



# Year 9


# Pathways

## 2026-2028





# Contents

	Clickable links 
General information	<a href="#">Introduction</a>
	<a href="#">Timeline</a>
	<a href="#">Dos and Don'ts</a>
	<a href="#">FAQs</a>
	<a href="#">Course list</a>
Core Subjects	<a href="#">English: Language &amp; Literature</a>
	<a href="#">Mathematics</a>
	<a href="#">Science</a>
	<a href="#">Core PE</a>
Options subjects	<a href="#">Geography</a>
	<a href="#">History</a>
	<a href="#">Spanish</a>
	<a href="#">Art and Design: Fine Art</a>
	<a href="#">Art and Design: Photography</a>
	<a href="#">Drama</a>
	<a href="#">Design Technology</a>
	<a href="#">Health and Social Care</a>
	<a href="#">Child Development</a>
	<a href="#">Hospitality and Catering</a>
	<a href="#">Music</a>
	<a href="#">Physical Education</a>
	<a href="#">Religious Studies</a>
	<a href="#">Sports Studies</a>
	Videos
Glossary	<a href="#">Glossary</a>





# Introduction

Dear Students,

You are about to enter an exciting phase of your educational career: for the first time you will have the opportunity to select some of the subjects that you will study. We recognise that making these decisions can sometimes be difficult. Some students have a clear idea about the career they wish to pursue but many of you may be unsure at this stage. The learning journey through the curriculum that you have followed so far has been carefully sequenced to allow you to develop the skills, knowledge and understanding needed to achieve your best at Key Stage 4. Our learning pathways will ensure you retain a balanced and varied programme of study.

This is an important decision and we will guide you in making the right choices. It is important to talk to your form tutor, your class teachers and your parents/carers. Engage with the subject information videos and assemblies, PSHE lessons and attend your guidance interview.

This booklet tells you the sort of things that you need to be thinking about, the questions that you need to ask, and where you can get the answers that you need. It also gives you detail about all the courses that we offer at Vista Academy.

In our experience, it is important to keep an open mind. This doesn't just mean picking the right subjects, but also picking the right **type** of course, so that you follow a Key Stage 4 curriculum that is **broad and balanced** whilst being directed towards your individual needs. At this important transitional stage, we want you to make good choices, and the key to this is making **informed** choices.

This is your curriculum for the next two years and your pathway to the future.

**Mrs Eastwood**  
**Senior Deputy Headteacher**





# Timeline

## Pathways Introduction

**Wednesday 28<sup>th</sup> January**  
An introduction to Year 9 Pathways during assembly.

## Subject Information Videos

**Wednesday 28<sup>th</sup> January**  
These videos will provide details of the courses that we offer from the beginning of Year 10 and complement the information contained within this booklet.

## The Guidance Interview

**Tuesday 24<sup>th</sup>/Thursday 26<sup>th</sup> February**  
These interviews last 10 minutes and are held with a member of staff. During the interview, your provisional choices will be discussed, and, if necessary, adjusted or refined. Once again, it is a chance for you or your parents to ask any questions, or raise any concerns that you might have. Some students will also receive an additional targeted careers interview, if it is felt they need one.

## Year 9 Reports

**February**  
These reports will provide a snapshot of your progress across the curriculum so far this academic year. This information will help you make an informed decision about which subjects to choose.

## Deadline

The deadline for making your choices is **Friday 6<sup>th</sup> March**.  
The choices form will be sent to you prior to this deadline. Please ensure you have accessed all of the information that you need to before this deadline in order to make an informed choice.





# Dos and Don'ts



## Dos

- Ask **lots** of questions: get as much information as possible before making your choices. Browse the curriculum section of our website and watch the subject information videos. You will find information about every subject.
- Try to have a mix of options: for example, try to have at least one practical subject.
- Remember that your career plans might change.
- Remember that there is no guarantee that we can give you your first preferences: think really carefully about your reserve preferences.



## Don'ts

- Pick a subject because your friends are doing it: you may not be in the same group as they are.
- Pick a subject because you like the teacher: you might not get them next year.
- Pick a subject because you think it is easy: all Key Stage 4 options are hard in their own way.



# Questions to Consider

**This booklet contains a lot of information. As you read through it, think about these questions:**

- Which subjects do I **enjoy** at Key Stage 3 and why do I enjoy them?
- Which subjects am I **best** at in Key Stage 3 and why am I good at them?
- Would I benefit from following a vocational course?
- How are the different subjects **assessed** and does this play to my strengths?
- What do I want to do when I **leave school**? How will my choices help me to do this?
- What are my **career plans**? Which subjects will help me with these plans?
- Can my brothers and sisters, or other older students that I know, give me other information about the courses?







