Braunton Academy
'Aspire and Achieve'

Key Stage 4 Pathways

2021-2023

Dear Parents/Carers and Year 9 students,

The Braunton Academy 2021 Year 9 Pathways Programme

We have now arrived at the time of year when students in Year 9 would normally engage with our Pathways Programme which is designed to help them to prepare thoroughly for the choices they need to make for their Key Stage 4 programme of study. Although many of the usual events cannot take place this year, we are still here to guide the students through the process with a series of online events and presentations. We hope this will help them to feel fully informed by the time they submit their choices.

The presentations from Heads of Department will outline the nature of the courses available looking in detail at the subject content covered and the particular demands of the subject. There will also be opportunities to speak to our Careers South West adviser about future pathways. Further information about how to make an appointment will be sent to you separately. Students should now start to think about their future goals and aspirations, their areas of strength and their areas of interest as this will all help to inform their choices.

Parents/Carers naturally play a vitally important role in this process, and this information booklet will give you details about the various subjects on offer and the Pathways process. This will then enable you to have informed discussions with your children about the next steps in their education. An introduction to the whole pathways process and subject information presentations will be available on the Academy's website from **Wednesday 10th February.**

Over the course of the next two years, most of our students will study 9 subjects (GCSEs, equivalent qualifications or vocational qualifications) which will enable them to enjoy and benefit from a broad range of study at Key Stage 4. This will equip them with the skills and qualifications required for future study, training and employment. Where it is appropriate, a small number of students will have a supported study option which would reduce the number of subjects studied overall. High attaining mathematics students will have the opportunity to study and take GCSE Statistics in addition to their other subjects. We also work with other local providers to run a small range of vocational courses for those students who have particular career aspirations in these areas.

I hope that the pathways that we have designed, and the options within the pathways, will allow all our students the chance to 'Aspire and Achieve' giving them the best opportunities for future progression and success.

Yours faithfully

Mrs M Frost
Deputy Headteacher

Mr A Parsons
'Aspire' Leader

The Grading of Qualifications

Over the last few years, the government has changed the qualifications and assessment schemes in relation to courses that students undertake.

The main features of the GCSEs are:

- A grading scale of 9 to 1 is used, with 9 being the top grade.
- A grade of 5 or above is considered to be a 'strong pass'.
- A grade of 4 or above is considered to be a 'standard pass'.
- Assessment is mainly by exam. Some subjects still retain an element of coursework where it is needed to test key practical skills. These elements are called NEAs.
- Some subjects offer a tiered approach to examinations (science, mathematics, French, German,) whereas all others have just one tier of entry for all students.
- Courses are designed for two years of study with terminal examinations at the end of the course.
- Students who do not achieve a Grade 4 in English Language and mathematics will be required to re-sit these subjects post-16.

The main features of OCR Nationals and NCFE Level 1 /2 courses which are equivalent to GCSEs are:

- They operate a different grading scale to GCSE. (See below)

OCR NATIONAL / NCFE	
Level 2 Distinction *	
Level 2 Distinction	
Level 2 Merit	
Level 2 Pass	Equivalent to GCSE Grade 4
Level 1 Distinction	
Level 1 Merit	
Level 1 Pass	

- They offer students the opportunity to sit modules at different points in the year.
- Modules can be taken more than once if required.

Literacy and Numeracy

For each subject on offer we have indicated to what extent literacy and numeracy skills feature in the course and the final assessments. This is there purely to act as a guide.

A rating of 5 would indicate that there is a high level of literacy or numeracy content in the course whilst a rating of 1 would indicate that there is less emphasis placed on those elements in the assessment elements of the course.

The English Baccalaureate (EBacc)

The government has placed increasing emphasis on student achievement in a suite of core academic subjects called the EBacc. In order to achieve the full EBacc, students will need to secure a 'strong' pass (Grade 5 or above) in the following subjects:

- English Language **or** English Literature
- Mathematics
- Sciences (two GCSEs from Combined Sciences or any two from Biology, Chemistry, Physics or Computer Science.)
- History or Geography
- A foreign language

NB: It is not compulsory that students select their subjects with the EBacc in mind however it is important to note that some universities ***may*** look for the EBacc as part of their entry requirement for some subjects in the future.

If you wish to check the entry requirements for a particular course, college or university, you can visit the UCAS website which is full of information about options post 18.

https://www.ucas.com/

The EBacc subjects provide a broad basis for future choices in a wide range of subject areas. For this reason we advise that students consider this route very carefully. Students wishing to attend University College London in the future will be required to have a GCSE in a Modern Foreign Language.

You will find an information leaflet produced by the Department for Education about the EBacc at the back of this booklet. Please discuss this option with us if you are unsure whether this the right route to take.

Non-Examined Courses

In addition to the suite of GCSEs that each student chooses for their 'Pathway', they will also study the following non-examined courses as part of their KS4 curriculum. These form part of the National Curriculum requirements for students in this age group.

They are:

- Physical Education (Core PE)
- Religious Education
- Personal, Social, Health and Economic Education (PHSEE)

KS4 Pathways

EBacc

Pathway 1 Triple Science and EBacc

For students considering a future career in a science related subject and for whom the EBacc range of subjects will keep options open for university applications and career pathways in the future.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Biology GCSE
- Chemistry GCSE
- Physics GCSE
- History or Geography GCSE (NB: Both subjects can be chosen if the remaining open choice slot is used.)
- French or German GCSE (NB: Both subjects can be chosen if the remaining open choice slot is used.)

Open Choice Choose ONE additional subject from the following options.

History	Philosophy & Ethics (RE)	Drama	D&T Product Design
Geography	Health & Social Care	Music	D&T Textile Design
French	Enterprise & Marketing	Art and Design	Engineering
German	Physical Education	Vocational Courses	Food Preparation & Nutrition
Computer Science			

Pathway 2 Trilogy (Combined) Science and EBacc

EBacc

For students looking for a broad and balanced programme of study that also includes the core academic subjects. This route also keeps options open for university applications and career pathways in the future.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Trilogy (Combined) Science GCSE (two GCSEs equivalent)
- History or Geography GCSE (NB: Both subjects can be chosen if one of the remaining open choice slots is used.)
- French or German GCSE (NB: Both subjects can be chosen if one of the remaining open choice slots is used.)

Open Choice Choose TWO additional subjects from the following options.

History	Philosophy & Ethics (RE)	Drama	D&T Product Design
Geography	Health & Social Care	Music	D&T Textile Design
French	Enterprise & Marketing	Art and Design	Engineering
German	Physical Education	Vocational Courses	Food Preparation & Nutrition
Computer Science			

Pathway 3 Triple Science and Open Choice from Option Blocks

For students who intend to build their KS4 programme with an enhanced Science element. This would perhaps appeal to those students considering studying Science or a Science-related subject at university or pursuing a future career in a science-related area .

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Biology GCSE
- Chemistry GCSE
- Physics GCSE

OPEN CHOICE - Chose THREE additional subjects from the following options:

History	Philosophy & Ethics (RE)	Drama	D&T Product Design
Geography	Health & Social Care	Music	D&T Textile Design
French	Enterprise & Marketing	Art and Design	Engineering
German	Physical Education	Vocational Courses	Food Preparation & Nutrition
Computer Science			

Pathway 4 Open Choice

For students who wish to follow an individual pathway based on their skills, interests, university or career plans.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Trilogy (Combined) Science (equivalent to 2 GCSEs)

Option Blocks

Choose ONE subject from Option Block 1 and THREE other subjects from <u>either</u> Block 1 or 2.

