



Year 9 Options Booklet Pathway 2

*A guide to the courses and qualifications
available from September 2022*

Dear Year 9 Student,

Welcome to Key Stage 4

Beginning your Key Stage 4 course is an important and exciting new phase in your life. Up until this point, you have had little say in the subjects that make up your educational provision, but now you can choose some of the subjects that you study in Years 10 and 11 and thereby direct your own learning.

This is the most important stage in a student's secondary education, and we understand it can be an anxious time. Making the right decisions and choices is of vital importance. This booklet and the options process are designed to guide you and your parents/carers through the subjects and courses available to you and to help you make an informed choice regarding the optional subjects you wish to study.

Please use all the information available to you: this booklet, advice from teachers, your Head of Year, your tutor, and your parents/carers. All these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You should choose subjects that give you a broad and balanced curriculum, subjects that you will need to progress beyond Castle View Academy, subjects that you are good at and subjects that you enjoy.

If you have any questions or queries that are not answered in this booklet, please don't hesitate to speak to your Head of Year, tutor, or me. We are all here to support you in making a well thought out decision that is right for you.

Yours sincerely

Mr. Matt Gill

Assistant Vice Principal



Key Dates

- Week beginning 24th January 2022: [Year 9 Careers Pilot lesson delivered](#)
 - Students set up login details for careers pilot website
- Week beginning 31st January 2022: [Year 9 Careers pathway assembly](#)
 - Opportunities to look through college prospectuses
- Week beginning 7th February 2022: [Year 9 Options Assembly](#)
 - Decision making and option choices
- 10th February 2022: [Option Booklets](#) for your pathway given to students
- Wednesday 2nd March: [Option Forms Deadline](#)
 - Electronic form returned with option choice
- Week beginning 7th, 14th, and 21st March: [One to one student meetings](#)
 - Discuss choices
- Week beginning 25th April: [Options Confirmed](#)



Guidance

It is recommended that you follow Pathway 2 as this pathway enables students to study a broad curriculum. Students with a range of qualifications have a wide variety of future opportunities available to them.

Core Subjects

There are certain subjects that every pathway 2 student will study throughout Years 10 and 11

Core Subjects:
GCSE English Language
GCSE English Literature
GCSE Mathematics
GCSE Science

As well as these subjects, students will have core PE lessons which will not lead to a qualification. In terms of GCSE Science, students will study the Combined Science (which will result in achieving 2 GCSEs). Triple Science (which will result in achieving 3 GCSEs in Biology, Chemistry and Physics) is offered to the highest performing students and will run outside of the option timetable.



Option Subjects

In addition to core subjects, Pathway 2 students will be able to choose four other subjects to study from the option blocks below.

However, it is not as simple as students choosing their favourite subjects. It is vital that students maintain a broad and balanced curriculum and are sufficiently preparing themselves for their future progression. Students will have an opportunity to discuss their choices at a one-to-one meeting.

One of those choices must be at least one choice of History or Geography selected from either Option choices 1&2 or option choices 3&4.

The option choices will be as follow:

Option 1 & 2: Select TWO options

GCSE History
GCSE Geography
GCSE Spanish
GCSE Food
RSL Level 2 Drama
BTEC Sports Award
RSL Level 2 Music
BTEC Media

Option 3 & 4: Select TWO options

GCSE History
GCSE Geography
GCSE Ethics
GCSE Food
BTEC Art
RSL Level 2 Drama
BTEC Sports Award
RSL Level 2 Dance
BTEC Media
RSL Level 2 Music
BTEC Travel & Tourism



Frequently Asked Questions

1. When does the process start?

You will attend an assembly on 10th February 2022 to launch the Options process where you will have an opportunity to discuss and ask any questions you may have. The Options Booklets will be distributed on Thursday, 10th February at the Parent Event. Please take this booklet home to work through and discuss with your parents/carers. Booklets will also be available to view on the academy website. The recorded *Options Information Event* will be available to view on the website from Friday, 11th February.

2. Which subjects are core (compulsory), and which are option subjects (optional)?

Mathematics, English and science are compulsory for all students. Pathway 1 students must also take GCSE Spanish. The remaining subjects are all optional.

3. Why are different students on different pathways?

It is vitally important that students are offered a selection of courses that suit their academic profile so that they have access to the widest selection of opportunities beyond Castle View Academy. For this reason, we analyse the historic ROA results and talk to teachers for their input to identify the correct pathway for every student entering Key Stage 4.

4. Is it possible to change pathways?

We are anxious to ensure that the pathway selected for each student is suitable for them so that they have access to the highest aspirations and opportunities in terms of further education. However, should a pathway be unsuitable, a pathway change can be requested in writing to the principal detailing the nature of the problem.

5. When do I decide my options?

This year, option choices will be sent in on an electronic form to Mr. Gill. The closing date for this is Thursday, 29th April.