# Frequently Asked Questions

<b>How many courses will I study?</b>	Every student will complete at least eight qualifications plus non-examined PE and ethics.
<b>Will I definitely do all the subjects I want?</b>	In short... no! We will talk to students and parents about preferences and offer advice to ensure everyone is on the right combination of courses for them. This may be limited by group size, teaching time or timetable clashes.
<b>Are there any combinations I can't do?</b>	Yes. subjects that are very similar eg. Art and Photography, GCSE PE and Sport are not allowed or Child Development and Health and Social Care as there is too much overlap in the content.
<b>How much time will I spend on each subject?</b>	Your Key Stage 4 curriculum will be 30 sessions of 100 minutes per fortnight. Currently, most students will follow: 4.5 lessons of English 4.5 lessons of Maths 6 lessons of Science 2 lessons of PE (core) 1 lesson of Ethics 4 lessons each of 3 pathway subjects (12 lessons in total)
<b>What grades will I get?</b>	Most subjects will be awarded with a numbered grade: 9 is the highest and 1 is the lowest. Some subjects award other grades eg. pass, merit, distinction, distinction* All courses are at the same level and carry the same value
<b>How good is each grade?</b>	Achieving a grade 9 is very challenging – only 3% in the whole country will do so in each subject Grade 4/5 is equivalent to an old grade C
<b>What subjects or combination should I select?</b>	Read about all the courses before you start to decide. Select subjects that you enjoy and are good at. Be selfish – don't follow your friends.
<b>What is the Ebacc and is it important?</b>	The Ebacc is recognition of a broad and balanced academic curriculum. Competition for sixth form and university places is fierce and you are better placed if you achieve the Ebacc. You will earn the Ebacc if you achieve Grade 5 in English, Maths and Sciences with History <i>or</i> Geography and a language.
<b>What happens next?</b>	As we cannot guarantee that you will be able to follow all three of your main pathway preferences, we ask you to indicate three choices, plus a reserve on your Pathways Form. You will be emailed this Pathways Form in February.
<b>Last words of advice...</b>	Take your time to read all the information, talk to teachers, and talk to current Year 10 & 11. This is <i>not</i> a "first come first served" process – getting your form back first does not guarantee a subject.



# Courses on offer

## **All students complete the core subjects:**

- English Language
- English Literature
- Mathematics
- Combined Science
- PE (non-examined)
- Ethics (non-examined)

## **All students must select *one* subject from this list:**

- Geography
- History
- Spanish

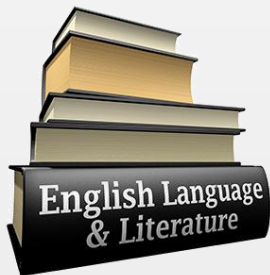
## **All students can then select *up to two* further subjects from the list below (subjects must be different to the one chosen above):**

- Art and Design: Fine Art
- Art and Design: Photography
- Design Technology
- Drama
- Geography
- Health and Social Care
- Child Development
- History
- Hospitality and Catering
- Music
- Physical Education
- Spanish
- Sports Studies
- Religious Studies

**Each student can select a maximum of three subjects from the *non-core* subjects listed above**







# English: Language & Literature

During English, all students will study for two GCSE qualifications: English Language and English Literature.

## Aims of the course

The course continues the work you have done in Years 7, 8 and 9. Many of the aims of the course are the same as they were for Key Stage 3: to give all students the opportunity to become confident speakers, enthusiastic readers and skilful writers.

You will build on the skills you already have, developing your ability to speak and write in depth on many different topics.

## Course contents

*English Language:* you will read a wide range of texts including 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century fiction as well as literary non-fiction. You will develop critical reading skills and use the knowledge gained from your wide reading to inform and improve your own writing. In addition, you will develop skills in using, understanding and listening to spoken language.

*English Literature:* you will read and explore a wide range of literature across the major genres, including modern texts and classic literature. The emphasis, underpinned by a skills-based approach, is on building your confidence in developing fresh, individual responses to texts.

## Post-16 opportunities

Any post-16 course will require the skills of speaking, listening, reading and writing.

You might go on to study for vocational qualifications after the age of 16; in these, communication skills are vitally important.

Alternatively, you might study English, Media or Film Studies at post-16 level, which you may develop further at a college or university.

