

Year 9 into 10

Years 10 & 11 Guided Pathway Information

Continuing the Five Year Curriculum Journey

We are pleased to attach the Guided Pathway information booklet for Years 10 & 11 at Outwood Academy Portland.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our students through our wider educational offer, and specifically our curriculum offer, drives our Trust vision Students First: raising standards and transforming lives. To that end, at Outwood Academy Portland we are delighted to offer a curriculum, which enables all students within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

Students, as they move from Year 9 into Year 10 at Outwood Academy Portland, have their first main point of choice within their five year educational journey with us. A feature of our Years 10 & 11 curriculum is the Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE mathematics and GCSE sciences - combined (double) science or biology, chemistry and physics - are taken by all students alongside non-examined courses in physical education and personal, social, religious and health education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation.

Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): English, mathematics, sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study either geography or history. For many students it will be appropriate that they also study a modern foreign language subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for; these subjects are also an excellent foundation for all students, including those who wish to go on and study A Levels in the 'Facilitating Subjects' (biology, chemistry, English, geography, history, maths, modern and classical languages, physics). It is possible to study both geography and history alongside a modern foreign language if a student wishes.

We will provide specialist independent careers advice to ensure that students have access to impartial support during this process.

We understand that this is a crucial time and the choosing of qualification courses is very important. Further information about support available can be found in this booklet, including details of the Guided Pathway Information Evening.

Whatever students are hoping to study, and then do in later life, we are sure that the Guided Pathway process will be helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

Making the Choice

In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus, Tutor Time.

This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 5 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	<p>Students can choose <u>three subjects</u> from a list of courses (see list below)</p> <p>The expectation is that all students will study at least one EBacc Humanity subject (geography or history) at GCSE in Years 10 & 11; and that many will study for the Full EBacc (1x MFL <u>and</u> 1x Humanity).</p>	

Guided Pathway Courses

The courses which students can choose from, to start in Year 10 are:

Students to choose three subjects (plus two reserves) from these lists	
<p>Students will need to choose at least one subject from this list of Humanity subjects</p> <p style="text-align: center;">History (GCSE) Geography (GCSE)</p>	<p style="text-align: center;">History (GCSE) Geography (GCSE) French (GCSE) Spanish (GCSE) Art and Design (GCSE) Business (GCSE) Hospitality and Catering (Vocational Award) Computer Science (GCSE) Dance (BTEC) Drama (GCSE) Engineering (Vocational Award) Electronics (GCSE) Hair and Beauty (Technical Award) Health and Social Care (BTEC) ICT (Vocational Award) Music (GCSE) Photography (GCSE) Physical Education (GCSE) Religious Studies (GCSE) Sport Science (Cambridge National)</p>

Terminology that may help you and your child

Core	These are compulsory subjects: English, maths, science, PE, RE/Life
Guided Pathway Choices	There is an element of choice about which of these subjects to study
Level 1	GCSE grades 3-1 or equivalent
Level 2	GCSE grades 9-4 or equivalent With grades 5+ being classed as strong pass grades
Level 3	'A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
BTEC Technical Award / OCR National	Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Larger portfolio/coursework based elements, with some assessment by exam (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work
Facilitating Subjects	The Facilitating Subjects are: maths, English, sciences (including computer science), geography, history and modern foreign languages. Please see link below regarding the value placed on these subjects
Full EBacc (EBacc = English Baccalaureate)	For students to study the Full EBacc they must take GCSEs in maths, English, at least two sciences, one of history or geography and a modern foreign language

<https://www.informedchoices.ac.uk/>

What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. We would encourage students to choose a broad range of qualifications over Years 10 & 11, to keep their future options open.

Attainment 8

The government created and now uses a Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, geography, history or modern foreign languages
- A further three qualifications which can be either BTEC Technical Award/OCR National, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve their best possible score in this measure.

What if students cannot do their chosen course?

We build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What support is available to help decide which Guided Pathway subjects to take?

1. Subject staff will be available at the Year 9 into 10 Guided Pathway Evening on 17th January 2023 to discuss courses
2. A careers advisor will also be available on this evening
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and pastoral staff during the academy day, over the next few weeks

Deadline for Guided Pathway choices forms to be submitted:

30th January 2023

Choices will be collected via a Google Form.

GCSE History (QN 601/8092/4 IH10FM)

Course description:

Exam board: Edexcel

GCSE History will fire the imagination and enquiring minds of students who choose it. Those studying history will dig into the fascinating history of Germany between two World Wars; explore the intriguing world of plots, intrigue and religion in Elizabethan England; discover the lawlessness and conflict in the American West and track the captivating story of the changing beliefs about illness and disease over time.

This GCSE option will allow students to gain knowledge and understanding of key events over the last 1000 years. They will gain a broad insight into British, European and international history, giving students a wider understanding of the factors and events that shaped the world we live in.