6. Will I definitely get the subjects I choose?

Most students will be able to choose the subjects they select. However, there are incidents where this may not be entirely possible, for example if a subject does not have enough students to create a class or if a subject is over-subscribed. For this reason, all students are asked to choose a back-up subject. If it is necessary to use the back-up subject, this will be discussed with you beforehand.

7. What if I get to Year 10 and I don't like a subject?

Normally we would allow students to change subjects within the first two weeks of the Autumn term. After this, it is important that students remain in their options and follow the course through to the end.

8. Where can I get help?

Your parents/carers, your tutors, your teachers, and your Head of Year can all offer advice regarding your option choices. Mr. Gill and Miss Choudhry can both help with the option process and Mr. Waldren can support with any career guidance or questions you may have.



Making the Decision

The options process is designed to help you gradually narrow your preferred subjects so that you can ultimately make the correct choices.

Aim to choose subjects that you:

- like
- are good at
- are particularly interested in
- feel might help you in the general career area that you are interested in

Do not choose subjects because:

- you like the teacher – as you may have a different one next year
- your friends have chosen it as they may be in a different group.

If there is anything that you do not understand at any stage, please talk to your parents/carers, your teachers, or your tutor as they are all available for advice and guidance.

Please note that it is possible that one or more of the subjects listed may not be available to study, for example if there was not enough uptake to form a class or there is a clash on the timetable. For this reason, you will be asked to provide an extra back up subject to be studied instead. In this case, both you and your parents/carers will be consulted before the final decision is made.

So that you are fully informed before making this important decision, what follows is information about each of the core and option subjects that are available.



GCSE English Language

Specification: AQA English Language

Overview

English Language: Students will complete two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for the extended writing tasks, providing students with a clear route through each paper. Assessment and approach to the exam is primarily skills based.

Spoken Language Endorsement: Students will complete this additional endorsement for which students will deliver a short presentation on a topic of their choice and respond to questions and feedback.

Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

Assessment

Paper One: Explorations in Creative Reading and Writing (Reading and Writing – Fiction) – 1hr 45minutes – 50% of GCSE

Paper Two: Writers' Viewpoints and Perspective (Reading and Writing – Non-fiction) – 1hr 45minutes – 50% of GCSE

Progression Pathway

A grade 5 or above in English Language will be a minimum entry requirement for most further academic educational routes. In addition, most employers look for a grade 5 or above in English Language to ensure that a candidate has firm literacy skills.

Qualifications in English Language and Literature lead to study and employment in some of the following sectors: Law, Humanities, Journalism, Editorial, Teaching, Publishing, Writing, Advertising.



GCSE English Literature

Specification: AQA English Literature

Overview

English Literature: Students will complete two closed book examinations based upon literature from the nineteenth-century to the modern day. Students' study of literature will include Shakespeare, C19th Literature, Post 1914 prose fiction and drama and Poetry.

Content

Shakespeare: Students study Macbeth as their Shakespeare play. It involves murder, treason, witchcraft, love and war to name just a few of the themes.

The 19th-Century Novel: Students study A Christmas Carol by Charles Dickens. This is a very famous story set in 19th century London about a miserable old man who hates Christmas but learns to change his ways.

Modern Texts: Students study An Inspector Calls by J.B Priestley. It is a play written in 1945 but set in 1912 about a very interesting family dinner party!

Poetry Anthology: Students will study an anthology of poems based on war and conflict.

Unseen Poetry: Students will also become well practiced in analysing and exploring poems that they have never seen before.

Assessment

Paper One: Shakespeare and the 19th-century novel – 1hr 45minutes – 40% of GCSE

Paper Two: Modern texts and poetry – 2hr 15minutes – 60% of GCSE

Progression Pathway

A grade 5 or above in English Literature will be advantageous to any applications for academic educational routes. In some circumstances, education providers may offer a place on a particular course based upon English Literature outcomes.

Qualifications in English Language and Literature lead to study and employment in some of the following sectors: Law, Humanities, Journalism, Editorial, Teaching, Publishing, Writing, Advertising.



GCSE Mathematics

Specification: AQA GCSE Mathematics

Overview

The GCSE Mathematics course will build on the work students have covered in Years 7 to 9. GCSE Mathematics helps students develop a knowledge and understanding of problem solving, reasoning and applying maths in context. All GCSE exams in Mathematics will include questions that allow students to draw on elements from within and across different topic areas, and questions that allow students to provide extended responses.

Mathematics is a core subject and as such must be studied by all students.

Content

The course aims to develop students' skills in number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. These essential skills will support students' learning across the curriculum.

In numbers, students will learn to understand and manipulate numbers in context. They will develop skills of accuracy in numbers as well as working with percentages, fractions and decimal numbers. In algebra, students will develop skills such as notation, manipulating expressions, solving equations, graphs and sequences. Geometry and measures include construction and vectors. With data handling, students will learn to analyse information and how it relates to different situations.