## Qualification details

### Two GCSEs (9-1)

English Language (AQA 8700) (100% exam)

*plus*

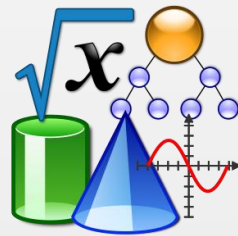
English Literature (OCR J352) (100% exam)

[Return to contents](#)





# Mathematics



## Aims of the course

The course aims to build on the knowledge and skills already developed at Key Stage 3. These include:

- Developing fluent knowledge, skills and understanding of mathematical methods and concepts
- Using mathematical techniques to solve problems
- Reasoning mathematically
- Communicating mathematical information

## Course content

GCSE Mathematics prepares students to be able to solve problems in real life as well as within mathematics itself. Students will be taught how to:

- Solve both routine and non-routine problems
- Develop fluency in using a range of number skills
- Explore algebraic relationships and use them to solve problems
- Explore and use shape and space to solve problems
- Analyse data using a variety of methods
- Reason mathematically
- Make deductions
- Make inferences
- Draw conclusions

We prepare our students for the exam at two tiers of entry: Foundation (grades 1-5) or Higher (grades 4-9), depending on their potential and estimated grades.

## Post-16 opportunities

Employers and further education providers regard GCSE Mathematics as an essential qualification.

There is a national expectation that students achieve at least a grade 4. Young people are required to study Maths and English until they achieve at least that standard or are over 19 years old.

## Qualification details

Mathematics GCSE (9-1) (Edexcel 1MA1)







# Science

Students will study Combined Science GCSE (a mixture of Biology, Chemistry & Physics leading to two grades)

## Aims of the courses

- Making sense of Science in our everyday lives
- Learning how to work scientifically
- Acquiring knowledge and skills needed for further study in the Sciences
- Encouraging students to take responsibility and ownership for their learning

## Course contents

Science lessons are split up into Biology, Chemistry and Physics each taught by a specialist teacher. This course also assess students ability to carry out, analyse and evaluate core practical activities. 20% of assessment in Science will test mathematical competencies.

## Post-16 opportunities

Science GCSEs are recognised as ideal qualifications for entry into all post-16 Science courses. They are also very important for access to many industries, such as banking, retailing, the service industries and engineering. Learning Science not only broadens your knowledge of how the world works but also offers you many transferrable skills

## Qualification details

Combined Science: AQA Trilogy (8464)





# Core PE



All students participate in core PE and will continue to enjoy the same broad offer of sports they encountered at KS3. However, core PE at this stage is based on engagement and lifelong enjoyment of PE and Sport. Students are only assessed on their attitude towards the lessons.

## Aims of Core PE

- Develop skills in a variety of sports.
- Develop the use of skills, tactics and compositional ideas.
- Develop the ability to evaluate and improve performance.
- Extend knowledge and understanding of fitness and health.
- Encourage a physically active lifestyle.
- Improve confidence and the ability to lead others.

## Course content

All students take part in core PE lessons throughout Years 10 and 11. It is supported by the fundamental science that physical activity and exercise is vital for all aspects of health – be that emotionally, socially or physically.

Students in KS4 elect to follow a pathway of activities. Each activity lasts a half term. The following are example activities that could be offered within the pathways students choose from:

- |                |                          |
|----------------|--------------------------|
| • Badminton    | • Rounders               |
| • Handball     | • Cricket                |
| • Football     | • Softball               |
| • Netball      | • Kinball                |
| • Basketball   | • Four Square            |
| • Dodgeball    | • Flag Football          |
| • Pickleball   | • Ultimate Frisbee       |
| • Table Tennis | • Danish Longball        |
| • Volleyball   | • Health Related Fitness |
|                | • Athletics              |







# Geography

## Aims of the course

To understand how different environments are formed; how people interact with the environment; local, national and global issues and events

## Course content

*Living with the Physical Environment:* this unit explores the world around us and the ways that we interact with all aspects of the physical environment:

- Natural Hazards: How are people affected by earthquakes, volcanoes and tropical storms? What are the causes and effects of climate change and can it be prevented?
- Ecosystems: What are the characteristics of ecosystems and biomes? How are humans impacting tropical rainforests and hot deserts?
- Coastal and river landscapes in the UK: An investigation into the physical geography of the UK. Exploring the landscape of our islands using map skills to develop an understanding of geographical features.

*Challenges in the Human Environment:* this unit covers the key challenges facing our ever-growing population:

- Urban issues and challenges: Investigating how rapid population change leads to the development of megacities and the impacts of this on quality of life and deprivation.
- Economic development: Discovering how countries can develop differently, including global shifts in economic power.
- Resource management: Studying the major resources necessary for human development, covering the global distribution of resources and food management.