BLOCK 1	BLOCK 2	BLOCK 2	BLOCK 2
History	Philosophy & Ethics	Drama	D&T Product Design
Geography	Health & Social Care	Music	D&T Textile Design
French	Enterprise & Marketing	Art and Design	Engineering
German	Physical Education	Vocational Courses	Food Preparation & Nutrition
Computer Science			

Technology Subject Advice

D & T Product Design and Textile Design have the same entry code and so only one of these subjects can be chosen.
Students choosing D & T should not also choose Engineering as there is some cross-over in the course content.

Information, Advice and Guidance

Timeline

From 10th February	Presentations made by subject leaders relating to courses are available on the Academy's website.
From 10th February	Three part presentation on the Year 9 Pathways process available on the Academy's website.
Monday 15th March	Pathways forms to be returned to tutors.
March/ April	Discussions with students and parents, if required.
Late April	Choices finalised.

How should you plan your Pathway?

Make your preference for the RIGHT reasons:

1. Consider **your** skills, strengths and interests.
2. Consider the nature of the subject matter and style of assessment for each course.
3. Think about what you might need in the future - for your career or for Further Education. There are many routes that you can take at 16 years old, so keep as many options open as possible.

Make sure that your choices are:

1. Well considered. Think hard about the Pathway that will suit you best.
2. Appropriate. Make sure that you select courses that you may wish to follow during Further or Higher Education.
3. Not influenced by friends' options or by which teacher you have—*these things can change!*

Pathway Choices

The school will consider your Pathway choices very seriously. It is hoped that students will be able to study the subjects they have chosen, **but** there are reasons why first choices can't always be allocated:

1. A course cannot not run if too few people have chosen it;
2. Some subjects you have chosen may clash on the timetable;
3. You may choose subjects for which you are unsuited;
4. Some subjects may be over-subscribed meaning that there are insufficient spaces for everyone.

In these cases, after discussion with students and parents, the school will have to make the final decision as to the courses students will follow and the students' **reserve choice** will be allocated. For this reason, please give careful consideration to this choice.

AQA GCSE English Language (code 8700) and Literature (code 8702)

Literacy Rating 5
Numeracy Rating 2

Did you know that English has official or special status in at least seventy five countries with a total population of over two billion people? Did you know that English is spoken as a first language by around 375 million people?

"Getting the language right is a major issue in almost every corner of society. No one wants to be accused of ambiguity and obscurity, or find themselves talking or writing at cross-purposes. The more we know about the language the more chance we shall have of success, whether we are advertisers, politicians, priests, journalists, doctors, lawyers - or just ordinary people at home, trying to understand and be understood." David Crystal.

English is a core subject and **all** students will be prepared for an appropriate GCSE in this subject. All students will also take GCSE English Literature. This will give students **two separate GCSEs**.

As part of the course you will:

- Develop and deepen your reading skills
- Extend and enhance your writing skills
- Prepare and present a spoken language presentation
- Become an independent, enquiring and analytical thinker
- Develop an understanding and appreciation of important literary texts from the 19th, 20th and 21st centuries.

Method of Assessment:
English Language:
Assessment will be by two exams in Year 11: Paper 1 and Paper 2 which both test reading and writing skills. Each paper is worth 50% of the total marks with equal marks available for reading and writing. Additionally, a Spoken Language Endorsement is assessed in school and reported separately but does not contribute to the final qualification. There are no tiers of entry.

English Literature:
Students enjoy reading what others have written and respond well to both fiction and non -fiction texts. The English Literature GCSE provides the opportunity for students to explore poetry, prose and drama texts in detail. They will develop invaluable transferable skills of interpretation and analysis as well being challenged to expand their imaginative responses and experiences. The study of Literature helps to develop emotional literacy.

Assessment will be by two terminal exams in Year 11: Paper 1 and Paper 2. Each examination is **closed book**: any stimulus material will be provided as part of the assessment. There are no tiers of entry. These exams are worth 100% of the total mark—there is no coursework element. Paper 1 is worth 40% of the overall marks and Paper 2 is worth 60%.

Teachers will select from the following texts:

Shakespeare – one from this list:
Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing, Julius Caesar.

19th Century Novel - one from this list:

R.L. Stevenson – *The Strange Case of Dr Jekyll and Mr Hyde*. Charles Dickens - *A Christmas Carol or Great Expectations*. Charlotte Bronte - *Jane Eyre*. Mary Shelley – *Frankenstein*. Jane Austen – *Pride and Prejudice*. Sir Arthur Conan Doyle – *The Sign of Four*.

Modern Texts – one from this list:

JB Priestley – *An Inspector Calls*. Willy Russell – *Blood Brothers*. Alan Bennett – The History Boys. Dennis Kelly – *DNA*. Simon Stephens – *The Curious Incident of the Dog in the Night Time* (PLAY SCRIPT). Shelagh Delaney – *A Taste of Honey*. William Golding – *Lord of the Flies*. AQA Anthology – Telling Tales. George Orwell – Animal Farm. Kazuo Ishiguro *Never Let Me Go*. Meera Syal – *Anita and Me*. Stephen Kelman – *Pigeon English*.

Poetry – one cluster of 15 poems from the two below:

Love and Relationships
Power and Conflict

Plus:
A wide range of poetry from a range of eras, styles and forms.

Future Study and Careers:
Journalism, teaching, writing, publishing, marketing and advertising, media and public relations, research and library roles, law.

Our Students Say…
"English is one of my favourite subjects. The fact that you can write whatever you want, fiction and non-fiction, really inspires me. Books bring new worlds to life and I enjoy reading about dystopian futures and alternative universes. English is brilliant, creative and fun."

"English has helped me to gain a great understanding and has aided me across the school curriculum, as well as giving me an insight into fantastic writers and literature."

GCSE Mathematics

Literacy Rating 2
Numeracy Rating 5

Just as languages provide the building blocks and rules we need to communicate, Mathematics uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.
Studying mathematics helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

As part of the course you will be able:

- To look for patterns and solve problems logically
- To use and apply mathematics
- To calculate accurately
- To manipulate algebra
- To work with shapes and measurement
- To handle data and analyse statistics

Method of Assessment:
Edexcel GCSE in Mathematics is a tiered qualification. There are two tiers: Foundation Tier - grades 1 to 5 available. Higher Tier - grades 4 to 9 available. The assessment for each tier of entry consists of three externally examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series. One of the three papers is non-calculator, the other two are calculator papers.

Future Study and Careers:
Accountancy, aerospace and defence, automotive, biosciences, business support services, construction, consultancies, education, engineering, geophysics and petroleum engineering, financial services, government, healthcare, insurance, IT and computing, manufacturing, media, metals and minerals, operational research, pharmaceuticals, recruitment, academic research, science, telecoms, transport/travel, utilities and many more.

Our Students Say…

"Learning maths is an enjoyable experience"

"Maths is fun and always keeps you on your toes"

"Maths gives you great opportunities and has inspired me to take A-Level maths."

GCSE Statistics
This subject is offered to high attaining students of Mathematics.

This course will involve some additional teaching which will take place in Period 6 each week.

Students should discuss this additional option with their maths teacher.