General comments:

History students will learn to think deeply, analyse and prioritise information and make informed decisions - which is a great life skill!

Students will be encouraged to question the world around them and develop an understanding of why people act as they do.

Our students are citizens of the world and history helps them to understand the consequences of decisions taken by people in the past and provides a broad cultural awareness.

History will broaden the mind!

Students' comments

"I really like how it helps me to structure my work so that I can always answer the questions and get the marks."

(Year 11 student)

"History is my favourite subject. It is always interesting and my teachers are always enthusiastic!"

(Year 11 student)

"I enjoy history because of how the staff teach it, I enjoy learning about the world before."

(Year 10 student)

"History is completely different from any other subject; every lesson is a trip through the past and it's interesting, fun and useful at the same time."

(Year 10 student)

Topics include:

Medicine in Britain (c1250–present) and The British sector of the Western Front (1914–18)

Assessment:

Medicine in Britain (c1250–present) and The British sector of the Western Front, 1914–18

Examination (30% of final grade)

<p>Early Elizabethan England (1558–88)</p> <p>The American West (1835–c1895)</p> <p>Weimar and Nazi Germany (1918–39)</p>	<p>Early Elizabethan England (1558–88) Examination (20% of final grade)</p> <p>The American West (1835–c1895) (Examination (20% of final grade)</p> <p>Weimar and Nazi Germany (1918–39) Examination (30% of final grade)</p>	<p><i>“History is amazing!”</i></p> <p>(Year 9 student)</p>
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Future prospects/Career options

How can History support your future?

History is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. History of Art, History and French, Archaeology, History and Philosophy, History and Politics, History and English. The very fact that you have been able to study History e.g. historical thinking will help your future application be they for colleges, universities, apprenticeships or employment.

Careers that the study of History supports include:

- Legal profession
- Journalism
- Archivist
- Writer
- Media
- Public sector administration
- Politics
- Business and commerce
- Museum curator
- Teaching

GCSE Geography (QN 601/8410/3)

Course Description:

Exam board: AQA

Paper 1: Living with the physical environment

This unit is about physical processes and systems including tectonic hazards, tropical storms, extreme weather, climate change, coasts, rivers, ecosystems and hot deserts.

Paper 2: Challenges in the human environment

In this unit students will study urbanisation, population, globalisation, economic development and the management of resources – food, energy and water.

Paper 3: Geographical applications

This unit will provide students with the opportunity to demonstrate a variety of geographical skills including issues evaluation and applying their knowledge of human and physical fieldwork.

General Comments:

A geographer is expected to be able to interpret photographs, maps, graphs and tables. They can evaluate arguments, problem solve and make decisions as well as write extended pieces of work and gather data in a practical environment.

Geography keeps you up to date with current issues and world events. It is playing an ever more important role in schools, colleges, universities, government, industry, and communications.

Students' Comments

“Geography - it's great! You learn about the world and interesting things that happen to it.”

“Geography is a qualification which includes both fun and learning all together.”

“Choose Geography to become more aware of the world you live in and how it works.”

“You get to learn about really cool things like hurricanes and climate change.”

Topics include:

Paper 1:

- Coasts
- Living world
- Natural hazards and tectonics
- Rivers
- Weather

Assessment:

Paper 1

1 hour 30 minutes,
Examination (35% of final grade)

Paper 2

1 hour 30 minutes
Examination (35% of final grade)

Paper 2:

- Economic change
- Managing resources and water
- Urban

Paper 3:

- Fieldwork
- Pre-release booklet

Paper 3

1 hour 15 minutes

Examination (30 % of final grade)

This paper includes a pre-release booklet of resources we have access to 12 weeks prior to the exam.

Future prospects/Career options

Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification geography is greatly respected by university admissions teams and employers alike.

It is chosen by over 16,000 undergraduate students each year and has one of the highest rates of graduate employability and is highly valued by employers for its combination of subject knowledge, and how well it links with other subjects especially maths, English, science and ICT.

French (QN 601/8157/6)

Course description:

This is a two year course in French leading to a Level 2 qualification.

The course is examined in all four areas of listening, reading, speaking and writing.

Building on from the skills that you have developed at KS3, you will study a variety of authentic, topical and cultural material.

General comments:

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an increased appreciation of their own culture as well as other cultures.

Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other GCSE subjects.

Students' comments

"Learning a language will open more doors and job opportunities"

Topics include:

- Identity and culture (including: free- time, family, social media and celebrations at home and abroad);
- Local, national, international and global areas of interest (including: your local area and wider region, social issues, the environment and travel and tourism);
- Current and future employment (including: school, P16 education, jobs and careers).

Assessment:

100% examination comprising:

25% Listening

25% Reading

25% Speaking

25% Writing

You will be examined at the end of the course in all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade.