Assessment

GCSE Mathematics has a Foundation tier (Grades 1 – 5) and a Higher tier (Grades 4 – 9). Students must take three question papers at the same tier. All papers are sat in the summer of Year 11. Each paper lasts 1 hour and 30 minutes. There will be two calculator papers and one non-calculator paper. All papers will include a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Progression Pathway

Education

A good qualification in GCSE mathematics is an essential entry requirement for many post-16 colleges and sixth-form centres. Successful completion of GCSE mathematics will allow progression to A Level mathematics and other courses with a significant mathematical content, such as biology, physics, geography and business studies. GCSE mathematics at grade 5 or above is required by most universities for further study on the majority of their courses.

Employment

Mathematicians are valued by employers across a variety of job sectors. Careers include accountancy, banking, retail, computing, teaching, engineering and medicine. Well-developed numerical skills are needed in most trades, such as building and carpentry.

GCSE Science

Specification: AQA Combined Science (Trilogy) and AQA Biology, Chemistry and Physics (Triple Science)

Overview

Most students will achieve two GCSE qualifications following the AQA Trilogy specification. This pathway provides an excellent opportunity for students to develop their knowledge and understanding of science disciplines and provides an opportunity to 'bridge the gap' between GCSE and A-level.

Students who are on track to achieve a Grade 7 or above and wish to pursue science subjects at A-level will have the opportunity to study triple science.

Content

A variety of topics are studied on both routes:

Biology: Cells and Organisation, Disease and Bioenergetics, Homeostasis, Inheritance and Ecology.

Chemistry: Atoms and Bonding, Chemical and Energy Changes, Rate of Reactions, Organic Chemistry, Chemical Analysis and Atmosphere.

Physics: Energy and Electricity, Particle model and Radiation, Forces, Waves and Magnetism.

The triple route also includes a Space Physics unit.

Assessment

Both science routes are assessed via terminal exams at the end of year 11.

GCSE science has a foundation tier (grades 1 à 5) and a higher tier (grades 6 à 9).

Combined Science

Students will sit 6 GCSE science papers (two per discipline), each lasting 75 minutes and making up a sixth of the final GCSE. All papers will include a mix of question styles, from single-mark questions to 6-mark questions which will assess students' use of good English, organising information clearly and use of specialist terms where appropriate.

Triple Science

Students will sit 6 GCSE science papers (two per discipline), each lasting 105 minutes and making up a sixth of the final GCSE. All papers will include a mix of question styles, from single-mark questions to 6-mark questions which will assess students' use of good English, organising information clearly and use of specialist terms where appropriate.

Progression Pathway

Students with a Grade 6 or above will be suitably prepared to access further education courses with a scientific base, including A levels in Biology, Chemistry and/or Physics. College courses such as Animal Care, Engineering, Forensic Science and Medical Science will also require two good sciences at GCSE.

Employment

Aerospace engineer, Agricultural engineer, Anaesthetist, Biochemist, Biomedical scientist, Chiropractor, Clinical psychologist, Clinical scientist, Cognitive behavioural therapist, Criminologist, Cyber intelligence officer, Dentist, Dietitian, Forensic psychologist, Geneticist, Geoscientist, GP, Health visitor, Medical Physicist, Midwife, Nurse, Oceanographer.



GCSE Spanish

Specification: GCSE Edexcel Spanish

Overview

The Edexcel Level 1/Level 2 GCSE (9–1) in Spanish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. Spanish is an engaging and inspirational course of study that will enable the students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Content

Speaking: Students will develop their skills by taking part in conversations and longer presentations, using the three tenses and demonstrating good pronunciation.

Reading: Students aim at being able to understand longer passages, picking out the main points, specific details and opinions. They are also expected to work out the meanings of new words and phrases.

Writing: Students learn to write confidently and at length, describing past, present and future events. They also learn how to change phrases to enable them to write about new topics.

Listening: Students can recognise and respond to spoken passages and can pick out the main points and details.

Assessment

Students will be assessed in the four skills mentioned above, 25% attributed to each skill.

Progression Pathway

Learning a foreign language can build your communication, interpersonal, intercultural, and public speaking skills. Studies have also shown that learning another language can improve your ability to multi-task and block out distractions. Pupils with a GCSE in Spanish are able to continue onto A levels in Spanish, and then single or joint honours University degrees. It is becoming more and more popular to study a language alongside another subject at University (e.g. Law and Spanish / Business and Spanish).

Employment

Languages skills are greatly sought after by employers and with fewer students studying a language in the UK, it can really help you to stand out from the crowd. There are a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law.

If you can speak a foreign language, it will increase your chances of [finding work abroad](#), whatever job you want to do. Plenty of employers are keen to track down candidates who can speak foreign languages, whether they are a tech company working with big clients abroad, or a charity providing support to vulnerable people who might not speak English as their first language.