GCSE Combined Science: Trilogy

Literacy Rating 5
Numeracy Rating 5

This Double Award Science teaches biology, chemistry and physics in discrete topics. It will be taught by two science teachers, one teacher will cover the biology topics and half of the physics topics and the second teacher will cover the chemistry and the other half of the physics topics. You'll sit six exams and gain the equivalent of two GCSEs. You'll be well-prepared to study any of the A-level sciences afterwards.

As part of the course you will:

- Study all aspects of Science within discrete topics.
- Develop your practical scientific skills through a number of required practical tasks.
- Deepen your understanding of what it means to work scientifically.
- Use your numeracy and literacy skills to develop your scientific understanding.
- Prepare yourself for future scientific study.

Method of Assessment:

Six exams: two covering biology, two covering physics and two covering 'chemistry.
Duration: all of the papers are 1 hour 15 minutes in length.
Tiers: Foundation and Higher.
Weighting: the papers are equally weighted.

Future Study and Careers:

Combined Science Trilogy will allow you to go onto further scientific study through a variety of academic and vocational courses at Level 3. Examples of possible careers include:

Research scientist, careers in medicine, environmental science, park ranger, astronomer, surveyor, engineer, chemist, aviation, teacher, forensic science, occupational health and safety, sound engineer.

Our Students Say…

"Science in Year 10 was quite different to the lower years. You go over things you have done previously in much greater depth. You do brand new things and amazing new experiments."

" I have really enjoyed doing science, it enlightens you to the world around you and opens you up to a whole new perspective."

Triple Sciences

Literacy Rating 5
Numeracy Rating 5

Triple Science is a highly demanding course that is best suited to those students with further study and career aspirations in areas such as medicine and engineering. For those with a keen interest in pursuing this option, an early discussion with your science teacher is essential.

GCSE Biology
This engaging qualification provides an excellent foundation for A-level Biology and combines core biological topics including Cell Biology and Infection and Response, with the latest biological findings.
GCSE Chemistry
You'll learn a mixture of old and new topics – including the periodic table, Organic Chemistry and Energy Changes. You can progress to A-level Chemistry afterwards.
GCSE Physics
This qualification is useful, interesting and thought-provoking. You'll cover a host of interesting topics, including forces, electricity and space physics. Everything it covers will prepare you for the step up to A-level.

As part of the course you will:

- Study the three sciences separately with subject specialist teachers
- Develop you practical scientific skills through a number of required practicals
- Deepen you understanding of what it means to work scientifically
- Use your numeracy and literacy skills to develop your scientific understanding.
- Prepare yourself for future scientific study

Method of Assessment:
2 x 1hour 45 minute examinations for each of the three sciences (6 exams in total)
You will be awarded 3 separate GCSE grades (one for each science)
The types of questions will include: Multiple choice, structured, closed short answer and open response.
Foundation and Higher tiers are available

Future Study and Careers:
Research scientist, careers in medicine, environmental science, park ranger, astronomer, surveyor, engineer, chemist, aviation, teacher, forensic science, occupational health and safety, sound engineer.

Our Students Say…

"GCSE triple science is incredibly interesting, but it's also challenging. Unless you're willing to be challenged don't take triple science."

"Triple Science helps you to excel in the modern world as it covers material that is important in everyday life."

GCSE Computer Science

Literacy Rating 5
Numeracy Rating 5

In this day and age computing actually makes up a large percentage of our daily lives. Our communication with friends, our businesses, our entertainment, our travel is all controlled using computers. Choosing this modern subject will give you a greater understanding of how our world intertwines with technology and how that technology works to make everyday life easier for us.

As part of the course you will:

- Understand the inner workings of computer systems
- Look at the fundamental algorithms we use in everyday life
- Learn about cyber security in an increasingly hackable world
- Develop knowledge of computing programming to solve problems
- Learn about the environmental and social impact of computers

Method of Assessment:

NEA on coding a solution to a computer problem — 'The Programming Problem'
Computational thinking and problem solving examination.
Written assessment on theoretical knowledge of computing.
Students will complete two examinations at the end of the course worth 50% each.

Future Study and Careers:

Students can go on to study A-Level Computing at Petroc or similar colleges. At university, students could chose to study a broad range of computing subjects including; Network Management, Cyber-Security and Forensics, Video Game development, Digital Graphics, and Systems Analyst.

Our Students Say…

"Computer Science has given me many practical programming skills that I am now able to apply in a real world scenario."

"It's always interesting and great fun. It can be used later on in life if you want to become a programmer."

"Computer Science is good as you learn a large amount about computers and how to code. It's challenging and requires determination."

GCSE History

Literacy Rating 5
Numeracy Rating 2

***"He who knows only his generation... remains always a child".* Cicero, 106-43BC**

Through the study of our past, we understand more about our present – and thus become better prepared for the future.

By gaining a thorough knowledge of history – both in Britain and the wider world – students develop a greater comprehension of society and, in turn, their places within it. From a broader educational standpoint, students are empowered to think critically, assess evidence, discuss arguments and form judgements. But above all, we foster a love of learning which nurtures curiosity.

As part of the course you will:

- Study Crime and Punishment c.500-present day.
- Conduct an enquiry of the transportation system to Botany Bay in Australia in the 19th century.
- Investigate the development of the USA 1929-2000 including culture and economics, Black civil rights, international relations, the presidencies.
- Deepen your understanding of the Elizabethan Age 1558-1603 covering religion, politics, rebellion and war.
- Research Germany in Transition 1919-1939 from the Weimar Republic to the Nazi State.

Method of Assessment:
'Depth Study' Exam – 2 hours
The Elizabethan Age 1558-1603 (1 hour)
Germany in Transition 1919-1939 (1 hour)
'Breadth Study' Exam – 2 hours
The Development of the USA 1929-2000 (45 mins)
Crime and Punishment c.500-present day including a Case Study of Botany Bay (1 hour 15 mins)

There will be NO Controlled Assessment or coursework.

Future Study and Careers:
History students don't necessarily go on to become historians, archaeologists and museum experts. A solid grounding in the subject makes careers in law, journalism, politics, the Police and the armed forces more accessible.

Good historians need to be scientific, critical, observant and imaginative – and these qualities are the cornerstone of a multitude of career paths and life choices. Whether you're one of life's 'detectives' or 'archivists' – or somewhere in between – history has the capacity to both nurture talent *and* develop new skills.

Our Students Say…
"The course is difficult in terms of writing essays and adapting to the course expectations but the content is always interesting and engaging."

"History isn't an easy subject, but as long as you enjoy learning in detail about the past, and you are willing to put the effort in, you will enjoy the course."

GCSE Geography

Literacy Rating 5
Numeracy Rating 3

Geography – The world is your oyster! Study it and learn how today's world was shaped and understand the challenges and changes we face in the future! Geography in the 21st century is central to understanding the causes of these changes and their consequences in different places, including the problems they pose for sustainable futures of societies, resources and landscapes. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs), whilst being encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

As part of the course you will:

- Actively engage in the process of geographical enquiry to develop as effective and independent learners.
- Develop knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Appreciate that people have different views of, and attitudes to, the world, its environments and its issues.
- Develop and apply practical geographical enquiry skills.
- Undertake geographical investigations that include both primary and secondary data collection and presentation, analysis and drawing conclusions.
- Develop and apply learning to the real world through fieldwork. Develop their awareness of global issues and recognise the need for a sustainable future.

