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Year 9 Options Booklet Pathway 2

*A guide to the courses and qualifications
available from September 2020*

Castle View Academy March 2020



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Dear Year 9 Student,

Welcome to Key Stage 4

Beginning Key Stage 4 courses is an important and exciting new phase in your lives. Up until this point, you have had little say in the subjects that make up your educational provision but now you have the opportunity to 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 education so far 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 or carers through the subjects and courses available and to help you make an informed choice regarding the optional subjects you wish to study.

Please use all the information available to you; your ROA report, this booklet, advice from teachers, your tutors and your parents or carers. All of 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 Academies, 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 provide the information you need and support you in making a well thought out decision that is right for you.

Yours sincerely

Mrs Rachel Hesketh
Associate Vice Principal



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Dates

- 12 February 2020 – ROA results assembly
- 30 February 2020 – Year 9 Parent Evening with subject teachers
- 11 March 2020 – Year 9 Assembly – Decision making and option choices
- 17 March 2020 – Option Evening presentation and option booklets
- 18 March 2020 – Option booklets issued to those not at the presentation

- Week beginning 30 March 2020 – One to one student option discussions

- Thursday 30 April – Final Date for Option Choices Form submitted to Form Tutors

Unfortunately school closure disrupted the above timeline. Please read the information from Mr Webb for guidance on the process for selection. Option information will also be available to view on the website.



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Guidance

It is recommended that you follow Pathway 2 which gives you the choice of both academic and vocational qualifications to select from.

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).



Option Subjects

Pathway 2 students will be able to choose four other subjects to study. **One of those choices must be at least one humanities subject selected from either column 1&2 or column 3&4.**

However, it is not as simple as students choosing their favourite subjects. It is vital that we ensure students maintain a broad and balanced curriculum and are sufficiently preparing themselves for their future progression. Students will have an opportunity to come and discuss their choices at a one to one meeting. **NB One choice must be either History or Geography.**

The option choices will be as follows:

Options 1 & 2	Options 3 & 4
GCSE Spanish	GCSE History
GCSE History	BTEC Art
GCSE Geography	GCSE Food
RSL Level 2 Drama	Preparation & Catering
BTEC Sport	RSL Level 2 Music
RSL Level 2 Music	BTEC Media Studies
BTEC Media	BTEC Sport
RSL Level 2 Dance / BTEC Dance	RSL Level 2 Drama
	RSL Level 2 Dance / BTEC Dance



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 then please talk to someone; your parents or carers, your teachers, your tutor, they are all available for advice and guidance.

Please note that it is possible that one or more of the subjects listed are not available to be studied, 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 the student and their parents or 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 sheet for 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

A grade 5 or above in English Language will be a minimum entry requirement for most further educational routes. In addition, most employers look for a grade 5 or above in English Language to ensure that a candidate has sufficient 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 will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

The 19th-century novel: students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Modern texts: students will answer one essay question Lord of the Flies

Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the power and conflict anthology cluster.

Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

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

A grade 5 or above in English Literature will be advantageous to any applications for 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 number, students will learn to understand and manipulate numbers in context. They will develop skills of accuracy in number 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 Pathways

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)

Overview

Students will achieve two GCSE qualifications following the AQA Specification. This pathway provides an excellent opportunity for students to further develop knowledge and understanding of science explanations in each of the three science areas and it provides an opportunity to 'bridge the gap' between GCSE and A-level.

Content

A variety of topics are studied for science, these can broadly be summarised into the following:

For Biology: Cells and organisation, Disease and Bioenergetics, Biological responses, Genetics & reproduction and Ecology.

For Chemistry: Atoms, Bonding and moles, Chemical reactions and energy changes, Rates, equilibrium and organic chemistry, Analysis and the Earth's resources.

For Physics: Energy and energy resources, Particles at work, Forces in action, Waves and Electromagnetism.

Assessment

Combined science is assessed via terminal exams as there is no coursework component involved, although required practical experiments must be taught as part of the course.

GCSE Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

Students will sit a total of 6 papers (two per scientific field), each lasting 75 minutes and making up a sixth of the final GCSE. All papers will include a mix of question styles, from short, 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 Pathways

Education

This route is ideal for talented and competent scientists who may be considering a career which is science based.

Post 16 providers of A-Level science courses accept these courses to attend A-Level Science courses.

Employment

Chemist, astro-physicist, biomedical scientist, pharmacist, Healthcare professional,

Food scientist, biologist, psychologist, physiotherapist, pharmacologist.



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.

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 aims 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 Pathways

Education

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 (eg Law and Spanish / Business and Spanish).

Employment

Languages skills are greatly sort 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.



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 the American West 1830-1895 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 Pathways

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>

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, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. 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 Pathways

Education:

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.



RSL Level 2 Music

Specification RSL Music

Overview

Opportunities: Students will have the opportunity to play a number of 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 number of 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 in to 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.

Coursework – Two coursework units are required.

Unit 201ta looks at two contrasting genres of music, and the unique features of them.

Unit 204ta looks at composing music, where students eventually compose and record their own song and are able to discuss the decisions they made.

Progression Pathways

Education

This GCSE will allow students to access A Level and vocational courses in music and 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

Some important information about the course: 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 acting styles and must participate in all workshops.

