

PATHWAYS BOOKLET

April 2024 – JUNE 2026



HOLTE SCHOOL



**TAKE THE PATHWAY
TO A BRIGHTER FUTURE**

NAME:

FORM: 9



A letter from your year team

Dear Year 9 Pupil,

Over next few months you will be deciding which courses will best help you along the pathway towards your chosen career.

This booklet has been written by subject teachers to give you the information you need in order to discuss these courses with full knowledge and understanding of what will be expected from you.

What you need to do:

1. *Read through this booklet to find out about the wide range of courses that we offer here at Holte School. Pay special attention to new subjects that you have not studied at Key Stage 3.*
2. *Think carefully about which subjects you enjoy (because you find the work interesting); which subjects you are good at, as well as any new subjects that sound particularly interesting. Remember these could help you gain valuable skills for the future.*
3. *If you have an idea about the kind of career you would like to follow, you need to think carefully about which courses will take you in the right direction for any further qualifications that you will need – you can book a slot to talk to our **careers advisor** about this.*
4. *Discuss your options with members of your family and your Form Tutor/Year Leaders, who will be happy to advise you. Pupils in Years 10 and 11 can also be helpful as they can tell you what the subjects are like from a learner's point of view.*

You do not have to make any decisions quickly, or on your own. Your Teachers, Form Tutors and Year Leaders will be glad to help you and answer any questions.

Please don't be afraid to ask for help with your decisions.

COMPULSORY CURRICULUM

Part of our Key Stage 4 curriculum is **compulsory**. Everyone must study:

English
Mathematics
Science
A Modern Foreign Language (French or Spanish)

As part of the English Baccalaureate suite, the following subjects are also compulsory:

Geography or History



The government says that everyone must also receive:

Physical Education
Religious Education
Education for Citizenship
Sex Education
Careers Education and Work-related Learning

These can be taught discretely, or included as part of other subject studies and are often covered on specific Citizenship mornings and PSHE days.

A VITAL STAGE IN YOUR LIFE

This is a very important opportunity to think about your future options. Your choices will lead you into courses studied at Holte School 6th Form or other colleges. They will then help you gain a place at university or in the world of work. Make sure you talk with your subject teachers so you understand what each course involves, as well as using every opportunity open to you to gain personal advice about your career hopes and your particular needs.

We want you to achieve qualifications that you are proud of and will enable you to fulfill your aspirations. During Year 9, you will choose the subjects you want to continue to Key Stage 4 and you will be given a transition period to enable you to try them out and develop skills in any new subjects you begin to learn (e.g. Health and Social Care or Business).

Yours sincerely,

Mr M Jones and Miss T Evans
Year 9 Manager and Year 9 Co-ordinator





HOLTE SCHOOL

The Pathways Process

1. The Pathways process will be launched in assembly by a member of the senior leadership team and your year manager. You will get some information about the process and information about compulsory elements.

2. The **Pathways Booklet** will be launched online via the school website. This booklet will contain information about all the subjects on offer at Key Stage 4. This will be available to look at over the coming months.

8. **Final options forms** will be discussed at Year 9 consultation evening with a senior leader. Courses will begin in the summer term 2024.

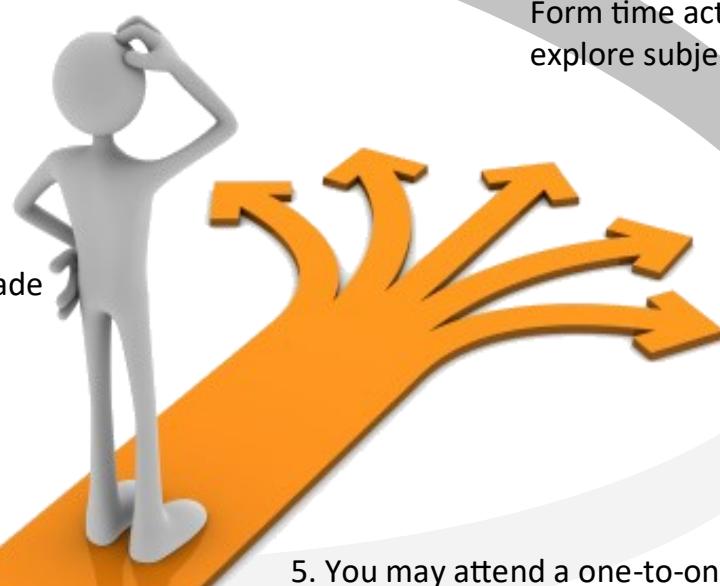
3. Head of Department assemblies will take place from November 2023 to inform you about different subjects available to you. Form time activities will also explore subjects and careers.