Method of Assessment:

Paper 1: Living with the Physical Environment -1 hour 30 minutes = 35%.
Paper 2: Challenges in the Human Environment -1 hour 30 minutes = 35%.
Paper 3: Geographical Applications -1 hour = 30%.

Future Study and Careers:

Geography could lead you to exciting career prospects. The Russell Group of top Universities consider Geography to be a key subject. According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.
The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.
Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

Our Students Say…

"GCSE Geography is a fun and engaging subject that is enjoyed by students who want to learn and discover new geographical ideas."

"GCSE Geography is very hard with lots of content to learn. It's harder than I expected but I am glad I chose it because it's one of my most interesting subjects and it's engaging!"

Modern Foreign Languages - GCSE French or German

Literacy Rating 5
Numeracy Rating 2

"A different language is a different vision of life." Frederico Fellini.

Taking a modern language has never been more important. In a highly competitive job market, students with a good GCSE in a foreign language are far more employable than those without. If you like the idea of an exciting future filled with travel, culture and communication then your best starting point is GCSE MFL at Braunton Academy.

As part of the course you will:

- Develop your understanding of grammar and how to use different tenses
- Become confident in spontaneous speech in the target language
- Be exposed to a range of authentic material and transactional language
- Learn to express opinions and develop your listening, reading and writing skills
- Study a range of engaging topics such as identity, future aspirations and global dimensions
- You may have the opportunity to take part in an exchange visit to France or Germany.

Method of Assessment:

25% listening exam
25% speaking exam
25% reading exam
25% writing exam

Future Study and Careers:

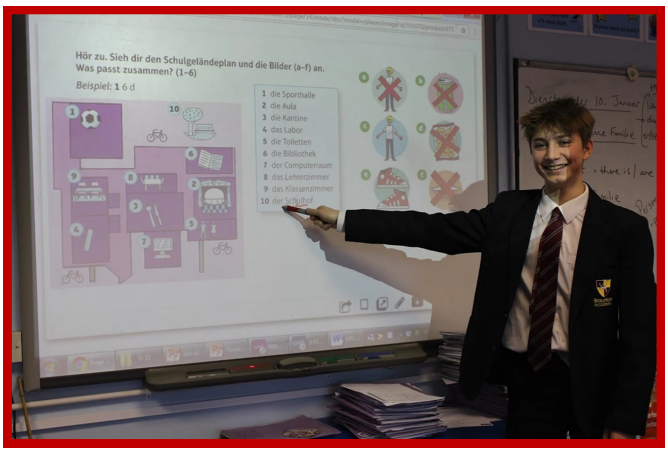
Business, Travel and Tourism, Translation, Interpreting, Education, Media, Journalism, Armed Forces, Law.

Our Students Say…

"Studying languages is totally awesome!"

"You learn about different cultures around the world, as well as their languages."

"Having a second language is a brilliant skill in the wider world."



GCSE Fine Art

Literacy Rating 3
Numeracy Rating 1

The GCSE Art course is designed to allow you to further your skills and to broaden your subject knowledge and understanding of Visual Arts.

It is a very practical course based around creating a portfolio (two projects) and a practical exam project in the Spring-Summer in Year 11.

As part of the course you will:

- Further develop your artistic skills
- Have a deeper understanding of other artists' work
- Have an opportunity to use a wide variety of materials
- Produce work as projects from exploration to final outcomes
- Learn how to create a sketchbook
- You will have the opportunity to take part in an educational visit during your course.

Method of Assessment:
60% portfolio forming two projects
40% practical exam, with a lengthy preparation period
Four areas of assessment are to do with: Research, Exploration, Recording and Final Outcomes.

All work is teacher assessed and staff give continual support and feedback throughout the course.
Project based coursework allows for independent choice and study to reflect interests and skills.
All work is moderated externally at the end of the course by a visiting AQA assessor.

Future Study and Careers:
Architect, animator, illustrator, graphic designer, photographer, textile designer, fashion designer, prop maker, painter, craft worker, product designer.

Our Students Say…
"It's the one lesson that I really look forward to on my timetable."

"If you enjoy art, definitely pick it as an option."

"I find Art relaxing."

GCSE Drama

Literacy Rating 3
Numeracy Rating 2

This course will help you to become a confident performer and designer with the skills you need for a bright and successful future. These skills, both theatrical and transferable will help to expand your horizons.

As part of the course you will:

- Devise drama
- Explore texts practically and work on two text-based performances
- Choose to develop as a performer, designer (lighting, sound, set, costume, puppets).
- Have the opportunity to attend at least two performances, one in school and one at a theatre, in each year of study.

Method of Assessment:

Understanding Drama - assessed as written exam, open book, 40%
Devising Drama - devising log and devised performance, 40%
Texts in Practice - performance of two extracts from one play as performer or designer, 20%

The written exam takes place at the end of the course, usually before other GCSE exams. The devising log and devised performance are marked by your teacher and then moderated. 'Texts in Practice' is marked by an external examiner.

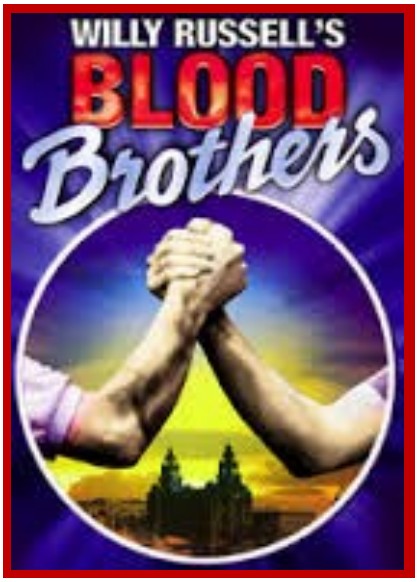
Future Study and Careers:

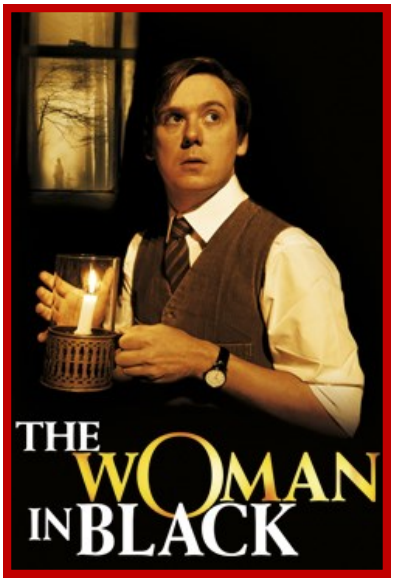
Actor, arts administrator, drama teacher, drama therapist, television production assistant, radio presenter, theatre director, Youth and Community worker, personnel manager, social worker, journalist, marketing manager, charities administrator.

Any profession in which confidence and the spoken word are important. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Our Students Say…

"Drama is not just about acting, you can work backstage as well."
"It's fun and you can express your feelings".





GCSE Music

Literacy Rating 4
Numeracy Rating 4

"Music can change the world because it can change people."
Bono.

Students who opt to study music follow the AQA GCSE syllabus. This involves performing, composing and appraising music throughout the two-year course.

As part of the course you will:

- Listen to, perform, and compose in a variety of different styles and genres of music
- Work with other musicians, both in and out of school, to widen your experience and understanding
- Develop music theory skills
- Enhance performance skills and self-confidence: students are expected to attend at least one extra-curricular ensemble
- Have opportunities to attend various concerts and workshops
- Develop further social, cultural, moral, and spiritual awareness

Method of Assessment:
The work assessed is 60% practical and 40% based on a final exam.