You and your teacher will decide whether you should take the Foundation papers (Grades 1-5) or the Higher papers (Grades 4-9) in these skills.

"French is great as I learn about real life topics at the same time."

"The teachers build world events into our lessons which means I learn even more."

Future prospects/Career options

Employers and universities like students with GCSEs in languages because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and / or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others.

Spanish (QN 601/8160/6)

Course description:

This is a two year course in Spanish leading to a Level 2 qualification.

The course is examined in all four areas of listening, reading, speaking and writing.

Building on from the skills that you have developed at KS3, you will study a variety of authentic, topical and cultural material.

General comments:

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an increased appreciation of their own culture as well as other cultures.

Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other GCSE subjects.

Students' comments

"The topics we cover in Spanish are really helpful."

"The Barcelona trip was brilliant and helped me in building my conversational Spanish."

Topics include:

- Identity and culture (including: free- time, family, social media and celebrations at home and abroad)
- Local, national, international and global areas of interest (including: your local area and wider region, social issues, the environment and travel and tourism)
- Current and future employment (including: school, PI6 education, jobs and careers).

Assessment:

100% examination comprising:

25% Listening

25% Reading

25% Speaking

25% Writing

You will be examined at the end of the course in all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade.

You and your teacher will decide whether you should take the Foundation papers (Grades 1-5) or the Higher papers (Grades 4-9) in these skills.

"Studying a foreign language has given me lots of confidence."

"Studying any language is a challenge but it's worth it as I am now on track to achieve the full Ebacc "

"The topics we study have opened my eyes up to world events."

Future prospects/Career options

Employers and universities like students with GCSEs in languages because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and / or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others.

Art and Design (60180882 - 8201)

Course Description:

Exam board:AQA

This course promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

The GCSE is designed to bring art and design to life and to help you develop your artistic skills and expand your creativity, imagination and independence.

General Comments:

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, art and design is a great choice.

The skills you gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

Students' Comments

“GCSE Art is enjoyable because I get to work with other people as creative as me”

“I really enjoy it; it lets my imagination flow to all areas of Art. It is tons of fun”

“I love GCSE Art because I can be creative and it will be good preparation for when I study A level Art at Post 16”

Topics include:

- **Fine art:** for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication:** for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multimedia, motion graphics, signage and exhibition graphics.
- **Textile design:** for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface

Assessment:

There are two components:

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

Component 2 Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

- **Three-dimensional design:** for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, film and television.
- **Photography:** for example portraiture, location photography, studio photography, experimental imagery, photo-journalism, moving image: film, video and animation, fashion photography.

Future prospects/Career options

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art and design opens the door to lots of exciting careers such as • Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics

GCSE Business (603/0121/1)

Course description:

The GCSE Business qualification is engaging and inspiring, and reflects the demands of a truly modern and evolving business environment – a qualification that enables students to develop an enterprising mind.

General comments:

Business Studies gives students a good understanding of basic economic principles, how markets are affected by world events, and how to assess a firms' financial health.

Students' comments

"It is so up-to-date and relevant to the real world"

Topics include:

Theme 1: Investigating Small Business

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Theme 2: Building a Business

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

Assessment:

100% Examination (Grades 9-1)

Theme 1 – Investigating Small Business

Written examination

1 hour and 45 minutes

50% of qualification

90 marks

Theme 2 – Building a Business

Written examination

1 hour and 45 minutes

50% of qualification

90 marks

Both exam papers will consist of calculations, multiple-choice, short-answers and extended-writing questions

"I now understand how to manage people and money"

"I now have a better understanding of real-life events"

"I can't wait for my next lesson of Business – lessons are always amazing and I learn about every aspect of running a business"

"The course has given me the inspiration to start-up my own business in the future"

Future prospects/Career options

Students can progress to study a range of A-Level Subjects to include, Economics, Business, Politics, Mathematics, Sociology, Law, and possibly onto degree level in similar subject areas. Business is especially favoured by employers in areas such as accountancy, finance, the Civil Service, law, media and politics.

Level 1/2 Award Hospitality and Catering (QN 603/7022/1)

Course description:

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services.

This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

General comments:

Learners will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Students' Comments

'I would like to be a professional chef when I leave school – this course will help me.'

'I really enjoy cooking and this lesson lets me design my own dishes'

Topics include:

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Assessment:

40% Examination

60% Coursework

Unit 1: The hospitality and catering industry (external)

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

'I have learnt lots of new cooking techniques which I now use at home'

'You learn about the way that food establishments are run, as well as new cooking skills.'

**Unit 2: Hospitality and catering
in action**

The purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Future prospects/Career options

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering.

GCSE Computer Science (601/8355/X)

Course description:

In this course students will learn about the main principles of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students will need to analyse problems in computational terms through practical experience of problem solving and debugging programs.

General comments:

The most important aspect of computer science is **problem solving, an essential skill for life.**

Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts.