7. **Final options choices** will be made through the online form with a deadline of Monday 5th February.

4. Parental information evening scheduled for Thursday 30th November.

6. **Draft options forms** will be completed **online** in order for you to make preliminary subject choices in January 2024.

5. You may attend a one-to-one **interview** in order to discuss potential options subjects on the SMSC day on December 14th 2023 with a senior leader from the curriculum team.





HOLTE SCHOOL

The English Baccalaureate

The Government believes that school students should be offered a broad range of academic subjects until the age of 16 and this is what the English Baccalaureate (EBacc) promotes.

Recognising students' good GCSE passes across core academic subjects is the function of EBacc, which in itself is not a new qualification. It will cover achievement in English, mathematics, science, humanities subjects and a language. Individual students will be marked through the certificate and students will need to achieve a Grade 9-5 in each of these subjects.

To achieve the EBacc at Holte School, pupils will be required to study GCSE English, mathematics and science, plus a language (either GCSE French or Spanish) and either GCSE History or GCSE Geography.



English



Maths



Science



Humanities
(Geography or History)



Foreign
Languages
(French or
Spanish)



Pathways 2024-2026

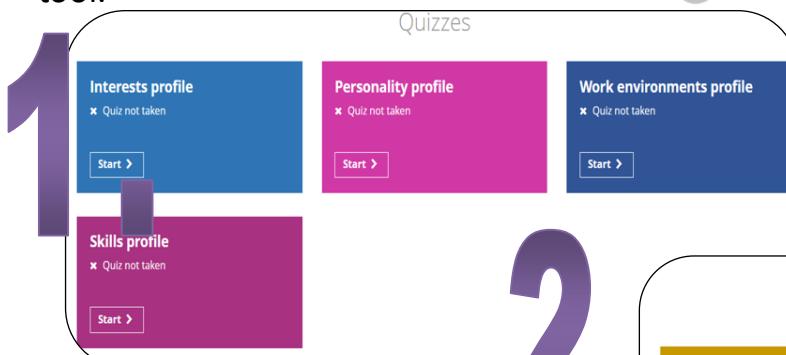
Choosing your GCSEs...

I'm thinking about ...

You're embarking on a big decision, which GCSEs should you pick? How can I get some help with making these decisions?

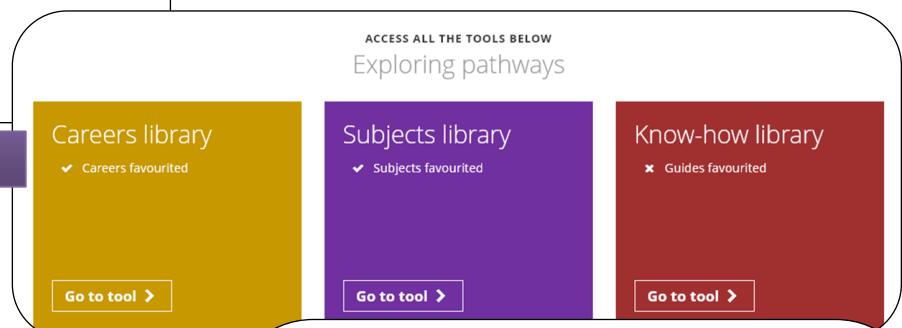
Look no further—Holte can help.

To help you make these decisions, sometimes it helps to think about what you want to do when you reach Year 11. Holte School students have access to  which is a Careers guidance tool.

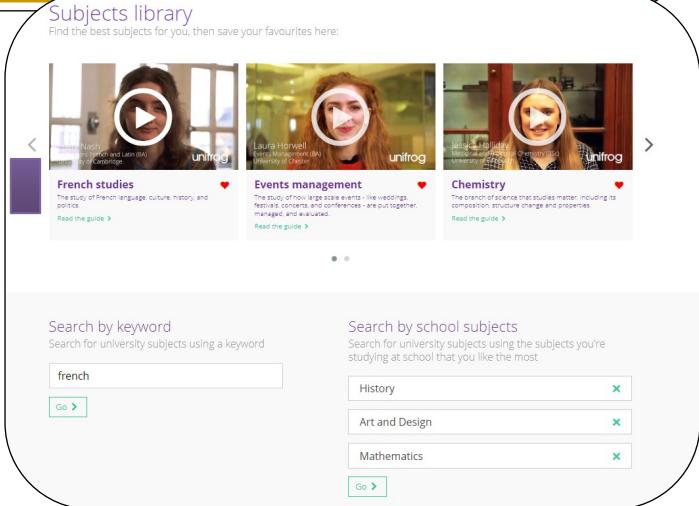


So log into  and go straight to the **Quizzes**. These are profile quizzes which will help you find subjects which play to your strengths.