*Fieldwork and Skills:*

- Fieldwork: two fieldwork trips, one looking at coastal features along the Norfolk coast and one looking at local issues in Cambridge
- Skills: Analysis of sources, using geographical knowledge and understanding to answer a key question based on an aspect of the course.

## Students best suited to this course

You will have enjoyed Geography at KS3 and want to know more about the world and its people.

## Post-16 opportunities

The wide range of skills developed during the GCSE makes Geography a well-respected subject by universities and employers alike.

## Qualification details

Geography GCSE (AQA 8035)

[Return to contents](#)







# History

## Aims of the course

Develop understanding of important events in British and wider world history;

Explore the diversity of human experience in Britain and beyond

Engage in historical enquiry to develop critical and reflective thinkers.

## Course content

*Migration to Britain c.1000-2010 + Impact of Empire on Britain 1688–c.1730*

What does it mean to be British in the twenty-first century? In this exciting new course students undertake a thematic study allowing them to track the experiences of a range of migrant groups on their arrival to Britain, looking at key issues surrounding acceptance; the impact of immigration on culture; and the development of modern, multicultural Britain. Starting with the Norman invasion and finishing with European migration in the twenty-first century, students use a range of sources to piece together the stories of communities who have made Britain their home.

*International Relations 1918–1975 + USA 1919–1948: The People and the State*

This thematic study allows students to critically evaluate historians' views of key events in twentieth-century history, with particular focus on the causes of WWII and the Cold War. Our exciting trip to Berlin in October of Year 11 directly supports our study of the Cold War. Students are then transported back to the 'Roaring 20s' for our depth study to look closely at US society and government policy in this fascinating time period. The course includes economic boom in the 1920s; depression in the 1930s; race riots in the 1940s; the impact of WWII on US society.

## Students best suited to this course

This course is suited to students interested in learning about the stories of the past, who enjoy searching for answers and reaching conclusions through source analysis, discussion and debate.

## Post-16 opportunities

History students are encouraged to be critical consumers of information, with strong essay-writing abilities in addition to excellent evaluation and judgement skills. This continues to make History a very popular subject with employers, sixth forms and universities. Students of History will be open to A-Level and further study in courses such as History, Politics, Philosophy, English Literature, Philosophy and Ethics, Ancient History, Classical Civilisation and Law.

## Qualification details

History A (Explaining the Modern World) GCSE (OCR J410)

[Return to contents](#)





# Spanish



## Aims of the course

Students will continue to improve their knowledge and understanding in speaking, listening, reading and writing skills. They will also develop their competence in grammar and translation.

## Course content

GCSE Spanish courses build on our students' language skills from KS3. They will revise, consolidate and further develop their linguistic abilities in many familiar themes and topics as well as exploring new topics such as customs and festivals, and global issues.

- *Theme 1 People and Lifestyle:* Identity and relationships with others, healthy living lifestyle, education and work.
- *Theme 2 Popular Culture:* Free-time activities, customs, festivals and celebrations, celebrity culture.
- *Theme 3 Communication and the World around us:* Travel and tourism, including places of interest, media and technology, the environment and where people live.

All four skills are assessed at the end of Year 11 and are equally weighted (25%):

- *Speaking:* Students will take part in a lively conversation with their teacher, which involves describing a photo, reading aloud, performing a role-play and having a general conversation.
- *Listening:* Students will be expected to understand statements, short and long conversations, and longer passages in the target language as well as transcribe a dictation.
- *Reading:* Students will be expected to respond to questions in English and in the target language, read and answer questions on a short extract from a literary text and translate a short passage from the target language into English.
- *Writing:* Students are required to do three written tasks. These tasks vary depending if students are foundation or higher tier. Both tiers will be required to translate a short passage into the target language.

## Students best suited to the course

Students who study a Spanish GCSE could open up more options for themselves when looking ahead to post-16 and post-18 choices. Many universities now ask for students to have a language GCSE as an entry requirement. Many employers are actively seeking employees who have at least a GCSE in modern foreign languages.

## Post-16 opportunities

You can do A-Level Languages and studying a language beyond a Level 3 course (A level/IB) opens up employment opportunities and the world to our learners.

## Qualification details

GCSE Spanish (AQA 8698)

[Return to contents](#)





# Fine Art: Art & Design



## Aims of the course

We feel passionately that our students learn the value and context of Fine Art; that art and cultural production are a reflection of our society. It is important for our students to participate in creating original artwork to become part of this narrative.

The curriculum is designed to enable students to become proficient in a range of selected Fine Art disciplines such as drawing and painting, printmaking, digital media and sculpture through more in-depth study.