Most big companies have offices in more than one place too. For example, Google has 70 offices all over the world – from Bogota to Beijing, so being able to speak a second language could increase your chances of getting hired and moving up within a company, even if it's not the main part of the job.

Here are six foreign language jobs in different careers:

Teacher, linguist, journalist, interpreter/translator, lawyer, fashion buyer, international charity worker.



GCSE History

Specification: Edexcel 9-1 History (<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>)

Overview

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

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

This subject has very high literacy requirements; all lessons involve extensive reading and require good comprehension.

Content

Students will be required to use their investigative skills and be expected to analyse a range of different historical sources to reach substantiated conclusions. They will have to read in depth and be able to write detailed explanations of past events in essay form. Students will use historical enquiry to examine reasons why History can be interpreted in different ways.

Assessment

Students will sit 3 GCSE papers. Paper 1 is worth 30% of final grade and it will be based on **Medicine and the Western Front**. Paper 2 includes 2 sections on **Superpower Relations, 1943-89 ('The Cold War')** and the **Anglo-Saxons and Normans**; each section is worth 20%. The final paper is Paper 3 which includes source analysis based on **Germany 1918-1939**.

Progression Pathway

Education

History is an extremely well respected and traditional academic GCSE which is well recognised by all further education establishments. GCSE History is particularly good for progression to A-Levels, especially History, Politics, Law, Archaeology, English Language, Media, & Journalism. It also forms part of the English Baccalaureate (EBacc) award.

Employment

Common careers for History graduates include: Lawyers, Doctors, Journalist, Administration and Management, Politics, Personnel, Teaching and Lecturing, Museum and Art Galleries, Social Welfare and much more.



GCSE Geography

Specification: AQA Geography specification

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

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>

Overview

The world is changing rapidly and is likely to undergo more change in the next 50 years than it has ever done before. This is due to our impact on their environment. Geography explains why that is and helps to prepare you for those changes. The Geography specification is highly relevant to the world we live in and will provide insight into modern world issues at a range of scales, from local to global. The course gives the foundational knowledge, understanding and skills that lay the basis for further study or the world of work.

Content

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, the changing economic world, UK physical landscapes, the living world, tectonic and weather hazards, and the challenge of sustainable resource use. The course also includes compulsory fieldwork where students complete two fieldwork investigations, one in an urban environment and one in a coastal environment. Students are also encouraged to understand their role in society, by considering different viewpoints, values, and attitudes. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

Assessment

There are 3 examinations in Geography (no coursework/controlled assessment).

Paper 1 = 1hr 30mins Living with the Physical Environment

Paper 2 = 1hr 30mins Challenges in the Human Environment

Paper 3 = 1hr 15mins Geographical applications

Progression Pathway

Students can continue to study Geography at AS/A2 level or progress onto BTEC courses such as Travel and Tourism and Public Services. Geography is also a good additional GCSE for a wide variety of courses, it is valued for the analytical thinking skills it can help students develop and for their knowledge of the world around them.

Employment

Geography can take you anywhere! Geography fosters skills that are an asset to any job situation and are highly sought after. For example, areas of employment include agriculture, surveying, GIS, estate agency, local government, armed forces, retail and tourism.



GCSE Ethics, Philosophy & Religion

Specification: EDUQAS Religious Studies 1-9 <http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

Overview

"It is the mark of an educated person to entertain a thought without accepting it." (Aristotle)

To understand the world in which we live requires an insight into what people place value and worth in. Modern Britain is a pluralist society and this GCSE aims to give students an appreciation of what it means to hold a religious belief, why people choose to believe in God and why people choose to reject religion. Furthermore, a study of ethics, religion and philosophy will give you an awareness of the key moral issues of our time: extremism, medical ethics, the importance of law and relationships.

Content

We study eight topics in total. The course is split into two sections which is assessed over three papers:

Year 10 (Ethics & Philosophy)

- Relationships
- Life and death
- Good and evil
- Human rights

Year 11 (Religion)

- Christianity: beliefs
- Christianity: practices
- Islam: beliefs
- Islam: practices

Assessment

There are 3 examinations in Ethics (no coursework/controlled assessment).

- Paper 1 = Year 10 topics (2 hours)
- Paper 2 = Christianity (1 hour)
- Paper 3 = Islam (1 hours)

Progression Pathway

Education

Ethics, Religion and philosophy is a very well respected and traditional academic GCSE. As an academic subject it lends itself well to a study of social sciences at A-Level (Psychology, Sociology and Anthropology), as well as the Humanities (Philosophy, Ethics, Law and History). As a subject that is assessed through a written exam, it helps develop writing to persuade and effective essay writing.