Scroll down on  until you see the **Subjects** library. Click on the “Go to tool”



On this Subjects page, you can search by **keyword** and your top 3 favourite subjects and press “Go”. This will take you to videos and explanations of what the subject is all about.



4



These are the options it gives you, to find out about the subject—in a nutshell and most importantly, ***“Read, Watch, Listen”***—an option we recommend to help with your research.

What could my GCSEs lead to?

And if you want to link your Year 9 GCSE choices to your Year 11 choices—here's some tips to search for on  Unifrog.



A LEVELS

T LEVELS

VOCATIONAL COURSES

APPRENTICESHIPS

VOCATIONAL COURSES

FUNCTIONAL SKILLS COURSES



ENGLISH LANGUAGE

Core: YES

Optional: NO

EBacc: YES

Course details:

This GCSE offers a skills-based approach to the study of English Language. The specification is assessed through 100% examination. The course enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Each examination paper has a distinct identity. Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

Assessment:

Examination requirement:

Paper one (50%)

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves. Pupils will look at one fiction text and will be asked to produce a piece of narrative or descriptive writing. They cover a range of texts from the 19th - 21st centuries for the exam. Pupils focus on reading a fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. When writing their own creative text, they should demonstrate their narrative and descriptive skills in response to a written prompt or visual image.

Paper two (50%)

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Pupils will read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. They will also produce a written text to a specified audience, purpose and form.

Skills developed:

The ability to interpret explicit and implicit information and ideas. Selection and synthesis of evidence from different texts. Analysis of how writers use language and structure to achieve effects and influence readers. Adaptation of tone, style and register for different purposes and audiences. Develop use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

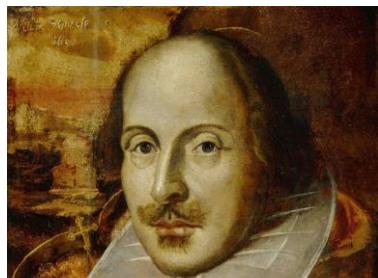
Who to contact for further details:

Mr G Edwards

Head of English

K Cluster





ENGLISH LITERATURE

Core: YES

Optional: NO

EBacc: YES

Course details:

The English Literature course covers a range of texts which have been chosen to inspire young readers. The course takes a skills-based approach which is accessible to students of all abilities. The range of texts chosen allows pupils to build on their knowledge and skills from key stage three. It also offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

Assessment:

Examination requirement:

Paper one (40%)

Paper one covers two topics: Shakespeare and the 19th –century novel. The set text for Shakespeare is *Romeo and Juliet*. The set text for the 19th-century novel is *A Christmas Carol*. In both cases, pupils will be required to write in detail about an extract from the play or novel and then to write about the text as a whole.

Paper two (60%)

Paper two covers three topics: modern texts, poetry and unseen poetry. The set text for modern texts will be *An Inspector Calls*. Pupils will answer one question from a choice of two. Poetry will cover the theme of Power and Conflict. Pupils will be asked to compare two poems. On the unseen poetry section pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Skills developed:

Pupils will learn to read, understand and respond to texts. They should be able to write in a critical style and develop an informed personal response. Pupils will be able to use textual references, including quotations, to support their points. They will develop their ability to analyse the language, form and structure used by a writer to create meanings and effects.

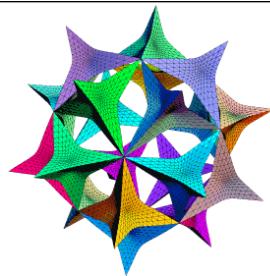
Who to contact for further details:

Mr G Edwards

Head of English

K Cluster





MATHEMATICS

Core: YES

Optional: NO

EBacc: YES

Course details:

Students will study a GCSE Linear Mathematics course at one of two tiers, Foundation or Higher. This qualification encourages students to recognise the importance of Mathematics in their lives as well as the importance of it in society. Students can then make informed decisions about money management and technology, widening their knowledge and career choices.

Assessment:

Assessment is ongoing throughout Years 9, 10 and 11 followed by the external examinations in June of Year 11.

Students study a range of topics which are assessed in all three Mathematics papers. These areas of study are: algebra, geometry, statistics, number and ratio and proportions.

Examination requirement:

There are three final examination papers. Each paper is marked out of 80 and carries an equal weighting.