We want our students to establish a fluent understanding of visual language and use visual communication sensitively to document their artistic journey

## Course contents

The skills taught in KS3 Art are built upon and expanded on in our KS4 curriculum. There is greater emphasis on personal thematic working, which allows for a more individual approach and sustained study. Students will:

- develop and explore ideas through contextual influences
- select and experiment with appropriate media, materials, techniques and processes
- record ideas, observations and insights through drawings and other forms
- present personal and meaningful responses

The GCSE Fine Art course consists of 60% Unit 1 coursework in which students will create a personal portfolio of work through their sketchbook studies and sustained outcomes and 40% from the Unit 2 externally set exam.

## Students best suited to this course

Students best suited to the Fine Art GCSE will be expressive, organised individuals with a good imagination, patience and a flair for exploring a diverse range of creative skills. They will also show a keen interest in strengthening their awareness of past and present visual culture. Students taking this pathway will be expected to attend all after school Art sessions and any extra-curricular workshops to which they are invited during their course.

## Post-16 opportunities

Studying a creative subject at GCSE will enhance your aptitude in other subjects and give you a powerful understanding of visual language. This could lead to careers in Art & Design, Interior Design, Architecture, Graphic Design, Photography and Art History.

## Qualification details

Art and Design (Fine Art) GCSE (Edexcel 1FA0)

- Personal portfolio 60% *and* externally set exam 40% of final grade (10-hours)







# Photography

## Art & Design

### Aims of the course

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

### Course contents

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. Students will develop a practical knowledge and understanding of:

- the use of formal elements to communicate a variety of approaches
- the camera and its functions, including depth of field, shutter speed, focal points and viewpoints
- the application of observational skills to record from sources and communicate ideas
- the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- the use of digital and/or non-digital applications.

### Students best suited to this course

Students best suited to Photography will be **expressive, organised** individuals with good **imagination** and a flair for exploring a diverse range of creative skills. GCSE Photography students also need to be hard-working, motivated, self-disciplined and conscientious.

### Post-16 opportunities

If you intend to take A level Photography, the GCSE is now a requirement.

- A level and AS level Art, Photography, Graphic Design or Art History.
- Make-up and beauty.
- BTEC Art Foundation.
- Degree courses leading to many pathways in film and TV, designing, or further Art and Art History studies.

### Qualification details

Art and Design (Photography) GCSE (Edexcel 1PY0)

- Personal portfolio 60% *and* externally set exam 40% of final grade (10-hours)





# Drama



If you are creative and enjoy acting, designing or analysing drama then this is the GCSE for you. GCSE Drama puts the practical first; lessons include energetic and focused activities that allow students to explore texts and devise stimuli with others, therefore teamwork is at the heart of this qualification and a commitment to others is essential. During the course, you will gain experience in all aspects of theatre through specialist acting coaching, opportunities to direct others, design costume, set, lighting, props, puppets as well as visiting the theatre and analysing the work of professionals.

## Aims of the course

This course encourages students to become confident performers and designers with the skills they need for a bright and successful future. The study of Drama can help you develop transferable knowledge and skills, that includes working with others, problem solving, and communication and performance events.

## Course contents

In GCSE Drama, you will have the opportunity to create your own work, as well as look at plays written by other people. The course is in three components:

- **Component 1:** You will practically explore and study one complete performance text set by the exam board, and take a written exam, which asks for your ideas on how to bring it to life. You will also evaluate a piece of theatre that you have seen. In this component you will also be taught about certain roles and responsibilities in the Theatre and about Stage Configurations
- **Component 2:** You will create and develop a devised piece of theatre and write an accompanying Logbook. The Logbook focuses on your initial thoughts, the devising process itself and finally evaluative and analytical response to the creation and performance of the piece
- **Component 3:** You will perform two extracts from a pre-existing play as part of a group, pair (duologue) or solo (monologue). Your teacher will help you choose the play that best suits you and your ability

## Students best suited to this course

Students will be energetic, creative and excellent communicators. They will have an active imagination, be willing to take risks and will enjoy working alongside others to reach a common goal. Most of all, they will enjoy their Drama lessons, the practical elements of the course, and will be interested to develop their skills and techniques through experimentation and feedback from their teacher.

Students will spend time outside of school hours on their practical work to ensure it is of the highest quality as well as attend trips and workshops organised by the school.

## Post-16 opportunities

This is excellent preparation to enhance your skills for further study of the arts in Drama and Theatre Studies, Film Studies or English Literature and the course will provide you with the tools you will need to apply for Drama School. Transferrable skills are useful in Politics, Teaching, Law, Marketing, Business, Writing or Media/Reporting to name a few.