Students' comments

"I can now use coding language to create my own programmes"

"The teachers are very enthusiastic and helpful"

Topics include:

Component 1: Computer Systems

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of technology

Component 2: Computational thinking, algorithms and programming

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Assessment:

Component 1: Written examination
1 hour and 30 minutes
50% of qualification
80 marks

Component 2: Written examination
1 hour and 30 minutes
50% of qualification
80 marks

"Computing is challenging as it involves a lot of problem solving especially when it comes to programming, but it feels so good when you solve a problem and can create your own programs from scratch. Very rewarding."

"I find computing really interesting as you get a good insight into how computers and networks are made."

In addition to the assessed components, students will be given an opportunity to undertake programming task(s), to solve a range of problems during their course of study.

Future prospects/Career options

The skills acquired through Computer Science complement most careers, however some of the possible career paths include: Software Developer, Web Application Developer, Computer Systems Analyst, Mobile App Developers and Information Security Analyst.

BTEC Tech Award - Performing Arts (Dance)

Course description:

What is involved in the Dance course?

The course is split into three components.

Exploring the industry: In this unit you will look at professional dance in a variety of styles and how all the features of the piece work together to create something special. You will explore the style, ideas, influences, process and people involved in creating the piece.

Developing Skills and Techniques:

You will participate in practical workshops to develop your dance skills towards learning and performing a professional group dance piece. You will review your progress and performance throughout the process.

Responding to a brief: Working as either a dancer or designer, you will be given a brief and a starting point to create a piece of choreography or design portfolio. This is group work where everyone is encouraged to contribute and work collaboratively to create an effective dance piece that clearly communicates an idea to the audience.

General comments:

Why is Dance important?

There is freedom and confidence in movement, from improvisation to polished group performances. Dance is an art form that finds originality through mistakes. You are encouraged to be creative, physical, expressive and a thinking dancer.

The course focuses on developing key dance skills: performance, choreography, and appreciation, which involves reviewing and interpreting professional dance pieces. It develops self-discipline to be able to critique and refine your own work. There is a huge sense of achievement, adrenalin and companionship in performing a piece you have created, rehearsed and feel proud of.

What do you need to do to prepare for the course?

Try to develop and maintain your fitness as this is a physical course. Where possible, watch a variety of dance pieces online and at the theatre for choreographic inspiration. Participating in extracurricular dance and performances would help to prepare you for after-school rehearsals and develop confidence in performing.

Need to know

You will be successful in this course if you are committed to lessons with energy and enthusiasm.

Topics include:

- Exploring the Performing Arts
- Diversity, Ghost Dances and Chicago the Musical
- Developing Skills - physical and interpretive skills; Jazz and Contemporary
- Responding to a brief - Professional dance works, planning a show, rehearsals and final performance

Assessment:

The first two components are assessed by your teacher and evidence is created throughout the workshop lessons and the associated written work. You will produce a variety of evidence such as video recordings of practical work and performances, rehearsal logs, milestone logs, presentations, logbooks and evaluations.

The final component is assessed by an external examiner by video. You will have 12 weeks to create and perform the piece. There are 3 written logs to complete alongside this which are written in supervised conditions, but you can use prepared notes.

We will provide opportunities such as workshops with professional dance artists, and you will need to be open, positive and motivated to maximise your experiences and success.

“There are shortcuts to happiness and dancing is one of them!”

“Dance to express, not to impress.”

“Great dancers are not great because of their technique; they are great because of their passion.”

–Martha Graham

Future Prospects/Career Options

Skills learnt in Dance are transferable such as self-discipline, resilience, communication, problem solving, teamwork, confidence and creativity. Those who study Dance may progress onto various pathways in the future such as performance, choreography, fitness and movement therapy. Many students have also completed this course as an enjoyable and creative outlet alongside more academic subjects.

BTEC Dance is a vocational course with lots of practical experience so it has natural progression to a BTEC Level 3 course or A level in Dance or Performing Arts. It is a strong foundation for those wishing to study dance or the performing arts at university or even the possibility of study at a national dance school.

OCR Level 1/Level 2 GCSE (9-1) in Drama (60189757)

Course Description:

Exam board: OCR

Although this is a very practical course it is designed to ask you deep and complex questions about the world around you. Throughout the course you will be expected to think about situations and issues and explore them through practical drama and through written documentary evidence. There will be the study of professional theatre and the expectation that you will perform to live audiences with confidence and professionalism.

This is an excellent course for students who love all aspects of drama but particularly enjoy devising original works as well as exploring text for performance.

General Comments:

Entry requirements

Anyone considering this course must enjoy working as part of a team, performing and enjoy creating new works.

You will be expected to attend after school rehearsals in preparation for your examined performance.

Students' Comments

"I enjoy the challenge of performing my own work as well as other plays. It is hard but I enjoy it!"

