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# **Year 9 Options Booklet Pathway 1**

*A guide to the courses and qualifications  
available from September 2021*

Castle View Academy March 2021



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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; this booklet, advice from teachers, your Head of Year, your tutor and your parents or 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 provide the information you need and support you in making a well thought out decision that is right for you.

Yours sincerely

Mrs Hesketh  
**Vice Principal**



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## Dates

- Week beginning 22 March: [Year 9 Options Assembly](#) – Decision making and option choices
- 25 March 2021: [Options Presentation for parents and students](#) published online
- 26 March 2021: [Option Booklets](#) for your pathway given to students
- 29 March – 1 April 2021: [Options and Careers Tutor Programme](#)
- 29 March – 28 April 2021: Option Subjects will talk to students through lessons about the options
- Thursday 29 April: [Option Forms Deadline](#) - electronic form returned with option choices
- Week beginning Monday 3 May: [One to one student meetings](#) to discuss choices
- Week beginning 14 June: [Options Confirmed](#)



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## Guidance

It is recommended that you follow pathway 1 which is an academic pathway. This means you have shown yourself to be able to study an academic and aspirational set of GCSEs; maths, English, science, a humanities subject and a language. Students with this range of qualifications have a wide variety of future opportunities available to them.

## Core Subjects

There are certain subjects that every pathway 1 student will study throughout years 10 and 11.

### **Core Subjects:**

**GCSE English Language**

**GCSE English Literature**

**GCSE Mathematics**

**GCSE Science**

**GCSE Spanish**

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). Triple Science is offered to the highest performing students and will run outside of the option timetable.



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## Option Subjects

Pathway 1 students will be able to choose three other subjects to study.

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.

The option choices will be as follows:

### **Option 1: Humanities Option**

**GCSE History**

**GCSE Geography**



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## **Option 2**

**GCSE History**

**GCSE Ethics**

**GCSE Food**

**BTEC Art**

**RSL Level 2 Drama**

**BTEC Travel & Tourism**

## **Option 3**

**GCSE Geography**

**RSL Level 2 Dance**

**BTEC Media**

**RSL Level 2 Music**

**BTEC Sports**



## Frequently Asked Questions

### When does the process start?

Students will watch a recorded assembly to launch the option process on 22 March. This will be in tutor time and they will have lots of opportunity to discuss and ask questions about the process. The option booklets will be handed to students on Friday 26 March. They should take these home to look at and discuss with parents. Booklets will also be available to view on the academy website. The recorded option information event will be available on the website from Friday 26 March.

### 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.

### 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. We analyse the historic ROA results as well as talking to teachers and students and use this to identify the correct pathway for every student entering Key Stage 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 of 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.

### How will the option evening run this year?

Due to the covid restrictions and recent lockdown, this year the option presentations will be virtual and available through the academy website. This can be accessed at any time along with the option booklets and information. If you have any questions, please don't hesitate to contact Rachel Hesketh, Vice Principal or Naila Choudry, Head of Year.

### Will we have the opportunity to try out different subjects?

Unfortunately, it is not possible, due to the covid restrictions, to run a taster day this year. Subject teachers will talk to all students about the subjects on offer and give as much insight as possible with regards as to what to expect. Throughout September 2021, students may request a change of subject should they find they have made an unsuitable choice.

### When do I decide my options?

This year option choices will be sent in on an electronic form to Mr Webb. The closing date for this is Thursday 29 April 2021.



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## Will I definitely get the subjects I choose?

The vast majority of 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 the student beforehand.

## 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.

## Where can I get help?

Your parents or carers, your tutors, your teachers and your Head of Year can all offer advice regarding your option choices. Mrs Hesketh and Miss Choudry can both help with the option process and Mr Webb 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 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 19<sup>th</sup>-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.



## GCSE Ethics, Philosophy & Religion

**Specification:** EDUQAS Religious Studies 1-9

<http://www.edugas.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 Pathways

#### 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

**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.



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## 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.



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## 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.



## BTEC First Award Art

### **Specification** BTEC First Award in Art and Design

**Overview** The BTEC First Award provides a solid foundation in art and design as a subject. Students have the opportunity to develop a highly personal portfolio of work which is essential for progression onto many creative courses at college and beyond. Students will have the opportunity to develop creative visual language through sustained focused projects. These projects provide the 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.

### **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.

Unit 3: Students begin to refine and develop their 2d communication skills during this project. They research and take inspiration from selected artists and other inspirational sources to create an independent response to a project brief. They will have the opportunity to use a wide range of artist quality media to create development work and a larger scale final piece.

Unit 4: Students experiment with 3D techniques such as clay, mod rock, cardboard modelling and paper mache. Students create presentation boards of samples, ideas and finished final pieces to demonstrate their skill.

### **Assessment**

The BTEC First Award in Art is a practical portfolio based qualification. Each student completes four skills based units in total. 3 units are set and assessed internally by the teacher and one unit is externally set by BTEC.

The externally set assignment is the exam component of the qualification. Each student will create a personal project based on the exam brief and produce a final piece under exam conditions.

### **Progression Pathways**

#### **Education**

After successful completion of the BTEC First Award 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. Student progress to study a range of courses including, stage make up, set design, interior design, graphic design, textiles, animation, hair and beauty and many more.

#### **Employment**

Career opportunities within the creative industries are numerous and wide ranging! For example practising 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!



## GCSE Food Preparation & 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 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 Tech 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.



## BTEC Travel & 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 is one of the fastest growing sectors in UK industry, so this is an exciting time to be studying this subject. Although the main 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 Pathways

#### Education:

On successful completion of the award, you can use it as an entry into 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.



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