and work situations.
- think creatively, innovatively, analytically, logically, and critically.
- develop independence and confidence in using skills that would be relevant to the engineering design and development sector and more widely.
- analyse problems in design terms through practical experience of solving such problems, including designing, and modelling designs to meet a design brief.
- understand the different stages of the iterative design process, recognising the cyclical nature of this approach.
- evaluate designs through product disassembly and the process of using product analysis.

Unit Information

The course is split up into three units. R038 has a written exam which is OCR set and externally marked. R039 and R040 have centre assessed coursework assignments which are moderated by OCR.

Unit	Marks	Duration	GLH*
R038: Principles of engineering design	70	1 hour 15 mins	48
R039: Communicating designs	60	Approx. 10-12 hours	36
R040: Design, evaluation and modelling	60	Approx. 10-12 hours	36

Why Study...?

OCR Engineering Design Award focuses on building skills which will give students the confidence to progress in whatever path they choose. The OCR Engineering Design Award is a practical introduction to life and work in engineering, so students can develop their understanding of the sector and see whether it is an industry they would like to be in.

Key Contact: *Mr K Sawkill*

BTEC Performing Arts



Career Options

Actor/Actress, Choreographer, Performing Arts Teacher, Company Director.

Course Objectives

The BTEC Performing Arts qualification enables students to:

This course allows you to study acting, dance and/or musical theatre, giving you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer; as well as the different approaches and styles used, such as comedy, ballet or musical revues. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

Unit Information

Component 1 Exploring the Performing Arts
During Component 1, students will:
• explore performance styles, creative intentions and purpose.
• investigate how practitioners create and influence what's performed.
• discover performance roles, skills, techniques and processes.
Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.
Assessment: internally assessed assignments
Weighting: 30% of total course.

Component 2 Developing Skills and Techniques in the Performing Arts
During Component 2, students will:
• take part in workshops, classes and rehearsals.
• gain physical, interpretative, vocal and rehearsal skills.
• apply these skills in performance.
• reflect on their progress, their performance and how they could improve.
Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre. Assessment: internally assessed assignments
Weighting: 30% of total course.

Component 3 Performing to a Brief
Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.
Assessment: externally assessed task, where students work in groups of between three and seven members to create a performance based on a set brief.
Weighting: 40% of total course.

Why Study...?

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. Study of this sector at key stage 4 will provide an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress to post-16 study and the world of work.

Key Contact: *Mrs J Coxon*

BTEC Travel and Tourism



Career Options

Cabin Crew, Travel Agent, Hospitality, Event Management, Travel Journalism, Holiday Representative, Tour Guide, Travel Inforamtion Services, Business Ownership, Entrepreneur, Sales, Human Resources.

Course Objectives

Through studying Travel and Tourism students will:

- gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector.
- develop an understanding of the importance of tourism to the UK and world economy.
- develop an appreciation of the nature and effects of travel and tourism.
- develop as enterprising individuals with the ability to think commercially and creatively.
- develop problem-solving and decision-making skills.
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.

Unit Information

The core (mandatory) units are:

Component 1: Travel and Tourism Organisations and Destinations
Students will investigate travel and tourism organisations in the UK. They will explore the role of different consumer technologies within the travel and tourism industry, the different types of tourism and will investigate the features of, and routes to popular tourist destinations.
This component is assessed by a coursework assignment. (30%)

Component 2: Customer Needs in Travel and Tourism Students will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences.
This component is assessed by a coursework assignment. (30%)

Component 3: Influences on Global Travel and Tourism Students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors.
This component is assessed by an external examination. (40%)

Why Study...?

Tourism is one of the fastest growing sectors of the UK economy in employment terms. By 2025, Britain had a tourism industry worth over £257 billion and it is estimated that over10% of the population will be employed in the travel sector; representing 3.8 million jobs.

Key Contact: *Mrs E McDermott*