- Paper One – Non-calculator 1hr 30 mins
- Paper Two – Calculator 1hr 30 mins
- Paper Three – Calculator 1hr 30 mins

Students are encouraged to provide their own suitable scientific calculator and mathematical equipment.

Skills developed:

The course places renewed emphasis on problem solving, functionality and mathematical thinking with many of the questions assessing the quality of explanations or mathematical reasoning by students.

Who to contact for further details:

Mr A Nur

Head of Mathematics

N Cluster/P Cluster





SCIENCE AWARDS

Core: YES

Optional: NO

EBacc: YES

Course details:

The majority of students follow AQA Combined Science, which explores the activities and experiences that pupils encounter in everyday life and links these to underlying scientific ideas and principles. The course promotes the development of practical skills, knowledge and understanding for pupils to make sense of the world around them and foster their curiosity. Pupils gain **two** GCSE Science Grades at the end of Year 11. We encourage higher ability students to study AQA Separate Science which is worth **three** GCSE grades at the end of Year 11. For students to be considered for the Separate Science route, their assessment grades at Key Stage 3 must indicate and reflect their attitude, aptitude and suitability.

Assessment:

Practical work

The practical aspect of the course includes 21 required practicals (taught across Biology, Chemistry and Physics). These practicals are assessed as part of the final, terminal examinations and requires students to have an understanding of methods, risk assessments as well as analysis of results. Practical work forms a vital part of the overall course grade in both Combined Science and Separate Science GCSEs.

Examination

In addition to an understanding of scientific content, the terminal exams assess a student's ability to analyse, interpret, make reasoned judgements and draw conclusions based on evidence. The exams consist of a wide range of multiple-choice, short structure and extended answer questions, which also assess the quality of written communication. Depending on ability, students are entered for either Foundation or Higher tier examinations that take place in May/June of Year 11.

Assessment Breakdown

100% Terminal Examination
There are 6 exam papers in both Combined Science, (each 1 hour and 45 minutes long) and Separate Science (each 1 hour and 45 minutes long).

Skills developed:

All three disciplines are taught as part of a diverse and engaging curriculum designed to encourage active learning through practical exploration for students to gain scientific knowledge, understanding and skills. Students are encouraged to develop a critical approach to reviewing evidence, theories and methods throughout the course. Students acquire and apply skills based on the 'How Science Works' model and are taught to appreciate science's essential role in society.

Whom to contact for further details:

Mr C Walsh

Head of Science

M Cluster





Core: NO

Optional: NO

EBacc: YES

Course details:

The two-year course consists of four strands—listening, reading, speaking and writing. All of the components are assessed by a final examination. The speaking component consists of 3 parts, a role play, a discussion about a picture and a general conversation on other topics covered through the syllabus. The students build their writing, reading and listening skills over the two years and are required to revise their vocabulary skills regularly. By studying French or Spanish, pupils add an international dimension to their choice of GCSE subjects, which is highly regarded by employers and higher education providers.

Assessment:

Examination requirements:

The four skills (listening, reading, writing and speaking) papers are differentiated into higher and foundation tiers:

- Higher listening – 45 minutes
- Foundation listening – 35 minutes
- Higher reading – 60 minutes
- Foundation reading – 45 minutes
- Foundation speaking- 7- 9 minutes
- Higher speaking- 10- 12 minutes
- Foundation writing- 1 hour 10 minutes
- Higher writing- 1 hour 20 minutes

*Students may possibly study a second Modern Foreign Language GCSE. If desired, this will be done on an out of hours basis. Please speak to Miss Velasco-Tapia for details.

Skills developed:

- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create greater opportunities to work abroad, or for companies in the UK with international links.

Who to contact for further details:

Miss R Velasco-Tapia

Head of MFL

N117





GEOGRAPHY

Core: NO

Optional: YES

EBacc: YES

Geography GCSE is an engaging and exciting course which gives you the chance to explore the world, the issues it faces and your own place in it. It covers many exciting and up to date topics and is designed to help you develop a wide range of skills, which can be applied to many areas of your chosen future career, be it medicine, engineering, teaching or business management to name but a few. It includes a wide variety of topics; some of which you know like **earthquakes** and **development** and some of which are totally new such as **energy** and **hurricanes**.

Assessment:

Examination requirement:

There will be three exams for GCSE Geography.

1) Global Geographical Issues (37.5%)

Hazardous Earth (focus on climate change, hurricanes and earthquakes), **Development Dynamics** and **Challenges of an Urbanising World** (megacity issues such as Mumbai's slums).