"I love the fact that we all work so well together and have such a great time. Drama makes such a change to all the other subjects I take and always feel so much better afterwards!"

"Drama has increased my confidence not just in the classroom but outside of the Academy too!"

"I enjoy going to see live theatre and then applying the techniques they have used into my own performances."

Topics include:

Unit 1: Devising drama 30%

Students are given a selection of stimuli to create a response to. Working in groups they devise and develop work in role as a performer or designer.

Unit 2: Presenting and performing Text 30%

Assessment:

60% Coursework

40% Examination

Students will explore a script and then perform two extracts within the given style or context.

Students will have to consider costume, lighting and sound to bring the play to life.

Unit 3: Performance and Response Exam 40%

Students practically explore and attend a live performance of a set text. Students sit a written exam based on their learning.

Future Prospects/Career Options

A GCSE in Drama shows an employer that a student has confidence, good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. Drama graduates are statistically proven to be those who found employment the easiest after leaving university. This qualification also assists all students pursuing a career working with people, sales, marketing, journalism, media, law, and of course all jobs in performance or theatre/television/film production.

Technical Award in Engineering (QN 603/7019/1)

Course description:

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, creative industries, automotive, agri-food and bioscience. People with engineering skills are always in demand.

Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

General comments:

On this course, you will:

- learn about the key engineering sectors – mechanics, electrical, electronic and engineering design and how they contribute to industry
- develop key engineering practical and technical skills, such as research, observation, measurement, planning, making, using CAD and disassembly
- develop key skills for employment, such as problem solving, design, creativity, communication and collaboration.

Students' Comments

“I didn't know that engineering was about so many different sectors.”

“I want to be an engineer and this course is teaching me the skills to become one.”

“I like that I get to work with timber, metals, plastics and electronic circuits.”

Topics include:

Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.

Assessment:

Unit 1: Manufacturing Engineering Products

Controlled assessment: 20 hours
40% of qualification

Unit 2: Designing Engineering Products

Controlled assessment: 10 hours
20% of qualification

Unit 3: Solving Engineering Problems

Written examination: time of exam -
1 hour 30 minutes
40% of qualification

“I have found out that there are lots of types of engineers.”

“I have found out lots of information about the kinds of jobs that engineers do.”

Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.

Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

Future prospects/Career options

When you have completed the qualification, you will have developed a practical understanding of engineering skills. Because you will be acquiring knowledge and building useful skills which are not generally covered in GCSE courses, you will have a better idea of whether the engineering sector is for you and which part of it you might want to study further. After you have finished the course, you may want to go on to study A Levels, BTECs or a mixture of both. Alternatively, you might want to find work in the engineering sector as an apprentice or a trainee. The best option for you will depend on both the grades you achieve in this qualification and in any other qualifications you have taken, what you enjoy doing and the advice you can access about further learning and training opportunities available in your area.

GCSE Electronics (QN 603/0776/6)

Course description:

The study of Electronics will enable you to develop an understanding of electronic components, systems, processes and methods.

The contents of your study will help you answer questions about actual circuits and solve practical engineering tasks.

The theory studied will be reinforced by practical investigations, and design and make tasks throughout the course of study.

General comments:

You will develop the scientific and engineering skills to analyse and design electronic systems for a range of practical situations. You will learn about and work with a wide range of digital and analogue electrical and electronic systems. For instance, you will be involved in:

- designing logic circuits to perform a set task
- testing amplifier circuits for their suitability
- programming a microcontroller (a computer on a single chip), and wiring the microcontroller into a circuit to control processes in the real world.

Students' Comments

"Electronics is great as you can do both practical and theory work."

"I like finding out about the way circuits work."

"There are lots of different learning styles which helps me."

Topics include:

You will study a course with 11 topic areas divided between two components. For each topic you will study the theory and then carrying out practical investigations you put the theory into practice.

The topics you will study in Component 1 are:

1. Electronic systems and sub-systems
2. Circuit concepts
3. Resistive components in circuits
4. Switching circuits
5. Applications of diodes
6. Combinational logic systems

Assessment:

80% Examination
20% Coursework

Unit 1: Discovering Electronics

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Unit 2: Application of Electronics

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

"I want to work with computers when I leave school and this course will help me."

"I enjoy making prototypes and soldering circuits."

The topics you will study in

Component 2 are:

1. Operational amplifiers
2. Timing circuits
3. Sequential systems
4. Interfacing digital to analogue circuits
5. Control circuits

Unit 3: Extended system design and realisation task (Non-exam assessment)

An extended system design and realisation task to assess electronics skills.

Future prospects/Career options

GCSE Electronics could lead on to further study in Electronics at A-level or other related subjects such as Physics, and higher study such as Electrical and Electronic Engineering and more vocational courses in Science and Technology.