## Qualification details

Drama GCSE (AQA 8261)

[Return to contents](#)







Learn about a range of modern and relevant technologies, materials and processes; understand and apply design processes, considering needs of themselves and others; use creativity to design and make prototypes that solve real and relevant problems.

To make effective design choices, students will need technical knowledge and understanding in: new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.

In addition, students will develop knowledge of specialist technical principles including: selection of materials and components forces and stresses, ecological and social footprint, using and working with materials, scales of production, specialist techniques and processes. These technical principles will mostly be related to woods and metals.

Students will apply knowledge and understanding of designing and making in relation to: investigation and research; environmental, social and economic challenge; communication; prototype development; selection of materials and components; material management; specialist tools, equipment, techniques and processes.

Students who enjoy design, are practically minded, self-motivated and have good time management skills. There are practical elements to this course so some practical aptitude and fervour will be required. There is a considerable amount of theory underpinning the key concepts and contributing to the final course grade in the design folder and written exam. Students who enjoy and flourish on this course are willing to combine their theoretical knowledge with their practical skills whilst showing creativity and enthusiasm when creating and developing their own models and designs.

You will want to learn from the wider influences on D&T including historical, social, cultural, environmental and economic factors. You will have an interest in technical design and manufacture including design processes, material technique and equipment.

Earning the GCSE in D&T shows an awareness of new and emerging technologies coupled with an interest and passion for solving problem and making lives better. It is a pathway to a range of courses.

## Design and Technology GCSE (AQA 8552)

Exam 50% & coursework 50%





# Health & Social Care



## Aims of the course

To understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings using a real life perspective

To develop learning and practical skills that can be applied to real-life contexts and work situations

To think creatively, innovatively, analytically, logically and critically

To develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

## Course content

Students must study two mandatory units and then choose one additional unit. In the past, the focus has been on the following, although there is a strong element of choice in the optional units:

- Principles of care in health and social care settings (Mandatory exam 40%)
- Supporting individuals through life events (Mandatory coursework 30%)
- Health promotion campaigns (Optional coursework 30%)

*These are subject to change according to groups' individual strengths and needs.*

## Students best suited to this course

We expect students to be well motivated, organised and able to work independently. They should have good ICT skills. The course requires a large volume of coursework to be completed to a very high standard in order to achieve a good grade.

## Post-16 opportunities

The course provides a good foundation for learners to progress on to study similar courses at college and sixth form. Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at Level 3 or following the A Level pathway.

In addition to this, it offers a pathway into apprenticeships such as Apprenticeship, Allied Health Profession Support, Dental Nursing, Health and Social Care, Healthcare science assistant, Maternity and Paediatric Support (if available at the time).

## Qualification details

OCR Cambridge National Health and Social Care Level 1/ Level 2 J835

Please note that it is highly unlikely that we will run both the Health and Social Care and Child Development courses. We will gauge interest before deciding which course will run.

[Return to contents](#)





# Child Development



## Aims of the course

To understand and apply the fundamental principles and concepts of Child Development and develop practical skills that can be applied to real-life contexts and work situations.

To think creatively, innovatively, analytically, logically and critically.

To develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

## Course content

Students must study three mandatory units which include

- Health and well-being for child development (Mandatory exam 40%)
- Create a safe environment and understand the nutritional needs of children from birth to five years (Mandatory Coursework 30%)
- Understand the development of a child from one to five years (Mandatory Coursework 30%)

## Students best suited to this course

We expect students to be well motivated, organised and able to work independently. They should have good ICT skills. The course requires a large volume of coursework to be completed to a very high standard in order to achieve a good grade.

## Post-16 opportunities

The course provides a good foundation for learners to progress on to study similar courses at college and sixth form. Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at Level 3 or following the A Level pathway.

In addition to this, it offers a pathway into apprenticeships such as Early years practitioner, Teaching assistant, Children, young people and families practitioner.

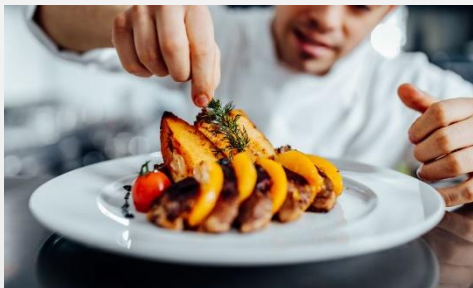
## Qualification details

OCR Cambridge National in Child Development Level 1/ Level 2 J809

Please note that it is highly unlikely that we will run both the Health and Social Care and Child Development courses. We will gauge interest before deciding which course will run.