2) UK Geographical Issues (37.5%)

UK's Evolving Physical Landscape with fieldwork on Rivers followed by **UK's Evolving Human Landscape** with fieldwork on Birmingham's Quality of Life.

3) People and the Environment Issues (25%)

People and the Biosphere, Forests under Threat (focus on rainforests and taiga forests) and **Consuming Energy**.

Skills developed:

Analysis, Explanation, Justification, Numeracy, Literacy, Team Work, Planning, Organisation, Research, Working to deadlines, Presenting to a variety of audiences, Responding to the world around them, Understanding issues for their future, Formulating an opinion.

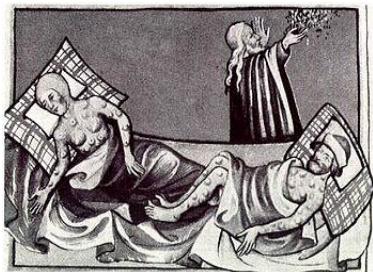
Who to contact for further details:

Mrs L Taylor

Head of Humanities

Q103





HISTORY

Core: NO

Optional: YES

EBacc: YES

Course details:

A variety of pupils choose to take History each year and develop valuable skills throughout their GCSE. History requires hard work and discipline but it is also an **enjoyable and challenging** subject. History requires a lot of reading and writing which immediately helps raise literacy standards in other subjects as well as preparing you for **A level** work. GCSE History includes the study of a variety of topics; some of which you know like **Elizabeth I** and **Weimar & Nazi Germany** and some of which are totally new such as **The American West**.

Assessment:

Examination requirement:

If you opt for GCSE History there are five units you will study and three exams you will sit. The units are spread across the 3 different examinations as follows:

Paper 1 (30% of the qualification. 1 hour and 15 minutes written examination)

- Medicine in Britain, c1250–present
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2 (40% of the qualification. 1 hour and 45 minutes written examination)

- Early Elizabethan England, 1558–88.
- The American West, c1835–c1895

Paper 3 (30% of the qualification. 1 hour and 20 minutes written examination)

- Weimar and Nazi Germany, 1918–39

Skills developed:

Pupils can develop their knowledge of History and understanding of sources. The study of cultural issues helps candidates to develop the skills of enquiry and communication. The written and thinking skills which pupils will learn in History are transferable and will help them to perform better in other GCSE subjects. Pupils will also gain a better understanding of the past and how things have developed through time. GCSE History is a great basis for many A level subjects and it is highly regarded by colleges, universities and employers.

Who to contact for further details:

Mrs A Robinson

Head of History

Q118





GCSE ART & CERAMICS

Core: NO

Optional: YES

EBacc: NO

Course details:

In GCSE Art your work could be the outcome of personal experiences, thoughts and feelings, or simply to observe and record people, places and things in new and unique ways. Pupils will draw, paint, print, and collage in a variety of art materials in order to reflect their knowledge learnt from looking at the work of other artists. In GCSE Ceramics we design and then make functional and sculptural **clay** forms inspired by looking at the work of other ceramic artists. Students will engage with appropriate processes, materials and construction techniques, using their own working drawings to help them take initial ideas through to realisation in clay.

Assessment:

Controlled Assessment:

Component 1 is worth 60% of your final GCSE grade.

Every lesson you will complete work that becomes your **Personal Portfolio** or Sketchbook

During this component you will:

1. Develop and explore ideas.
2. Research primary and contextual sources.
3. Experiment with media, materials, techniques and processes.
4. Present personal final pieces that interpret the set theme.

Component 2: Externally Set Assignment is worth 40% of your final GCSE grade. The ESA paper is released at the start of January each year and Year 11 students have a minimum of 8 school weeks to create a sketchbook of development work based on the externally set theme. Students then have a 10 hour period of sustained focus under exam conditions working unaided to produce a final personal response.

Skills developed:

Development of transferable skills – students will learn to:

Apply a creative approach to problem solving; considering and developing original ideas

Analyse critically their own work, and that of others.

Express individual thoughts and choices confidently, take risks, experiment and learn from their mistakes.

Who to contact for further details:

Miss K Jarman

Head of Visual Arts

D Cluster





Business Enterprise

Core: NO

Optional: YES

EBacc: NO

Course details: BTEC Tech Awards Enterprise

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and understanding through realistic vocational contexts. Pupils will have the opportunity to develop applied knowledge and skills such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge. Also, the development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving. The unit also includes monitoring and reflecting on the performance of an enterprise idea and own use of skills.