ONLY STUDENTS WHO ARE CONFIDENT OF PERFORMING PUBLICLY SHOULD TAKE THIS COURSE. IF YOU ARE NOT WILLING TO PERFORM IN FRONT OF AN AUDIENCE, THIS IS NOT THE COURSE FOR YOU!

Content

Unit 201: Live Performance (Core)
Unit 206: Acting For Camera (Optional)
Unit 212: Performing Text (Optional)
Unit 220: Working with masks or puppetry (Optional)
Unit 219: Vocal Techniques - Acting (Optional)

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 (201 Live Performance) which takes the form of a controlled assessment, involving the planning, execution and evaluation of a practical exam task. In addition to the core unit, each qualification includes a range of optional units as detailed above.

Progression Pathways

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.

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 2 Certificate in Creative and Performing Arts: Dance

Overview

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

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 a 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 a number of 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

- Unit 201: Live Performance (Core)
- Unit 222: Choreography (Optional)
- Unit 227: Dance Technique and Performance (Optional)
- Unit 229: Ensemble Dance Performance (Optional)
- Unit 230: Global Dance Styles (Optional)

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 core unit (201 Live Performance) which takes the form of a controlled assessment, involving the planning, execution and evaluation of a practical exam task. In addition to the core unit, each qualification includes a range of optional units as detailed above.

Progression Pathways

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.

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.



BTEC Level 1 / 2 Performing Arts: Dance

Specification Pearson BTEC Level 1/2 Tech Award in Performing Arts: Dance

Overview

There will be a number of 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. **Some important information about the course:** Students will be expected to perform in front of a range of audiences as part of the assessment process. Students will study a diverse range of dance styles and must participate in all workshops. All students taking the BTEC course will be expected to bring and wear appropriate dance kit to all lessons, this will include a plain black leotard and black footless tights as well as working in bare feet. Foot thongs are permitted should students wish to wear them.

Content

Component One: Exploring the Performing Arts
Component Two: Developing Skills and Techniques in the Performing Arts
Component Three: Performing to a Brief

Assessment

Throughout the course, students will be expected to work as a professional dance company, creating and performing pieces in regular showcases. Practical assessments will take place both within lessons and through participation in performance showcases. Written assessments will take the form of technique diaries, in-depth self evaluations and a detailed coursework portfolio. All practical work will be filmed and then marked and internally verified by examiners. As part of the BTEC course, students are required to create and perform in a group choreography lasting at least 7 minutes long which will be externally assessed by Pearson examiners. They will also be required to learn and perform professional repertoire and complete an in-depth study of three professional dance works.

Progression Pathways

Education

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

Employment

Wanting to pursue a career sport from careers ranging from sports science, teaching, sports technology or sports medicine. A curiosity in the processes of sport and why people participate in physical activity.



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BTEC First Award Art

Specification BTEC First Award in Art and Design

Overview

Content

Assessment

Progression Pathways

Education

After successful completion of GCSE Fine Art students can progress to study the visual arts at many sixth forms or colleges at A level or equivalent level 3 qualifications. This may include photography, graphic design, textiles, and many more. Students would then complete a Foundation diploma before beginning a degree in order to focus on a strength in a specialism as degree courses are many for the visual arts.

Employment

Career opportunities are many in the creative industries due to the visual nature of today's society not just as such as artists, designers, illustrators, photographers, but also 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!



GCSE Food Preparation & Catering

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 practise.
- 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:
 - a. Assessment 1: The Food Investigation (15% of the grade)
 - b. 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. The 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, student’s 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



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Progression Pathways

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 First Award in Sport

Specification

Overview

What is a BTEC First qualification?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory level 2 (GCSE equivalent) course for learners wanting to study in the context of a vocational sector. This is still relevant today. The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the sport sector, typical employment opportunities may include working as a coach or as a fitness instructor or higher education at Level 3.

There will be a mixture of practical/classroom-based lessons. Practical will be used to learn about the course content to then apply it to the theoretical side.

There may be some opportunities to go and watch professional sports games to help with Unit 2 and understanding the rules of the sports.

Content

Components of physical and skill related fitness, fitness testing, exercise intensity, HR, training zones, training programmes, cardiorespiratory system, musculoskeletal system, sports leadership, practical assessments in two sports.

Unit one: Fitness for sport (exam)

Unit two: Practical and sports performance

Unit three: Applying principles of training

Unit six: Leading sports activities

Assessment

Unit 1 is an exam unit that will be done online and externally assessed. The exam is out of 60 and a mixture of multiple choice and longer answer questions. Unit 2 is a coursework unit filled up with 3 assignment and 1 practical assessment in 2 sports. Unit 3 is a coursework unit of 4 assignments where you will design a training programme and complete a training diary. Unit 6 is a coursework unit of 3 assignments where you will also lead a practical activity.

Progression Pathways

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 included 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:

Component one and two are both internally assessed, and students are expected to demonstrate their development of media theory, analysis and production skills. In Unit one you will be assessed on knowledge and understanding of three different media sectors and how they are targeted at a primary and secondary audience. You will also be looking at how meanings are made through a research document of a media text of your choice. For Component 2 learners will develop appropriate skills and techniques in planning, content preparation and production activities.

Progression Pathways

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 for 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.