Unit 1: Understanding Music (40%)
This is a 90 minute examination that students sit in May of Year 11. Students will listen to music and answer questions based on the excerpts they hear. They will also answer questions about the set pieces they have studied.

Unit 2: Performing Music (30%)
The assessment will take the form of 4 to 8 minutes of solo and ensemble performance. Work will be recorded throughout the course and the best pieces will be submitted.

Unit 3: Composing Music (30%)
Two compositions will be submitted for assessment: one to a given brief and one free composition. The briefs allow for a wide variety of styles of music from rock to film to classical, and students are encouraged to work to their interests and strengths. The two combined compositions must be a minimum of 3 minutes. All work is done as coursework.

Future Study and Careers:
Studying music provides opportunities for the development of social, technical, creative and business skills, which can all help in acquiring the skills that define employability.

Careers and jobs in music-specific professions include: Performer, teacher, administrator, disc jockey, songwriter, conductor, composer, sound engineer, manager, piano tuner, music software developer, musical instrument maker or repairer, music therapist, agent, promoter, music publisher, roadie.

Our Students Say…
"It's enjoyable to do something practical and creative compared to the usual subjects. I enjoyed learning about our set works and using ideas from the Beatles pieces for my compositions and performances."

"GCSE Music is easily my favourite subject. We get to do lots of performing and composing in lessons which is a great way to let loose and express your emotions whilst having loads of fun."

GCSE Religious Education (Philosophy and Ethics)

Literacy Rating 5
Numeracy Rating 1

By studying different ethical and philosophical issues we can begin to understand how different communities have used both religious and non-religious traditions to shape and transform the world around us.

The study of ethics helps you to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what you go on to do in life. It will also help you to better live and work in our increasingly diverse society and changing world.

As part of this course you will:

- Study the beliefs, teachings and practices of two religions.
- Explore a wide range of issues ranging from abortion, euthanasia, animal rights, environment to questioning the origins of the universe as well as the idea of death and an afterlife.
- Examine the idea of justice, forgiveness and reconciliation, war and peace.
- Consider the reasons why people turn to crime, aims of punishment and their effectiveness and evaluating capital punishment.
- Investigate human rights, freedom of expression, types of prejudice, wealth and poverty.

Method of Assessment: 2 x 1 ½ hour exams

Paper 1: Study of religions: This will examine students understanding of the beliefs, teachings and practices of the two religions studied.

Paper 2: Thematic studies: This will consist of 4 topics as seen above, each with a 24 mark question. **There will be NO coursework element.**

Future Study and Careers:
Students of Ethics and Philosophy go on to careers in a wide variety of fields including teaching, medicine, social service, law, journalism, international business, diplomacy, and religious professions of various kinds.

Our Students Say…
"I enjoy Ethics as it opens up a lot of opportunities and allows me to express my opinions without judgement. It is also very interesting and you get to explore lots of different ethical issues."

"I really enjoy Ethics because it allows me to express my own opinion and have a better understanding of different cultures and religions."

GCSE Food Preparation & Nutrition

Literacy Rating 4
Numeracy Rating 3

In this GCSE course you will master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You will develop your knowledge and understanding of why people need to eat a balanced diet and the necessary changes they need to make through life to maintain a healthy lifestyle. Literacy and numeracy are a necessary part of the course and the majority of year 11 is spent working on NEA tasks. Understanding the meaning of key words is very important along with the ability to measure ingredients accurately and to evaluate your work.

You'll also develop transferable skills such as analysis, evaluation, communication skills, working independently, time management, the ability to interpret information and data.

As part of the course you will:
Focus on food preparation skills which will be broken down into five sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Method of Assessment:
Written exam at the end of the course covering the five sections stated above. This paper will be 1 hr 45min will count towards 50% of the final GCSE grade.
Non-exam assessment Task 1: Food Investigation (30 marks) – students will demonstrate the working characteristics, functional and chemical properties of ingredients.
Non-exam assessment Task 2: Food Preparation (70 marks) – students will demonstrate knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. They will be required to prepare, cook and present a final menu of three dishes.
(Task 1 & 2 make up 50% of the final GCSE grade)

Future Study and Careers:
Hospitality, catering, chef, food scientist, product developer, microbiologist, teacher, food journalist, food technologist, brewer, catering manager, food retail, baker, confectioner, nutritionist, diet consultant.

Our Students Say…
"I am very pleased that I chose this subject because it opens out a lot of career opportunities for me."

"I liked all the practical work but you do need to be organised every week and plan your time properly in lessons. This is because you are left to cook the individual products following your own time plan".

GCSE Design & Technology— Product Design

Literacy Rating 3
Numeracy Rating 3

GCSE Design & Technology offers a foundation in the principles of design driven problem-solving product design. This course will focus on building specialist knowledge of the material areas of wood, metal, plastic, paper and boards. The best designs for any products are born out of a need by a specific group of potential customers or end users. The course consists of a range of practical, design and theory lessons. These will be complimented with visits to local work places to see the theory in action. This course will allow you to take a creative career path in many areas and will enable you to move onto A Levels, apprenticeships and other further education courses.

As part of the course you will:

- Learn to solve design challenges using a range of techniques and processes.
- Create final prototypes using a number of different materials.
- Give you a clear understanding of the iterative design process (explore, create, evaluate with the end user in mind) which is used in industry where the problem to solve, and the people it affects are at the heart of all design decisions.
- Develop a more in depth knowledge of wood, metal, plastics & graphical skills – including CAD packages.
- Develop your critical and creative thinking.

Method of Assessment:

You will undertake a series of small projects involving practical and theory work to develop your clear design thinking, before embarking on the final NEA which will gain you 50% of the final GCSE grade. The remaining 50% of the GCSE is gained through the final exam (2hrs) at the end of the course. As part of the course you will also complete the core theory that explores all material areas relating to the subject of technology. This includes; systems and control, manufacturing processes, wood, metal, plastics, textiles & graphical skills.

Future Study and Careers:

Architect, systems designer, software developer, graphic designer, digital media designer, product designer, production controller, interior designer, magazine production, art worker, toy designer, product developer, industrial designer, Structural engineer, renewable energy designer, carpenter, marine engineer, project manager, CAD technician, teacher, aircraft designer, mechanical engineer, automotive designer and so much more.

This is a great all-rounder course that will give you a versatile set of knowledge and skills to take things further into the creative and engineering industries. It will also give you the skills to think outside the box in any career path which is what employers want, so will complement any other GCSE pathway choices you may make.

Everything we use day to day has been designed by someone. From the home we live in, the clothes we wear, the solutions created to combat our impact on the environment to the gadgets we use. Do you want to be someone that shapes and enhances our future in a positive way? Then pick this course and start your journey in designing a better world.

Have a look at this short film by the Design & Technology Association if you are thinking about any course in design and Technology: "D&T What is it… and why do we need it?" https://www.youtube.com/watch?v=6r8cr_AiOPM

GCSE Design & Technology— Textile Design

Literacy Rating 3
Numeracy Rating 3

GCSE Design & Technology offers a foundation in the principles of design driven problem-solving textile design. This course will focus on building specialist knowledge of the material areas of fibres and fabrics. The best designs for any products are born out of a need by a specific group of potential customers or end users. The course consists of a range of practical, design and theory lessons. These will be complimented with visits to local work places to see the theory in action. This course will allow you to take a creative career path in many areas and will enable you to move onto A Levels, apprenticeships and other further education courses.