Internally Assessed- Externally Moderated Pearson Set Assignments

Component 1: Exploring Enterprises Levels: 1/2 Assessment type: **Internal, externally moderated**

Component 2: Planning and Presenting a Micro-Enterprise Idea Levels: 1/2 Assessment type: **Internal, externally moderated**

Internal assessment – Externally moderated 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. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's success
- The development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- Reflective practice through presenting an enterprise idea that allows learners to reflect on their own communication skills.

Component 3: Marketing and Finance for Enterprise Levels: 1/2 Assessment type: External synoptic. This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will be provided with a case study of a small to medium-sized enterprise (SME), and a number of questions to answer.

Skills developed:

This course will enable you to develop into effective, independent learners and reflective thinkers with enquiring minds. This course also provides opportunities for you to develop the communication, problem solving and research skills needed for working in the business sector. This can be achieved through presentations and in discussions where you have the opportunity to express your opinions.

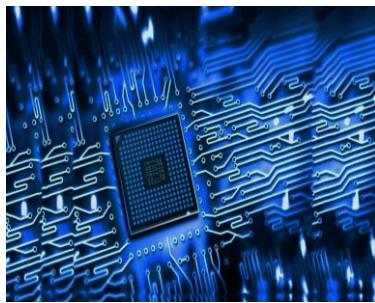
Who to contact for further details:

Miss L Latif

Head of IT &Business

K119





Computing: Information Technology

Core: NO

Optional: YES

EBacc: NO

Course details:

The course gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Assessment:

Assessment is split in the following ways:

Component 1 – Exploring User Interface Design Principles and Project Planning Techniques –
Internal assessment- externally moderated 30%

Component 2 – Collecting, Presenting and Interpreting Data –
Internal assessment- externally moderated 30%

Component 3 – Effective Digital Working Practices –
External Examination 40% (1 hour 30 minutes).

Skills developed:

This course involves the following skills:

The development of core knowledge and understanding of different types of user interfaces, how user interface design principles are used to meet the needs of different users.

Project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.

Who to contact for further details:

Miss L Latif

Head of ICT & Business

K119





CITIZENSHIP

Core: NO

Optional: YES

EBacc: NO

Course details:

GCSE Citizenship is a practical and enjoyable course that encourages you to take your rightful place as a citizen in the world we all live in. It aims to actively engage you in the community, with topical citizenship issues and debates about challenges facing society. It involves a wide range of political, social, cultural and ethical ideas, issues and problems from a local and global perspective. You will study a range of topics including economics, human rights, law, media and politics to name a few, all relevant to the 21st century to develop your understanding of the way the world works and more importantly, how you can get involved, have a voice and make a difference in the world.

Assessment:

Examination requirement:

Paper 1

Written examination: 1 hour and 45 minutes

50% of the qualification

80 marks

Theme A: Living together in the UK.

Theme B: Democracy at work in the UK.

Theme C: Law and justice.

Extended-response questions related to two or more of specification Themes A–C.

Paper 2

Written examination: 1 hour and 45 minutes

50% of the qualification

80 marks

Theme E: Taking citizenship action.

Theme D: Power and influence.

Questions relate to the students' own citizenship action and the action of others.

Skills developed:

You will develop and apply an understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen your understanding of society and how communities change over time. You will use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements on the topics.

Who to contact for further details:

Mr R Soteriou

2nd in Social Sciences

Q117





DESIGN TECHNOLOGY

Core: NO

Optional: YES

EBacc: NO

Course details:

The AQA GCSE in Design and Technology offers a unique opportunity for learners to identify and solve real problems by designing and making products or systems. There is a choice of disciplines within the course; Graphics, Resistant Materials and Textiles. In year 9, the group will decide their preferred discipline for GCSE. Learners will be prepared to participate in an increasingly technological world; and learn from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The content is split into three areas, core technical principles, specialist technical principles and design and making principles.

Assessment:

Core Units:

The course covers:

Unit 1 - Written examination

AO3 Analyse and evaluate: Design decision and outcomes in relation to products.

AO4 Demonstrate and apply knowledge and understanding of design and technology principles.

Unit 2 - Design and make task

AO1 Identify, investigate, analyse and outline design possibilities to address needs and wants.

AO2 Design and make prototypes and evaluate their fitness for purpose.

Skills developed:

Pupils will learn a range of skills from research, analysis, evaluation to practical hands on skills that are valued in a variety of sectors. These skills include;

- Identifying opportunities for development based on customer needs, research and existing products.
- Communicating designs using graphic and CAD techniques.
- Exploring, developing, testing, critically analysing and evaluating ideas.
- Selecting and working with appropriate materials and components to produce a prototype.
- Using specialist techniques to produce a high-quality prototype.