# Hospitality & Catering

## Aims of the course

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; as well as businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within this sector with the majority of new roles falling within the 18-24 age group.

## Course content

The course develops 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. Students learn about issues related to nutrition and food safety, and how they affect successful hospitality and catering operations. Students develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

*Unit 1 (40%):* The Hospitality and Catering Industry – 2 hour written exam

*Unit 2 (60%):* Hospitality and Catering in Action – Internally Assessed Portfolio

## Students best suited to this course

Students who enjoy a challenge, are practically minded, self-motivated and have good time management skills. There are practical elements to this course so some practical aptitude and fervour will be required. There is also a considerable amount of theory underpinning the key concepts and contributing to the final course grade in the design portfolios and written exam. Students who enjoy and flourish on this course combine theoretical knowledge with practical skills whilst showing creativity and enthusiasm when creating and developing their own menus and recipes.

## Post-16 opportunities:

This course adds good breadth to any combination, and will be particularly beneficial to students who may consider a vocational catering course post 16 such as Hospitality and Tourism Management or Practical Food Safety Supervision for Catering. 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. All of these roles require further education and training either through apprenticeships or further and higher education.

## Qualification Details:

WJEC Level 1/2 Technical Award in Hospitality & Catering

[Return to contents](#)





# Music



## Aims of the course

- Engage actively in the process of music and communicate effectively as musicians
- Develop performing skills individually and in groups to communicate musically with fluency and develop composing skills to organise musical ideas
- Recognise links between performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of a variety of instruments, styles and approaches to performing and composing and also of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music and develop some awareness of musical chronology and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development
- Reflect upon and evaluate their own and others' music

## Course content

GCSE music encourages an integrated approach to the three distinct disciplines, performing, composing and appraising. Four areas of study develop knowledge and understanding of music through a variety of genres and styles in a wider context: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

## Students best suited to this course

These will be active musicians, playing or singing regularly in a group outside their classroom lessons, and those who enjoy composing and listening to various styles of music. Skill in music reading is an advantage, together with having instrumental lessons. A willingness to try something outside your comfort zone is positive.

## Post-16 opportunities

Music A level; Music Technology A level; IB Music; Music College; University; GNVQ and BTEC Performing Arts/Performance Studies; Performing Arts A level.

## Qualification details

Music GCSE WJEC Eduqas (40% exam and 60% coursework)

*Component 1 Performing:* minimum of two pieces, one must be an ensemble performance and the other piece(s) may be either solo and/or ensemble.

*Component 2 Composing:* two compositions, one in response to a brief set by WJEC. The second is a free composition for which learners set their own brief.

*Component 3 Appraising:* eight questions in total, two on each of the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.







# Physical Education

## Do you...

- Want to become a Personal Trainer or Sports Coach?
- Think that physiotherapy or PE teaching might be a career choice for you?
- Want the knowledge to keep yourself fit, healthy and active for life?
- Find the human body fascinating?
- Want to learn how to train SMART, not just harder?

## Course content

There are both theory-based and practical elements to the course:

- Physical Factors Affecting Performance (30%)
- Socio-Cultural Issues and Sports Psychology (30%)
- Practical performances (30%) to include both individual and team sports
- Coursework (10%) on Analysing and Evaluating Performance

## Students best suited to this course

Those who have a big interest in the theory behind physical activity and sport. Students must have shown good levels of ability in this subject during KS3. You must also have the potential to do well in the academic elements of the course. You must already be involved in extracurricular PE and regularly participating/competing at club level outside of school in at least one sport.

Students who select either of the "PE Pathways" will be placed on the most suitable course by members of the PE department who know them best.

## Post-16 opportunities

Success in this subject can lead to AS/A2-level study in PE, or equivalent Level 3 courses in subjects related to sport, exercise or leisure. It can also help in finding employment in the sport and leisure industry.

All courses will provide a solid foundation for further study and potential careers in the sport and leisure industry.

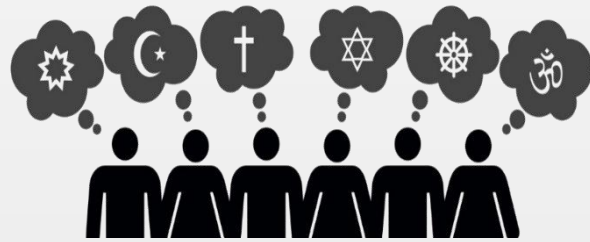
## Qualification details

OCR GCSE (9-1) Physical Education J587





# Religious Studies



## Aims of the course

Through the study of Religious Studies, students will:

- Consider and construct arguments and counter arguments regarding moral issues
- understand the core values of two of Britain's main religions, be able to identify misconceptions and challenge discrimination
- understand how religion, philosophy and ethics form the basis of our culture
- enjoy preparing for life in modern, multi-faith Britain

## Course content

### *Christianity and Islam*

This part of the course enables students to study two of the UK's main religions and understand their beliefs and practices as well as their differences. Students will discuss religious texts and learn how Christians and Muslims today are influenced by their faith.