Electrical and electronic engineers are needed in many sectors including: **telecommunications** – mobile phones, radio, TV and satellite communications; **data communications** – PCs, tablets and cashpoints; scientific research – acoustics, optics, physics and nanotechnology; **medical instruments** – clinical and laboratory equipment; defence – communications, navigation and weapons systems; **aerospace** – avionics, radar, navigation and communication systems; **manufacturing** – programmable logic controls (PLCs) and industrial machinery.

Technical Award in the Study of Hair and Beauty (QN 603/7128/6)

Course description:

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

Students will learn and apply the following transferable skills:

- Personal development and critical reflection
- The ability to interpret, analyse and apply knowledge
- Organisation, planning and research skills
- Innovation and creativity
- Reasoning skills
- Problem solving

General comments:

The qualification content will provide learners with an understanding of the chemistry of hair, beauty and nail products, as well as the anatomy and physiology of the integumentary system. They will explore design skills and techniques that can be used within the hair and beauty sector, giving learners the opportunity to develop their skills in planning, carrying out research and presenting design brief ideas. Learners will also explore the business aspect of the hair and beauty sector, the broad related industries and understand the aspirational career opportunities available. Learners will have the opportunity to explore the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design appropriate promotional activities and materials.

Students' Comments

"This isn't just about the practical side of hairdressing. It also makes you look at the business side of things."

"I've always wanted to be a beauty therapist, and this course helped me get started."

"I want to have my own business and I now want to study hairdressing and business further."

Topics include:

UCO90 – Business and entrepreneurship in the hair and beauty sector.

This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different

Assessment:

To be awarded the VTCT Level 1/2 Technical Award in the Study of Hair and Beauty, learners must achieve a Level 1 Pass grade (or higher) in:

- Assessment by examination (external written exam) **40%**
- Non-exam assessment (synoptic assignment) **60%**

business opportunities within the hair and beauty sector.

UCO91 – Anatomy, physiology and cosmetic science

This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

UCO92 – Design in the hair and beauty sector

This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Future prospects/Career options

Learners who successfully achieve this qualification may progress onto a range of Level 3 post-16 qualifications such as: T Levels; A Levels; Technical Levels or other vocationally-related qualifications; Applied Generals; Apprenticeship Standards (Hair and Beauty Professional).

The qualification may also be useful to those seeking to progress to qualifications in the following sectors/industries: Complementary and alternative therapies; Spa therapy; Fashion and photography; Retail – cosmetic and fashion; Theatre and media; Travel and tourism; Sport and active leisure

Tech Award in Health and Social Care (QN 603/7047/6)

Course Description:

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is ideal for you if you are working at level 1 or level 2 and would like to find out more about health and social care.

This course offers a practical introduction to life and work in the health and social care sector. The qualification, which is 120 GLH, is the same size and level as a GCSE.

General Comments:

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy.

Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.

Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

Students' Comments

“The child study is fun, I like planning activities to do with young children and then to watch them play”

“There are lots of different learning styles which help me”

Topics include:

Human Lifespan and Development gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age.

Assessment:

Unit 1: Human Lifespan Development
Controlled assessment
30% of qualification

Unit 2: Health and Social Care Services and Values

Health and Social Care Services

you will investigate common services as well as those for specific needs, and consider how they may work together to meet individuals needs.

Health and Wellbeing explores the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health.

Controlled assessment

30% of qualification

Unit 3: Health and Wellbeing

Written examination - 2 hours

40% of qualification

Future prospects/Career options

Once you have completed the qualification, you will have developed a practical understanding of the health and social care sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the health and social care sector is for you, and if so, which part of it you might want to study further.

If you decide to go on to further study of health and social care, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

WJEC Level 1/2 Vocational Award in ICT (6037018X)

Course Description:

Vocational ICT qualification whereby students' will investigate how information technology is used in a range of situations, such as business, education and home use.

Students will also use and enhance knowledge of key software such as spreadsheets, databases, documents and images.

General Comments:

An ICT qualification will enhance a student's digital skill set. This will support students ready for the world of work in a technological society which we now live in.

Students' Comments

"I can now the software that helps me in other lessons"

Topics include:

Unit 1: ICT in Society

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

Unit 2: ICT in Context

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

Assessment:

Unit 1: Examination (40%)

Unit 2: Non Exam Assessment (60%)

"Understanding how to use Office applications correctly is very satisfying"

"I find computing and IT really interesting. You get a good insight into how the main packages are used personally and in real business."

"I loved the fact the course was hands on and practical"

Future Prospects/Career Options

The skills acquired through ICT support most careers and industries, however some of the possible career paths include: Administration, Data Analyst, ICT Technician and Financial Management

GCSE MUSIC (QN: 601/8361/5)

Course Description:

Exam board:AQA

The course is split into 3 areas which naturally progress to the areas studied at Advanced level (A level).These areas are:

Performing

This will account for 30% of your marks and is teacher assessed.You will be asked to play any instrument of your choice or sing, in any style you wish.Your performances will be one solo and the other as part of an ensemble.