As part of the course you will:

- Learn to solve design challenges using a range of techniques and processes.
- Create final prototypes using a number of different materials.
- Give you a clear understanding of the iterative design process (explore, create, evaluate with the end user in mind) which is used in industry where the problem to solve, and the people it affects are at the heart of all design decisions.
- Develop a more in depth knowledge of fibres and fabrics.
- Develop your critical and creative thinking.

Method of Assessment:

You will undertake a series of small projects involving practical and theory work to develop your clear design thinking, before embarking on the final NEA which will gain you 50% of the final GCSE grade. The remaining 50% of the GCSE is gained through the final exam (2hrs) at the end of the course. As part of the course you will also complete the core theory that explores all material areas relating to the subject of technology. This includes; systems and control, manufacturing processes, wood, metal, plastics, textiles & graphical skills.

Future Study and Careers:

Textiles Engineer, Interior Designer, Garment Designer, Print Designer, Trend forecaster, Machinist, Fabric Technologist, Fashion Stylist, Fabric Designer, Fashion Buyer, Textile Technologist, Embroidery Designer, Dyer/Colourist, Fashion Journalist, Costume Designer, Textile Manufacturer and so much more.

This course will give you a versatile set of knowledge and skills to take things further in the creative and design industries. It will also give you the skills to think outside the box in any career path which is what employers want, so will complement any other GCSE pathway choices you may make.

Everything we use day to day has been designed by someone. From the home we live in, the clothes we wear, the solutions created to combat our impact on the environment to the gadgets we use. Do you want to be someone that shapes and enhances our future in a positive way? Then pick this course and start your journey in designing a better world.

Have a look at this short film by the Design & Technology Association if you are thinking about any course in design and Technology: "D&T What is it… and why do we need it?" https://www.youtube.com/watch?v=6r8cr_AiOPM

Our Students Say…

"Best lesson of the week. I love all of the creative experimental work."
"The Textile Design GCSE really helped me with my future career as a fashion designer."

NCFE Level 1/ 2 Technical Award in Engineering

Literacy Rating 3
Numeracy Rating 3

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and be able to apply their learning as well as those learners who are motivated and challenged by learning through hands-on experiences.
The study of engineering is the application of maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. You will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation. The qualification focuses on an applied study of the engineering sector and you will gain a broad understanding and knowledge of engineering through practical hands-on tasks and associated theory work.
Knowledge and skills will be taught in modules, initially through theory work that will lead onto the practical application through a range of hands on tasks.

As part of the course you will:

· Understand engineering disciplines
· Understand how science and maths are applied in engineering
· Understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
· Understand engineering tools, equipment and machines
· Produce hand-drawn and Computer Aided Design (CAD) engineering drawings and understand how to read them
· Demonstrate production planning techniques and processing skills and techniques applied to materials for a manufacturing task
· Understand how to create, present and review art and design work

The disciplines that a learner will study within the qualification include:

· Mechanical. Electrical and electronic. Aerospace. Communications. Chemical. Civil. Automotive. Biomedical. Software.

Method of Assessment:

Unit 1. Written examination: 1 hour 30 minutes, a mixture of multiple-choice, short-answer and extended-response questions. 40% of the technical award.
Unit 2. Externally set synoptic project brief. The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. 60% of the technical award.

Future Study and Careers:

· Level 3 Applied General in Engineering. This qualification prepares learners for progression to higher education in the engineering sector.
· Level 3 Technical Level National Foundation Diploma in Engineering. This qualification prepares learners for progression into employment or onto an apprenticeship through specialising in a technical occupation in the engineering sector. Technical Level qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study
· A Levels in Maths, Further Maths, Biology, Chemistry, Physics, and Design and Technology. These will support progression to higher education.
· Learners could progress into employment or onto an apprenticeship.

GCSE Physical Education

Literacy Rating 4
Numeracy Rating 3

GCSE Physical Education encourages students to be inspired, motivated and challenged, and enables them to make informed decisions about further learning opportunities and career pathways. It also develops students' knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Students will also develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance whilst also understanding how the physiological and psychological state affects performance in physical activity and sport.

As part of the theory course you will develop a knowledge and understanding of:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences of sport and exercise
- Health, fitness and well-being

Practically, students will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas whilst understanding the contribution which physical activity and sport make to health, fitness and wellbeing.

Method of Assessment:
Paper 1 - The human body and movement in physical activity and sport
Written exam: 1 hour 15 minutes - 78 marks - 30% of GCSE
Paper 2 - Socio-cultural influences and well-being in physical activity and sport
Written exam: 1 hour 15 minutes - 78 marks - 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport (40%)
Assessed by teachers and moderated by AQA - 100 marks - 40% of GCSE

- Practical performance in three different physical activities in the role of player/ performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) - Assessed by teachers and moderated by AQA - 75 marks - 30% of GCSE

- Analysis and evaluation of performance to bring about improvement in one activity (Coursework) - Assessed by teachers and moderated by AQA - 25 marks - 10% of GCSE

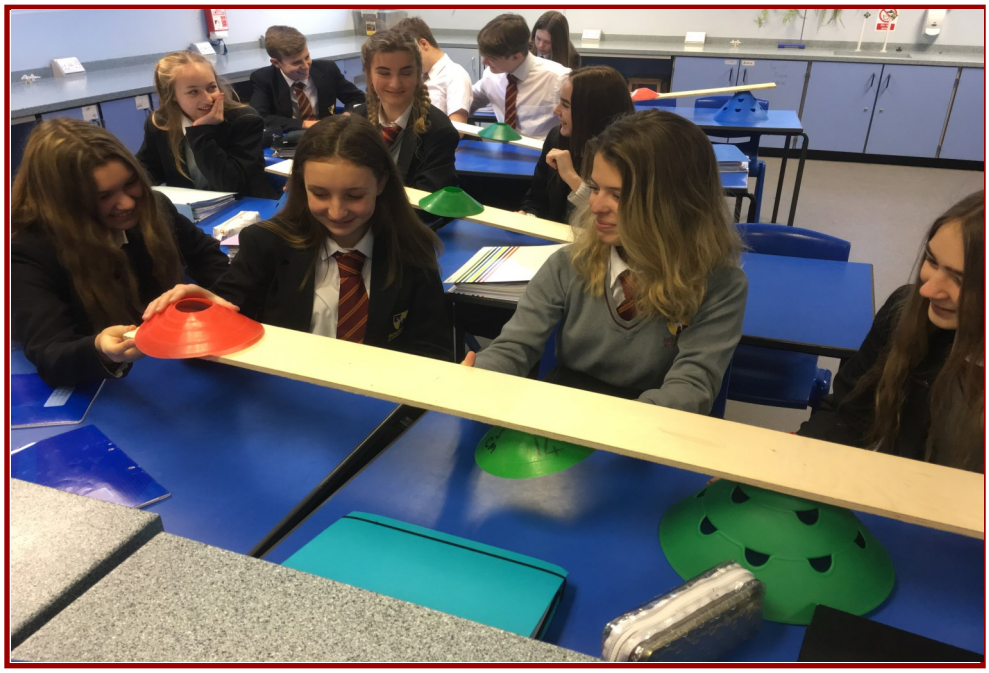
Future Study and Careers:

Future study options
A Level Physical Education; Level 2 BTEC Sport; Level 3 BTEC Sport and Exercise Science or Sport and Physical Development.
University – Bachelor of Science (BSC Hons) Sports Science, Sports Coaching, Sports Management etc. Bachelor of Education (BEd Hons) Primary and Secondary; Post Graduate certificate in Education (PGCE) Primary and Secondary.