Employment

Common Careers for Ethics Graduates include: Lawyers, Doctors, Journalist, Politics, Personnel, Teaching and Lecturing, Museum and Art Galleries, Social Welfare and much more.



RSL Level 2 Music

Specification: RSL Music

Overview

Students will have the opportunity to play several prestigious stages across the area, such as the Portsmouth Guildhall and The Wedgewood Rooms. It is important that students who select this as an option have the interest, desire and capabilities to learn and perform a musical instrument. (This can include voice.) Students will be expected to perform in a few events over the duration of the course, building up to the performance exam in Year 11.

Content

This qualification is designed for learners wishing to gain knowledge and skills within the sphere of music performance. The qualification allows learners to develop their performance capabilities and increase their aptitude on their given instrument, gaining an effective knowledge of event organisation, rehearsal techniques and the contextual background to their chosen genre and style.

The knowledge and skills acquired by performers undertaking this course will enable learners to progress into further studies, equipped with a greater aptitude for performing in a range of situations and with a deeper knowledge of the wider skill set and associated requirements which come with being an effective performer.

Assessment

Live Music Performance Exam: consisting of 10-15 minutes of live performance, given as one continuous performance. Students will plan a set of 10-15 minutes within a concert to a brief that is set externally by RSL.

Coursework: Two coursework units are required.

Unit 201ta: Comparing two contrasting genres through podcast format or written article. Completing a written analysis of an existing song.

Unit 204ta: Composing and recording a song of 3 minutes in length. Students will discuss their choices and justify these in a written evaluation of their own work.

Progression Pathway

Education

This RSL Level 2 award will allow students to access A-Level and other vocational courses in Music and the Performing Arts.

Employment

Performer, DJ, composer/songwriter, musical director, live sound technician, backline technical support; Artistic management, studio management, promotion, marketing, A&R, event security management; Recording company/label roles, session musician, music distribution, music retail; Music journalist, TV or radio broadcaster; Music teacher/tutor.



RSL Level 2 Drama

Specification: RSL Level 2 Certificate in Creative and Performing Arts: Drama

Overview

This is a vocational drama course worth 1x GCSE where students get the opportunity to develop practical acting skills, drama knowledge, performance experience and find out what is happening in the professional drama world. As a vocational course, it allows learners firsthand experience in what skills a professional actor and performer needs, how to explore and develop these skills, it encourages creativity, develops insight into professional drama pieces using these to present these acquired skills in performance.

All students opting for the RSL Drama course will be expected to perform in front of a range of audiences as part of the assessment process. Students will cover a diverse range of drama styles and must participate in all workshops.

There will be several performance opportunities throughout this course as well as the opportunity to see live drama works and take part in workshops and projects with visiting practitioners.

Content

This course is made up of three units. Two are internally assessed by the teacher, and the third is externally assessed.

Unit PAP01: Performing Arts Knowledge – worth 30% of the overall qualification. What you will cover:

- Find out what Drama is being performed in theatres now
- Explore and be inspired by drama companies and drama pieces
- Explore different styles of drama and review shows
- Be inspired by a drama work to create your own drama piece
- Learn and apply vocal and physical skills
- Create your own drama piece for a performance.

Unit PAP02: Skill Development – worth 30% of the overall qualification. What you will cover:

- Discover what skills you need to be an actor
- Train regularly as an actor
- Develop and improve your acting skills
- Explore ways to progress and plan ahead
- Perform using your acting skills

Unit PAP03-D: Live Performance Drama – Worth 40% of the overall qualification. What you will cover:

- Use all your practical drama skills to select material and/or create and perform in a small group piece.

You will be given a theme by the board to inspire your drama to allow you to present your acting skills. Use all of your drama knowledge to evaluate your own drama piece and also give tips on how other drama students can improve.

Assessment

Throughout the course, students are expected to work as a professional theatre company, creating and performing pieces in regular showcases. Practical assessment will take place both within lessons and through the participation in performance showcases. Written assessments will take the form of rehearsal diaries, in-depth self-evaluations, and controlled assessments. As part of the RSL course, students will complete an externally assessed core unit (PAP-03-D: Performing drama) which takes the form of a controlled assessment, involving the planning, execution and evaluation of a practical exam task.

NOTE – IF YOU ARE NOT WILLING TO PERFORM, THEN THIS IS NOT THE COURSE FOR YOU!

Progression Pathway

Education

The course prepares learners for the further study of Drama or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry. The specification helps create independent learners, critical thinkers and effective decision makers – all personal attributes



that can make them stand out as they progress through their education and into employment.

Transferable Skills includes:

Presentation and Communication skills, Problem Solving, Teamwork, Time management, Collaboration, Spatial Awareness, Empathy, Persistence and Resilience, Flexibility, Leadership, Commitment, Ability to work independently, Respect for others, Self-Discipline, Confidence, Research and Critical Thinking, creativity.