## Thematic Studies

This part of the course encourages students to ask questions and consider different opinions regarding important ethical issues such as the death penalty, the use of weapons of mass destruction, war, the environment, animal rights, marriage, divorce, cohabitation and sexuality.

The issues are studied within four interesting and sensitive themes: relationships and families; religion and life; religion, peace and conflict; religion, crime and punishment. During the course students will formulate their personal views, contribute to debates and discuss religious responses. These units are popular with students who enjoy lively discussion, and support students in developing an understanding of different points of view.

## Students best suited to this course

This course is suited to those who enjoy searching for answers and formulating their own opinions through discussion or debate and those with an interest in current affairs.

## Post-16 opportunities

Students of Religious Studies develop analytical and critical thinking skills, the ability to work with abstract ideas and to learn, appreciate and understand different perspectives. These skills are significant in interacting with future employers, colleagues and social groups into adulthood. It will provide a strong basis for A level subjects such as Philosophy and Ethics, Sociology, Psychology, Religious Studies, History or Ancient History, Classical Civilisation, English Literature, Medicine and Law.

## Qualification details

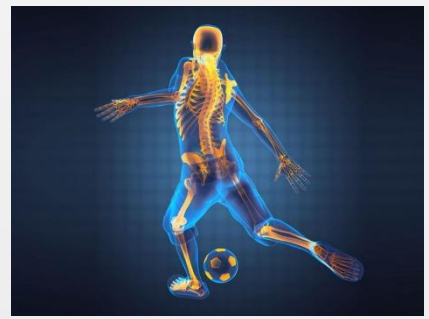
GCSE Religious Studies A (AQA 8062/MA)

[Return to contents](#)





# Sports Studies



## Aims of the course

- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Understand topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport
- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions
- Create a plan, write and evaluate an activity session, to further develop leadership skills
- Analyse their own performance to help improve themselves and their skills in sport
- Explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied

## Course content

The Sports Studies course has three units that students will be assessed on:

- Contemporary Issues in Sport: a theory component assessed through a written exam (40%)
- Performance and Leadership in Sports Activities: a coursework component which will be internally assessed (40%)
- Sport and Media: a coursework component which will be internally assessed (20%)

## Students best suited to this course

Those who have a big interest in the theory behind physical activity and sport. You must have the potential to do well in the academic elements of the course. You should have a thirst for knowledge regarding sport, training and leisure.

Students who select either of the "PE Pathways" will be placed on the most suitable course by members of the PE department who know them best.

## Post-16 opportunities

Success in this subject can lead to AS/A2-level study in PE, or equivalent Level 3 courses in sport, exercise or leisure. All courses will provide a solid foundation for further study and potential careers in the sport and leisure industry.

## Qualification details

OCR Cambridge National Sports Studies Level 1/Level 2 J829





# Subject Information Videos

For further information about the courses we offer, please click the link below or scan the QR code.

<https://sway.cloud.microsoft/SGJYtVJ6L22cE78u?ref=Link>



Return to contents





# Glossary

<b>A level/GCE</b>	Advanced-level exam (General Certificate of Education, a two-year Level 3 qualification)
<b>AQA</b>	Exam awarding body
<b>AS level</b>	Advanced subsidiary-level exam (one-year Level 3 qualification)
<b>BTEC</b>	Vocational qualification offered by Edexcel
<b>Cambridge National or Technicals</b>	Vocational qualification offered by OCR
<b>Controlled assessment</b>	Formal internal test, part of a qualification, when candidates must be within direct sight of the teacher
<b>EBacc</b>	English Baccalaureate: where students achieve a grade 5 or better across a specific range of subjects: English, Maths, Science, Language & Humanities
<b>Edexcel</b>	Exam awarding body owned by Pearson
<b>Eduqas</b>	Eduqas is the new brand from exam awarding body WJEC.
<b>FE</b>	Further Education
<b>GCSE</b>	General Certificate of Secondary Education (Level 2 qualification)
<b>IB</b>	International Baccalaureate (a European equivalent of A levels)
<b>OCR</b>	Exam awarding body (part of Cambridge Assessment)
<b>WJEC</b>	Exam awarding body. Eduqas is the new brand from WJEC.