Future careers
Sports scientist, sports psychologist, nutritionist, media and communications, physical education teacher, primary school PE specialist teacher, sports advertising, physiotherapist, professional athlete, journalism, sports consultancy, fitness instructor, personal trainer, sports coach, sports development, emergency services, leisure and tourism, armed forces, analyst, events co-ordinator, lifeguard, occupational therapist.

Our Students Say:
"GCSE PE can be quite a difficult subject but it is really enjoyable and rewarding. I have learnt so much about anatomy and physiology already and I'm looking forward to the next topic which is movement analysis."

"GCSE PE brings out the best in you even though it may be challenging at times you will always get through. The theory side can be quite hard and it involves a lot of writing but if you work hard, listen to your teachers then you will be rewarded when it matters most."



Level 1/2 Cambridge National Certificate in Health and Social Care

Literacy Rating 3
Numeracy Rating 2

Cambridge Nationals in Health and Social Care is a course designed to equip students with sound, specialist knowledge of skills needed in health, social care and early years settings. This includes the 'Values of Care' and the current legislation requirements, and the importance of softer skills such as communication.

As part of the course you will:

- Communicate and work with individuals in health, social care and early years settings
- Explore the essential values of care for use with individuals in care settings using basic first aid procedures
- Understand the nutrients needed for good health

Method of Assessment

Complete 4 units (2 in year 10 and 2 in year 11)
3 units will be assessed by long projects: these will include vocational elements like role plays and risk assessments.
1 unit will be an external exam (taken in June of year 10): Essential values of care for use with individuals in care settings
The exam can be retaken in January and June of year 11. The highest mark counts.
Each unit is work 25% of the mark.

Future Study and Careers

Nursery nurse, counsellors, care worker, health visitor, useful in any health, social care or early years careers.

Future study: BTEC Health and Social Care, BTEC Nationals Children's Play Learning and Development, A level in Health and Social Care, BSc (Hons) degrees in Health and Social Care.

Our Students Say…

"We enjoy having guest speakers and going to visit places like Caen Caterpillars."

"I like the fact that there are coursework elements as it allows us to build up our marks over the course."

Level 1/2 Cambridge National Certificate in Enterprise and Marketing

Literacy Rating 4
Numeracy Rating 4

Enterprise and Marketing is a course designed to allow students to explore key aspects of running businesses with a focus on enterprise and marketing. For those who wish to start their own business in the future or who wish to understand the impact of enterprise and marketing within the economy, this is an ideal course. The skills of working collaboratively and creatively and being able to solve problems are key areas of development within the course.

As part of the course you will:

- Learn about the techniques businesses use to understand their market and develop products; investigate what makes a product viable and understand how businesses attract and retain customers.
- Learn about key aspects of small businesses, including ownership and functional activities.
- Respond to a business challenge creating a researched and costed business proposal. You will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.
- Prepare for and pitch your own business proposal. Alongside developing a brand identity, you will investigate how to best promote your product and then plan and prepare a pitch.
- **Method of Assessment**
- Students will build up a portfolio of evidence covering a range of key skills during the course that will be assessed internally. This will be worth 50% of the overall qualification.
- External Assessment—students will sit one paper of 1 hour 30 minutes which is worth 50% in total.

Future Study and Careers

Market research, finance, accountancy, advertising, retail management, leisure and tourism, human resources / personnel, business management.

Our Students Say…

"

"So far the topics have been challenging but I've enjoyed them all."

"The course made me think about how I interact with businesses and now I have a greater understanding in this area."

VCTC Level 2 Certificate in Hairdressing and Beauty Therapy

Literacy Rating 3
Numeracy Rating 3

The hair and beauty sector has been and remains an extremely popular vocational area that many young people are enthused by and aspire to. The aim of the qualification is to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are prepared and equipped with knowledge, understanding and skills to pursue a career in any context.

As part of the course you will:

- Learn about the key sectors in the industry including hair, beauty, spa, barbering, and nail salons. You will also learn about how these are linked to other Industries.
- You will undertake theory and practical activities in a professional, well resourced commercial salon environment. This will help to support your learning and understanding.
- You will learn about why and how important the hair and beauty sector is for the economy. You will also learn about the products used, services and treatments provided in each of the sectors as well as career opportunities available. (Compulsory)
- You will learn how to plan a hair and beauty research project – you will produce a research proposal and conduct your research into a particular topic area of hair and beauty. (Compulsory)
- You will develop an understanding of design briefs throughout the hair and beauty sector. You will be set a specific design brief to research and present and justify your ideas, allowing you to be creative with your designs. (Option A)
- You will develop an understanding of the chemistry of hair and beauty products. You will also learn about the anatomy of the skin, hair and then produce a formulation for a hair and beauty product. You will have the opportunity to create and make your hair and beauty product using key ingredients! (Option B)

Method of Assessment

To complete this qualification all four units must be completed: 2 compulsory and 2 optional to at least **Pass** Level. Further attainment levels of a Merit, Distinction and Distinction* can be achieved. With each unit there will be a collection of portfolio evidence and a small written assignment. These are internally and externally assessed.

The compulsory unit **'Understanding the Hair and Beauty Sector' –** will be assessed with a scheduled online exam.

Future study and careers

This is a great pathway to any part of the sector if you have a genuine interest in hair and beauty. This course is a good foundation for progression to an apprenticeship, employment or any full-time college course You will leave with industry knowledge and along the way learn a range of transferable skills. These include; communication skills, problem solving, innovation and creativity, use of initiative, planning and critical thinking, self-management and the ability to work independently.

Our students say…

"Hair and beauty is a really good subject to take and is really good fun. You learn so much about the industry and learn how do a lot of practical things."

Physical Education - This is a non-examination course

It is compulsory for all students to participate in two sessions of Core Physical Education each week.

Therefore **all** students will continue to follow the Physical Education National Curriculum until the end of Year 11. The aim of this course is to enable all students to study, through active involvement, a variety of activities. Some modules will extend students' learning in activities covered at Key Stage 3, whilst others will introduce 'new' activities that give the students more ideas of how to lead a healthy active lifestyle after leaving school.

Each student is given the opportunity to select a pathway that best suits their interests. Students choose one of two Pathways that offer a wide selection of programs.

The two pathways are:

Option 1	Option 2
PE for Leisure, Recreation, Health & Fitness	**PE for Performance, Excellence, Health & Fitness**
Range of Indoor Activities	**Range of Indoor Activities**
Badminton Rock Climbing Trampoline Karate Benchball	Basketball Volleyball Benchball Dodgeball Handball
Range of Outdoor Activities	**Range of Outdoor Activities**
Cycling Orienteering Walking	Football Netball Rugby Hockey
Exercising Safely	**Exercising Safely**
Circuit training Training Methods Fitness Testing	Circuit Training Training Methods Fitness Testing
Summer Activities	**Summer Activities**
Athletics Tennis Rounders	Athletics Tennis Rounders

The final decision on a student's place in a pathway will be made by the Physical Education staff who will consider the student's preferences, attitude and ability, as well as group size in light of teaching space and safety.