Employment

Actor, Theatre Director, Theatre Stage Manager, Broadcast Presenter, Drama therapist, Drama Teacher, Arts Administrator, Community Arts Worker.

RSL Level 2 Dance

Specification: RSL Level 1 / 2 Certificate in Dance for Performing Arts Practitioners

Overview

Dance is a powerful and expressive subject that encourages students to develop their creative, physical, emotional and intellectual capacity.

This is a vocational dance course worth 1x GCSE where students get the opportunity to develop practical dance skills, dance knowledge, performance experience and find out what is happening in the professional dance world. As a vocational course, it allows learners firsthand experience in what skills a professional dancer and performer needs, how to explore and develop these skills, it encourages creativity, develops insight into professional dance pieces using these to present these acquired skills in performance.

Students will be expected to perform in front of a range of audiences as part of the assessment process. Students will cover a diverse range of dance styles and must participate in all workshops. All students opting for the RSL Dance course will be expected to bring and wear appropriate dance kit to all lessons, this will include plain black leotard and black footless tights as well as working in bare feet. Foot thongs are permitted should students wish to wear them.

There will be several performance opportunities throughout this course as well as the opportunity to see live dance and take part in workshops and projects with visiting dance artists. Should students complete the course successfully, they can also go on to complete: Dance Leadership Level 1 and 2 as well as NATD Contemporary and RSL Jazz Dance Syllabi Examinations.

Content

This course is made up of three units. Two are internally assessed by the teacher, and the third is externally assessed.

Unit PAP01: Performing Arts Knowledge – worth 30% of the overall qualification.

What you will cover:

- Find out what dance is being performed in theatres now
- Explore and be inspired by dance companies and dance pieces
- Explore different styles of dance and review shows
- Be inspired by a dance work to create your own dance piece
- Learn and apply choreographic skills
- Create your own dance piece for a performance.

Unit PAP02: Skill Development – worth 30% of the overall qualification

What you will cover:

- Discover what skills you need to be a dancer
- Train regularly as a dancer
- Develop and improve your dance skills
- Explore ways to progress and plan ahead
- Perform using your dance skills

Unit PAP03-D: Live Performance Dance – Worth 40% of the overall qualification

What you will cover:

- Use all your practical dance skills to select material and/or create and perform in a small group piece.

You will be given a theme by the board to inspire your dance to allow you to present your dance skills. Use all of your dance knowledge to evaluate your own dance piece and also give tips on how other dance students can improve.

Assessment

Throughout the course, students are expected to work as a professional dance company, creating and performing pieces in regular showcases. Practical assessment will take place both within lessons and through the participation in



performance showcases. Written assessments will take the form of technique diaries, in-depth self-evaluations, and controlled assessments. As part of the RSL course, students will complete an externally assessed exam (PAP02-D Live Performance Dance) which takes the form of a controlled assessment, involving the planning, execution, and evaluation of a practical exam task.

NOTE – IF YOU ARE NOT WILLING TO PERFORM, THEN THIS IS NOT THE COURSE FOR YOU!

Progression Pathway

Education

The course prepares learners for the further study of Dance or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry.

Dance Based further education includes:

RSL Level 3 Diploma and Extended Diploma in Creative and Performing Arts

Pearson BTEC Nationals at Level 3 in Performing Arts

AQA A Level in Dance

Transferable Skills includes:

Presentation and Communication skills, Problem Solving, Teamwork, Time management, Collaboration, Spatial Awareness, Empathy, Persistence and Resilience, Flexibility, Leadership, Commitment, Ability to work independently, Respect for others, Physical stamina, Self-Discipline, Confidence, Research and Critical Thinking

<https://www.youtube.com/watch?v=xqcKXYcQZxo>

Employment

Professional dancer/performer, choreographer, dance teacher, costume designer, makeup artist, theatre technician, marketing for dance, arts administration, dance photographer, physiotherapist, Yoga or Pilates teacher, Aerobics or Zumba teacher, sports massage therapist, Dance Movement Therapist, Dance Critic/Journalist



BTEC Award in Art and Design Practice

Specification: BTEC Tech Award in Art and Design Practice

Overview

The BTEC Tech Award provides a solid foundation in art and design as a subject. Students can develop a highly personal portfolio of work which is essential for progression onto many creative courses at college and beyond.

Art students will have the opportunity to develop creative visual language through focused projects. These projects provide an opportunity to experiment with a wide range of techniques and media such as photography, print, stitch, collage, 3D modelling, ceramics, drawing and painting.

Students will work independently on highly personal projects that have a vocational brief which begins to prepare them for the requirements of the creative workplace. By the end of Year 11 students will have created a professional portfolio of work that can be used to gain entry onto a wide variety of creative courses at college.

Students can take part in two trips during the course in Year 10 and again in Year 11. These trips relate to the live briefs that the students are working on in class and support the research process of the practical projects.