Composition

This will account for 30% of your marks and is teacher assessed and externally moderated.You will produce two compositions one to a given brief and the other is free choice.

Understanding Music

This component focuses on listening and contextual understanding.The exam paper includes listening exercises using excerpts of music from all areas of music.

General Comments:

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can.That's why GCSE qualification offers you the chance to study a wide range of musical genres, with more opportunities for practical learning.

The GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us..

We know that every student has different learning styles and musical tastes, which is why our GCSE values all music styles, skills and instruments.

Students' comments

"I enjoy performing with my friends and creating new music"

"I have learnt alot about music and I enjoy the practical nature of the course, and its great fun"

"I love to write and perform my own songs, and this course has improved my ability to do this"

Topics include:

Understanding music:

There are four areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

Performing music:

Must be able to perform live music using instrumental or production via technology

Composing music:

Students **must** learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through **two** compositions.

One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).

Assessment:

60% Coursework

40% Examination

Performing and composition (60%)

Listening and appraising (40%)

“GCSE music is great fun. I love the fact that we listen to and play so much different types of music. The lessons are so different to the other subjects that I study”

Future Prospects/Career Options

As a music student, composing, performing and teaching are just three of the ways you can develop your music career. Jobs directly related to a music qualification include:

- Music producer
- Music therapist
- Musician
- Private music teacher
- Sound designer
- Sound engineer
- Sound technician, broadcasting/film/video

GCSE Photography (QN 601/8088/2)

Course Description:

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. This GCSE is designed to bring photography to life and to help you develop your photography skills and expand your creativity, imagination and independence. You will get to explore the work of artists and photographers both new and old to inform your own practise. You will get to explore camera settings and photography elements such as:

- Leading lines
- Symmetry
- Negative space
- contrast
- repetition and pattern
- Depth of field.

General Comments:

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

This will be a new course introduced to the Academy this year.

Topics include:

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery

Assessment:

Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further

- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

work undertaken during the student's course of study.

How its assessed:

- No time limit
- 96 marks
- 60% of GCSE

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How its assessed:

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Future Prospects/Career Options

Produce images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Areas of study could include portraiture, installation, photo-journalism, moving image: film, video and animation and fashion photography.

Edexcel GCSE (9-1) Physical Education (QN 601/8161/8)

Course Description:

Edexcel GCSE PE:

- The qualification has a straightforward structure with four engaging components that are assessed through externally examined paper and internally assessed components.
- The qualification will develop a holistic understanding of physical education – stimulating content at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science.
- Edexcel GCSE PE will provide knowledge through practical application. The qualification is developed with a 'supporting through practice' approach, designed to enable all students to further their understanding of the subject through application. Students will be encouraged to engage in physical activity and sport by contextualising the theory and applying their knowledge to their practical performance.

General Comments:

Edexcel GCSE PE encourages a holistic understanding of PE.

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity.

It helps nurture skills and knowledge for progression to further study.

Students' comments

"I love this course. It has allowed me to improve my skills in a variety of sports and I have participated in sports I never thought I would!"

"I would recommend playing some sort of sport outside of school to help with the practical assessment!"

"I really enjoyed the range of topics we covered on the theory side. I especially enjoyed the cardiovascular and respiratory systems"

Topics include:

Component 1: Fitness and Body Systems.

This component assesses students' knowledge and understanding of applied anatomy and physiology,

Assessment:

Component 1: Fitness and Body Systems (36%)

- Written examination: 1 hour and 30 minutes (80 marks)

movement analysis and physical training.

Component 2: Health and Performance.

This component assesses students' knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance.

Component 3: Practical Performance

Students will be required to perform in three different physical activities in the role of player/performer.

- One team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

Component 4: Personal Exercise Programme (PEP). The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.

Component 2: Health and Performance (24%)

- Written examination: 1 hour and 15 minutes (60 marks)

Component 3: Practical Performance (30%)

- Non-examined assessment: internally marked and externally moderated (105 marks, 35 marks per activity)

Component 4: Personal Exercise Programme (10% PEP)

- Non-examined assessment: internally marked and externally moderated (20 marks)

All results are awarded on the 9-1 scale.

“This course was a lot harder than I thought it was going to be but I think that is the reason I have liked it so much - it really has stretched me both practically and academically”

“I am so more confident in my ability and feel I could compete at a good level in a number of sports”

Future prospects/Career options

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A-Level Physical Education, Apprenticeships and National Diplomas in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor/Personal trainer, Lifeguard, Leisure manager, Sports Development Officer, Sports Psychologist, Dietician or Physiotherapist.