The intent of core PE at key stage 4 is to provide a provision that is fully inclusive, engaging, innovative, inspiring and challenging to allow all children and young people to reach their full potential whilst also providing a range of opportunities and experiences for students to experience high quality PE, sport and activity within the curriculum and out of school hours.

Due to transport, facility and instructor costs, some activities may require a small cost.

Personal, Social, Health and Economic Education

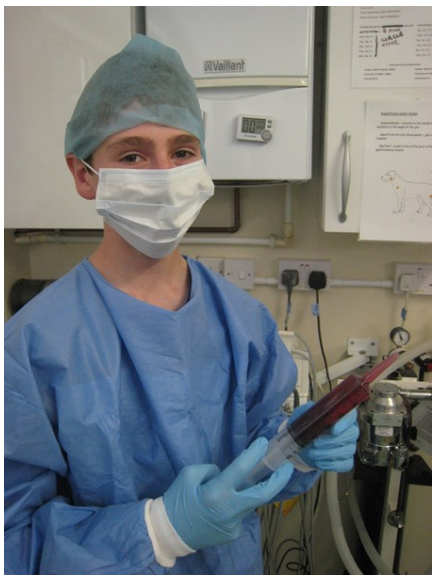
Personal and Social Development provides learning opportunities through which young people can consider and evaluate knowledge, attitudes and beliefs pertaining to self and the community to which they belong. It strives to develop skills and understanding which will enable students to be responsible, competent, caring and active members of society.

Students follow the following key curriculum areas:

- Careers
- Citizenship
- Health and Relationships

During Personal and Social Development lessons a wide range of outside presenters and organisations visit to help deliver all aspects of the course. For some students accreditation may be available if we feel that the student will benefit.

All students are expected to prepare for and undertake one week's work experience in May of the Summer term in Year 10. Students arrange their own work experience placement in the field of their choice. For some work placements out of the area there may be a charge for necessary health and safety checks; this is charged for on an individual basis. Any employer taking on work placement students must be able to provide evidence of the Employers' Liability Insurance upon request.



Vocational Work Related Studies

For some students there may be the opportunity to follow vocational opportunities. In the past these have been in construction, hair and beauty, and the motor vehicle trades. These vocational opportunities are personalised for the individual student and may include work experience. Details of the Level 2 Hair and Beauty course are outlined in the booklet.

Construction and motor vehicle vocational study opportunities will involve studying with our curriculum partners at Petroc. As part of this study, students may gain Entry Level accreditation as well as building a good foundation for future vocational study and /or apprenticeships in these areas.

This curriculum route is not appropriate for all students and selection will be made by the school after discussions with parents. If you are interested in following some vocational training as part of your KS4 Pathways, then please contact Mr Parsons to discuss the possibilities for 2021-2023.

Careers South West

Careers South West is a service for all young people, giving students between 13-19 independent impartial information, advice, guidance and practical help in preparing for adult and working life.

Worried about your option choices?
Confused about all the different qualifications available?
Interested in finding out about courses, training, jobs and careers pathways?

The Careers South West adviser based in Braunton Academy is Natalie Bray. She can be contacted via Mr Parsons in school. Appointments with Natalie can be arranged after the launch of the pathways process on Wednesday 10th February.

Also, check the Careers South West website: https://www.cswgroup.co.uk/13-19
Parents can find more information on: https://www.cswgroup.co.uk/parents-and-carers

If you'd like to learn about:

- the changes taking place in education
- higher education fees
- local apprenticeship opportunities
- local events that can support your child's career choices

Visiting the website regularly will keep you informed!
https://www.cswgroup.co.uk/13-19/looking-help

Also, you might be interested in our free web chat service for young people and their parents Monday to Friday midday to 8pm at www.careerssw.org

Careers South West

KS4 COURSE PREFERENCE FORM (2021-2023)

Student Name: _____ **Tutor Group:** _____

Pathway 1	
English Language	✓
English Literature	✓
Mathematics	✓
Biology	✓
Chemistry	✓
Physics	✓
French/ German	✓
History/ Geography	✓

French ☐ German ☐

History ☐ Geography ☐

Open choice 1: _____

Reserve choice: _____

Pathway 2	
English Language	✓
English Literature	✓
Mathematics	✓
Combined Science	✓
French/ German	✓
History/ Geography	✓

French ☐ German ☐

History ☐ Geography ☐

Open choice 1: _____

Open choice 2: _____

Reserve choice: _____

Pathway 3	
English Language	✓
English Literature	✓
Mathematics	✓
Biology	✓
Chemistry	✓
Physics	✓

Open Choice 1: _____

Open Choice 2: _____

Open Choice 3: _____

Reserve choice: _____

Pathway 4	
English Language	✓
English Literature	✓
Mathematics	✓
Combined Science	✓

Block 1: _____

Open Choice 1: _____

Open Choice 2: _____

Open Choice 3: _____

Reserve choice: _____

Please keep this page for your own records

Key Stage 4 – Physical Education - Core PE (non-exam)

Name..... Tutor group…….. Male ☐ Female ☐

Option 1	Option 2
PE for Leisure, Recreation, Health & Fitness	**PE for Performance, Excellence, Health & Fitness**
Range of Indoor Activities	**Range of Indoor Activities**
Badminton Rock Climbing Trampoline Karate Benchball	Basketball Volleyball Benchball Dodgeball Handball
Range of Outdoor Activities	**Range of Outdoor Activities**
Cycling Orienteering Walking	Football Netball Rugby Hockey
Exercising Safely	**Exercising Safely**
Circuit training Training Methods Fitness Testing	Circuit Training Training Methods Fitness Testing
Summer Activities	**Summer Activities**
Athletics Tennis Rounders	Athletics Tennis Rounders

PLEASE NOTE THAT YOU MAY NOT GET YOUR FIRST CHOICE

Advice

1. Think about your strengths and weaknesses before deciding your pathway.
2. Do not choose what your friends choose as their interests and abilities may be different to yours which means that they could be more suited to a particular pathway than you are.

Decision

3. Put a 1 in the box of your first choice.
4. Put a 2 in the box of your second choice.

PE for Leisure, Recreation, Health & Fitness	PE for Performance, Excellence, Health & Fitness

KS4 COURSE PREFERENCE FORM (2021-2023)

Student Name: _____ **Tutor Group:** _____

Pathway 1	
English Language	✓
English Literature	✓
Mathematics	✓
Biology	✓
Chemistry	✓
Physics	✓
French/ German	✓
History/ Geography	✓

French ☐ German ☐

History ☐ Geography ☐

Open choice 1: _____

Reserve choice: _____

Pathway 2	
English Language	✓
English Literature	✓
Mathematics	✓
Combined Science	✓
French/ German	✓
History/ Geography	✓

French ☐ German ☐

History ☐ Geography ☐

Open choice 1: _____

Open choice 2: _____

Reserve choice: _____

Pathway 3	
English Language	✓
English Literature	✓
Mathematics	✓
Biology	✓
Chemistry	✓
Physics	✓

Open Choice 1: _____

Open Choice 2: _____

Open Choice 3: _____

Reserve choice: _____

Pathway 4	
English Language	✓
English Literature	✓
Mathematics	✓
Combined Science	✓

Block 1: _____

Open Choice 1: _____

Open Choice 2: _____

Open Choice 3: _____

Reserve choice: _____

Please return this page to your Tutor by Monday 15th March