Who to contact for further details:

J. Allen

Teacher in Charge of Resistant materials/ Graphics

G003





DESIGN TECHNOLOGY: HOSPITALITY AND CATERING

Core: NO

Optional: YES

EBacc: NO

Course details:

The Level 1/Level 2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this sector and the potential it can offer them for their careers or further study, which would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. There is also the possibility of going on to study the Level 3 course and onwards to University, which opens up the opportunity to pursue a career in a variety of areas such as; food safety, dietetics, nutrition, hospitality and catering, product development and many more.

Assessment:

Course Units:

The course consists of the following 2 units:

Unit 1: The Hospitality and Catering Industry – this will be a written exam with a mix of long and short answer questions about the hospitality and catering industry.

Unit 2: Hospitality and Catering – this is a non-examined assessment that will be internally assessed and will require pupils to create a menu for a hospitality and catering establishment.

Skills developed:

Hospitality and Catering provides pupils with the knowledge, understanding and skills required to cook and apply the principles of food safety, nutrition and healthy eating.

The majority of the course will be delivered through preparation and making activities in order to enable pupils to make the connections between theory and practice within the hospitality and catering industry.

Who to contact for further details:

Ms A Cohen

Teacher in Charge of Technology

G013





HEALTH AND SOCIAL CARE

Core: NO

Optional: YES

EBacc: NO

Course details:

The BTEC Level 1/Level 2 Tech Award in Health and Social Care contains an essential core of knowledge. Developed in close consultation with employers and educators, these core units provide an essential platform of knowledge, understanding and applied skills from which every Level 2 learner can build the progression pathway that is right for them – whether it is onto further academic or vocational learning, higher education or employment. This qualification will support further progression to a Level 3 BTEC course, A-Levels, apprenticeships and employment.

Internal assessment (Coursework):

- Component 1 - Human Lifespan Development
 - Human growth and development across life stages
 - Factors affecting growth and development
 - Different types of life event
 - Coping with change caused by life events
- Component 2 - Health and Social Care Services and Values
 - Health and social care services
 - Barriers to accessing services
 - Care values
 - Reviewing own application of care values

External assessment (Examination):

- Component 3 – Health and Wellbeing
 - Factors affecting health and wellbeing
 - Physiological indicators
 - Lifestyle indicators
 - Health and wellbeing improvement plans
 - Obstacles to implementing plans

Skills developed:

Pupils will learn a range of skills from research, analysis, evaluation and practical skills such as interpreting data to assess an individual's health and designing a plan to improve their health and wellbeing. These skills could be used to develop knowledge and understanding of all aspects of the Health and Social Care sector and could lead to further study or a career in the field.

Who to contact for further details:

Mrs Jafar

Head of Social Sciences

Q Cluster





BTEC in Performing Arts (*Acting*) Level 1/Level 2

Core: NO

Optional: YES

EBacc: NO

Course details:

Performing Arts (*Acting*)

The BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting) is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their performance skills and techniques.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The qualification covers:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli.
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the Performing Arts, including personal management and communication.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Assessment

1 Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

2 Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting as performers or designers.

3 Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

Skills developed:

These courses involve the following skills:

- Develops the understanding of expectations when performing; such as in presentations and interviews.
- Allows pupils to develop confidence in their ability when performing to an invited audience.
- Allows pupils to develop their social skills as they must work with their peers to successfully plan and create a dramatic product.

Who to contact for further details:

Mr G Edwards

Head of English

K Cluster





BTEC Tech Award Level 1 / Level 2 in Music.

Core: NO

Optional: YES

EBacc: NO

Course details:

Music Practice

The BTEC Level 1/2 Tech Award in Music Practice is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

The qualification covers:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques.
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief.
- attitudes that are considered most important in the music industry, including personal management and communication.
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

Assessment:

The course includes 3 components:

Component 1 – Exploring Music Products and Styles. This is internally and externally moderated. Learners will explore the techniques used in the creation of different musical products and investigate different musical styles.

Component 2 – Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3 – Learners will be given the opportunity to develop and present music in response to a given

Skills developed:

These courses involve the following skills:

- Develops the understanding of expectations when performing; such as in presentations and interviews.
- Allows pupils to develop confidence in their ability when performing to an invited audience.
- Allows pupils to develop their social skills as they must work with their peers to successfully plan and create a musical product.