GCSE Religious Studies (QN 601/8400/0)

Course Description:

*'What happens when we die?
Why do bad things happen?'*

Just some of the questions you'll consider if you choose Religious Studies.

Not only that but you'll be able to formulate your own opinion while engaging with the beliefs of different religions. You'll learn in depth about why Christians and Jews believe what they do and then think about how these beliefs apply to current, philosophical and ethical topics, such as; euthanasia, war, peace, conflict, capital punishment and the problem of evil.

You will learn how to apply knowledge, to evaluate evidence and justify an argument. You will look at a diverse range of ideas and opinions before deciding on your own view.

General Comments:

Religious Studies is a fascinating course that allows you to explore big questions and ethical dilemmas, such as;

What are miracles?

Does the Big Bang prove there is no God?

Can war ever be a good thing?

Should we punish or help criminals?

What is the nature of God?

Is everyone equal?

Do animals have rights?

You will have the opportunity to visit different places of worship and see the living religion, talking to people of faith and learning how their beliefs shape their life.

Only one thing is certain: it is never boring!

Students' Comments

"You get to argue against everything and everyone! You can't do that many places."

"I have learnt some really interesting things that have helped me in other subjects."

"You learn a variety of new things, and get to consider ideas you have not come across before."

"I have learnt lots of different things that are interesting. And they are good for

Topics include:

Unit 1&2; Beliefs and teachings of:

- Christianity & Judaism

Assessment:

100% Examination

At the end of the course students complete **two** written exams, each lasting 1 hour 45 minutes. The qualification received is GCSE Religious Studies.

Unit 3;

- Religion and life; how was the universe created? Should we care for the planet? Should Euthanasia be allowed?
- The existence of God and revelation; why do people believe in God? Why does suffering happen? Do miracles happen?
- Religion, peace and conflict; can war be right? Will peace happen? Should we use weapons of mass destruction?
- Religion, crime and punishment; what causes crime? How should we punish criminals? Is the death penalty right?

confusing your friends.”
“This subject makes you think in a way you’ve never thought before and it’s definitely what I look forward to in the week.”

“You won’t regret picking this subject, you learn so much, and so many things you thought you knew but really didn’t.”

“This is easily my favourite subject. It’s so interesting and teaches you about lots of everyday topics and big questions.”

Future Prospects/Career options

Religious Studies can be studied at A Level and at degree level. It also teaches a wide range of higher level skills required by A Level and degree level study in general, such as applying knowledge and developing and defending views. It is an excellent option for those considering a wide range of careers, including law, public services, medicine, business, journalism and teaching. The consideration and evaluation skills which are developed are beneficial to all careers and further education.

OCR Cambridge National in Sport Science (QN 603/7106/7)

Course Description:

OCR Cambridge National in Sport Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Science
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes
- Develop knowledge of how the body responds to exercise and understand how technology helps inform us of these changes
- Develop the skills of teamwork, research and planning and understand that sports performance goes far beyond just the simple physical movements of the human body.

General Comments:

OCR Cambridge National in Sport Science will encourage students to think for themselves about the scientific world of sport whilst putting those theories and concepts into practice in both theoretical and practical sport situations.

They will gain a full and complete understanding of these areas to enable progression at level 3 into a scientific discipline of their choice.

Students' comments

"This course has allowed me to improve my skills in a variety of sports and I have done some coaching which I never thought I would!"

"I would recommend playing some sort of sport outside of school to help with the practical assessment!"

"I really enjoyed the range of topics we covered on the theory side"

"This course was a lot harder than I thought it was going to be but I have like it so far"

Topics include:

R180: Reducing the risk of sports injuries and dealing with common medical conditions. By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring.

R181:Applying the principles of training: fitness and how it affects skill performance. By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages.You will also learn how to design, plan and evaluate a fitness training programme.

R182:The body's response to physical activity and how technology informs this. By completing this unit you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems.

Assessment:

R180: Reducing the risk of sports injuries and dealing with common medical conditions (40%)

- Written exam paper, OCR set and marked (70 marks)

R181:Applying the principles of training: fitness and how it affects skill performance (40%)

- Centre-assessed coursework tasks, OCR moderated (80 marks)

R182:The body's response to physical activity and how technology informs this (20%)

- Centre-assessed coursework tasks, OCR moderated (40 marks)

All results are awarded on the following scale:

- Level 2 – Distinction* (8.5), Distinction (7), Merit (5.5), Pass (4)
- Level 1 – Distinction (3), Merit (2), Pass (1) and Fail/Unclassified (U).

“I think I made the right choice picking this instead of the GCSE option. I like the option of doing the coursework and making the improvements that I get when the teacher gets my work back to me”

Future Prospects/Career Options

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A-Level Physical Education, Apprenticeships and National Diplomas in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor/Personal trainer, Lifeguard, Leisure manager, Sports Development Officer, Sports Psychologist, Dietician or Physiotherapist.