Content

Unit 1: during this project students experiment with a wide range of 2d and 3d techniques to create an experimental portfolio project and ideas for a final piece. This project introduces creative skills such as photography, print making, stitch, collage, ceramics, cardboard modelling as well as the traditional drawing and painting elements of art.

Unit 2: Externally set assignment completed in Year 2 of the course.

Assessment

The BTEC Tech Award in Art and Design Practice is a practical portfolio-based qualification, all assessments are practical in nature and students have class time to create prep work for externally set assessments. Externally set assessments are held over 2 days, students are taken off timetable to complete the practical assignment. Students use the art studio and resources to create a final art piece that links to their chosen theme and prep work.

Progression Pathway

Education

After successful completion of the BTEC Tech Award in Art and Design Practice students can progress to study the visual arts at college. Many practical based courses require students to successfully pass a qualification in art and design and will ask to see the portfolio at interview stage. Students progress to study a range of courses including, stage make up, set design, interior design, architecture, graphic design, textiles, animation, games design, hair and beauty and many more.

Employment

Career opportunities within the creative industries are numerous and wide ranging! For example, practicing artists, designers, illustrators, photographers, children's book illustrators, graphic design, set design or stage make up for theatre or film and television, production design for TV and film, teachers, web designers, gallery curators, animators, events management, advertising, interior design, architecture. The opportunities are endless!

Career Links

The vocational element of the BTEC course prepares our students for the world of work. They learn how to work to a client brief, consider end users and their needs when designing outcomes. They experience on location trips to support their understanding of working practice, they learn how to research, plan and time manage a practical project, collaborate with others, give and receive constructive feedback to support development.

Costume Designer, Community Arts Co Ordinator, Play Therapist, Art Therapist, Mural Painter, Art Curator, Museum Education Officer, Art Restorer, Upholsterer, Furniture Designer Maker, Custom Bike Sprayer, Prop Designer, Stage Make Up Artist, Special Effects Make Up Artist, Website Designer, Interior Designer, Graphic Designer, Textiles Surface Pattern Designer, Civil Engineer, Games Designer, Children's Book Illustrator, Illustrator, 3D Model CAD Animator, Industrial Designer, Product Designer, Stop Motion Animator, Architect, Horticultural Designer, Nail and Beauty



Technician, Hairdresser, Fashion Designer, Fashion Illustrator, Jewelry Designer, Ceramicist, Art and Design Teacher or Lecturer, Primary School Teacher, Nursery Nurse, Childcare, Photographer.

GCSE Food Preparation and Nutrition

Specification: Eduqas GCSE - Food Preparation and Nutrition

Overview

GCSE Food Preparation and Nutrition is a linear specification with all assessments taking place in the final year of study.

Opportunities over the two-year course include:

- Cooking workshops with Professional chefs where exemplary practices are at the forefront
- Work experience within the school kitchens to see batch and mass production methods as well as to witness the principles of Food Hygiene and Safety in practice.
- Regular visits from RAF Chef Alex LeMarquand to inspire the chefs of the future
- Ready Steady Cook Competitions
- Opportunities to work in a “Field Kitchen”
- Opportunities to practise their skills on a regular basis (either weekly or fortnightly, depending on timetable allocations)

Content

Component 1: The Principles of Food Preparation and Nutrition

- Written examination which equates to 50% of the qualification

Component 2: Food Preparation and Nutrition in Action

- Two non-examination assessments which are released at key points throughout the final year. These include:
 - Assessment 1: The Food Investigation (15% of the grade)
 - Assessment 2: The Food Preparation Assessment (35% of the grade)

Students will study the benefits of healthy eating, tracking where their food comes from, and the sustainable methods used to protect our planet for the future. Students will be able to utilise their scientific knowledge when looking at cooking methods and rates of reaction. They will have the opportunity to cook regularly, ensuring that their kitchen skills are secure, leading to mastery. There is a significant written element to the course with both Components requiring coursework folders that demonstrate their knowledge and understanding, showing a good grasp of the English Language. There is a financial commitment that must be undertaken by every student/parent who opts for and is successfully accepted onto the course. The expectation is that students will need to bring in their ingredients on a regular basis. If practical sessions are missed regularly, students risk being removed from the course.

Assessment

Areas of Study: Balanced Nutrition, Food Hygiene and Safety, Food Science, Food Preparation & Cooking skills, Food Provenance & Sustainability, Environmental factors

Assessment: 15% Practical – Scientific Experiment; 35% Practical – Practical Food Exam; 50% theoretical knowledge tested in a paper-based, written exam

Progression Pathway

Education

- Learners could progress onto further Level 3 qualifications and A levels, such as:
 - Advanced GCE in Design and Technology: Food Technology
 - Advanced GCE in Home Economics (Food, Nutrition and Health)
 - Diploma in Advanced Professional Cookery (Preparation and Cooking)
 - Certificate in Hospitality and Catering Principles
 - Professional Cookery Studies

Employment

Jobs directly related: Baker, barista, brewery worker, chef, farm manager, food scientist (food scientists develop and test different foods, making sure they are safe for humans to eat), nutritional therapist (nutritional therapists help improve and maintain health and wellbeing through diet and nutrition), school teacher, waiting staff.