Who to contact for further details:

Miss L Latif

Head of ICT

K119





Physical Education and Sport

Core: NO

Optional: YES

EBacc: NO

Course details:

The sport and leisure industry is becoming more widely recognised, with vast opportunities within research and analysis as well as teaching and coaching sports. We currently offer the The Cambridge Nationals Level 1/2 in Sport Studies. PE and Sport combine scientific knowledge, sports testing, leadership and practical work. They are aimed at students interested in developing the essential skills and knowledge required for working in a wide variety of careers including physiotherapy, teaching and sports coaching.

Assessment:

Examination requirements:

Pupils will do one exam. The exam focuses on the unit Contemporary Issues in Sport. The exam will focus on the following topic areas;

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

Within the course pupils also need to complete coursework units which include;

- Performance and leadership in sport activities
 - Key components of performance, applying practice methods to support improvement in a sporting activity, organising and planning a sports activity session, leading a sports activity session, reviewing your own performance in planning and leading a sports activity session.
- Increasing awareness of outdoor and adventurous activities
 - Provision for different types of outdoor and adventurous activities in the UK, equipment, clothing and safety aspects of participating in outdoor and adventurous activities, plan for and be able to participate in an outdoor and adventurous activity and evaluate participation in an outdoor and adventurous activity.

Skills developed:

Students completing qualifications in PE will develop skills essential for working in the sporting profession:

- Communicating and leading effectively
- Working with others
- Developing knowledge of health and fitness, anatomy and physiology, and fitness training methods.

Who to contact for further details:

Mr P Higby

Acting Head of P.E.

PE Department





PSYCHOLOGY AND SOCIOLOGY

Core: NO

Optional: YES

EBacc: NO

Course details:

Psychology: This course builds a great foundation for analysing how best to approach and communicate with others. We will look at how a person can be affected by their biological make-up, the society they are a part of and how they develop. It will also enhance skills of analysis, enquiry and critical thinking as students will be planning and carrying out their own psychological research in class.

Sociology: This course aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. It helps individuals develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

Examination requirement:

Psychology is made up of two exams - both will be 1 hour 45 minutes in length and 100 marks. Each exam will consist of 4 sections including questions of multiple choice, short answer and extended writing.

Paper 1: Cognition and Behaviour

Memory – How human memory works and can be improved.

Perception – Optical illusions and how we make sense of the world around us.

Development – How the human mind develops from birth to adulthood.

Research methods – How psychological research is carried out and analysed.

Paper 2: Social context and behaviour

Social influence – How our behaviour is affected by others.

Language, thought and communication – How we communicate and how this is different for animals.

Brain and neuropsychology – How the brain and nervous system affect our thoughts and behaviour.

Psychological problems – Mental health: How depression and addiction can be explained and treated

Sociology is made up of two exams- both are 1 hour 45 minutes in length, each has a weighting of 50%.

Each exam will consist of 3 sections including questions of multiple choice, short answer and extended writing.

Paper 1 – The Sociology of Families and Education

Students will learn about the different types of family, how families have been changing over the years and the various factors that influence educational achievement.

Paper 2 – The Sociology of Crime and Deviance and Social Stratification

Students will learn about how crime is measured, the various theories of why crime occurs and how issues such as poverty impact on people's lives.

Skills developed:

These courses involve:

- Developing a critical approach to scientific evidence, research and methods
- Building creativity and analytical skills whilst designing research
- Developing independent, critical and reflective thinking skills
- The application of knowledge to real life events and situations
- Analysing and evaluating ideas.

Who to contact for further details:

Mr R Soteriou

2nd in Social Sciences

Q117





RELIGIOUS STUDIES

Core: No

Option: YES

EBacc: NO

Course details:

GCSE Religious Studies provides pupils with the exciting opportunity to gain a deeper understanding of two religions, and explore philosophy and ethical studies in the modern world. This new curriculum provides opportunities so that students can use a wide range of concepts in order that they can confidently interpret, contextualise and analyse the expressions of religions and worldviews they encounter. The new specification explores religion and practice in the 21st Century and encourages students to reflect on and engage with fundamental questions.

Assessment: 100% written examinations

Examination requirement (Option GCSE):

Edexcel Specification A: Study of two Religions

(Islam & Christianity) -Three externally examined papers:

Paper 1: 50% of the qualification: Area of Study 1 - Study of Primary Religion

Paper 2: 25% of the qualification: Area of Study 2 - Study of Second Religion

Paper 3: 25% of the qualification: Area of Study 3 – Study of Primary Religion (Philosophy & Ethics)

Skills developed:

The Edexcel GCSE in Religious Studies requires students to:

- Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.
- Develop students' knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism.
- Develop students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Who to contact for further details:

Dr S Farouk

Head of Religious Education

Q Cluster



NOTES



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