BTEC Tech Award in Sport

Specification: BTEC Tech Award in Sport

Overview

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participants and their needs to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Content

Component 1: Preparing participants to take part in sport and physical activity

Component 2: Taking part and improving other participants' sporting performance

Component 3: Developing fitness to improve other participants' performance in sport and physical activity

Assessment

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities.

There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Progression Pathway

Education

This qualification is perfect for any student wanting to go on to further qualifications in sport such as A level PE, BTEC National sport, or any key stage 5 sporting qualification.

Employment

Wanting to pursue a career sport from careers ranging from personal training, sports coaching, sports management or therapy. A curiosity in the processes of sport and why people participate in Physical activity.



BTEC Creative Media Production

Specification: BTEC Tech Award in Creative Media Production

Overview

You must enjoy working on computers if you want to do this course as it is all Mac based work. There is a high level of practical work involved including digital editing and graphic design. Software at our disposal include Adobe Photoshop, Premier Pro, iMovie and Office. There is a high level of literacy involved in this unit. For practical projects, students are expected to take their own photographs for this unit and not rely on secondary sources.

Component 3 is a 9-hour test completed over 4 sessions. You will be expected to put all your knowledge and skills learnt over the unit to create a response to a brief set out by the exam board.

Content

Component One: Exploring Media Products

Component Two: Developing Digital Media Production Skills

Component Three: Create a Media Product in Response to a Brief

Assessment

Pearson, the exam body, sets the assignments for assessments within all the units of this qualification. Components one and two are both internally assessed, and students are expected to demonstrate their development of media theory, analysis, and production skills.

In Component one you will be assessed on how meanings are made and how you can show understanding of three different media sectors, these are moving image, print and interactive. You will learn how they are targeted at a primary and secondary audience; the psychology and the lifestyle of the audience and what needs are being met by using the media. You will also be looking at how meanings are made through a research document of two moving image media text. This means analyzing two media texts and looking at genre, narrative, and filming techniques.

For Component two learners will develop appropriate skills and techniques in planning, content preparation and production activities. Student will learn how to plan for their magazine, create a front cover, contents page and double page spread using Photoshop. You will be expected to use your own pictures and show how you have edited and manipulated them for the best layout and design possible. You will evaluate and reflect on all the work in this unit.

For component 3 you will sit a 9-hour exam based around a set brief given to you by the exam board.

Progression Pathway

Education

On successful completion of this BTEC in Media, you can use it as an entry into the sixth form. It is a useful introduction or various A level courses and Vocational Level 3 qualifications.

Employment

Film, television, media, publishing, communications. The Media is a challenging and creative industry.

This will be a firm basis and starting course for students who might be looking to continue with learning of media through T-Levels in further education.



BTEC Travel and Tourism

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

Overview

The BTEC Tech Award in Travel and Tourism gives you an insight into the whole of the travel and tourism industry. You will learn about UK and worldwide destinations, how different destinations appeal to different customers and what businesses contribute to making the tourism industry so successful.

Travel and tourism are one of the fastest growing sectors in UK industry, so this is an exciting time to be studying this subject. Although the focus throughout the course is on travel and tourism, it does have elements of various other subject areas. If you have an interest in geography, law, business, history or the media, then this course would help to develop those skills. You will also study worldwide tourism and the appeal of different types of destination before considering factors affecting worldwide travel.

Content

- Travel and Tourism Organisations and Destinations
- Influences of Global Travel and Tourism
- Customer Needs in Travel and Tourism

Assessment

This course is a vocational course but has the same equivalence of a GCSE at Level 2. This course is graded as six possible outcomes from a Level 1 Pass to Level 2 Distinction. The majority of assessment is through coursework.

Component 1: Internal Assessment

Component 2: 2 hours external exam worth 40%

Component 3: Internal synoptic assessment

You must be skilled on a computer and have good use of Word and PowerPoint. Students should have an interest in other countries and a basic knowledge on the geography of the world.

Progression Pathway

Education

On successful completion of the award, you can use it as an entry in to Sixth Form. It is a useful introduction for various A Level courses and vocational subjects. It could be used for a higher-level qualification such as Level 2 Cabin Crew or Level 3 BTEC National Certificate in Travel and Tourism.

Employment

The UK's tourism industry contributes to just under 10% of our country's GDP and supports almost 3.8 million jobs. The industry is well placed for providing interesting and challenging career opportunities, especially living in a city such as Portsmouth.