



St. Mary's
CHURCH OF ENGLAND HIGH SCHOOL

St Mary's CE High School

Key Stage 4 Progression Booklet

Spring 2020

Key Stage 4 Progression Evening

The information in this booklet is critical in supporting students to make informed decisions as they progress into Key Stage 4 at St Mary's.

Subject teachers have prepared the information in this booklet to help guide students and parents / carers to the subjects that will best suit the interests and abilities of each student. Students and parents / carers will have opportunities to talk further with subject teachers both in lessons and at the Options Evening as well as having formal and informal discussions with Ms Willis, Mr Tilbury, Mrs Watts and subject teachers.

Core Subjects

Every student will have to study the CORE subjects which include Maths, English, Science and Religious Studies.

Option Choices

Students will then have a number of option choices. These include subjects that have been taught in Key Stage 3 and an additional option such as Computer Science.

It is really important that students look carefully at the expectations and demands of each subject and then considers their personal strengths and weaknesses, areas of interest and future careers and aspirations. In Years 7-9, students will have experienced the demands of many option subjects and this will have prepared them for GCSE whether in essay writing, creative arts, developing a scientific hypothesis or ICT skills. Therefore, it is important that students read the Curriculum booklet that compliments this information as it breaks down the topics taught within each subject, identifies the assessment criteria and extended learning expectations as well as provide information on how students can get the most out of their GCSE subjects.

Pathways

The options process is set up in three different Pathways. Each student has been told the pathway that is best suited to them, according to the information we have gathered during Key Stage 3. This will ensure that students keep their aspirations and expectations high.

Blue Pathway: Students on this pathway are able to secure the EBACC qualification by choosing one of either French or Spanish and one from either Geography or History. Students that meet the stringent entry requirements can select Computer Science and make a further choice of one subject from the range of GCSE/BTEC/Level 2 subjects.

Yellow Pathway: Students choose one from Geography, History, French or Spanish and a choice of two subjects from the range of GCSE/BTEC subjects/ Level 2 subjects. Students on the yellow pathway are also able to secure the EBACC qualification by choosing either French or Spanish and either Geography or History if they so wish.

Green Pathway: Students choose one from Geography, History, French or Spanish and then initially choose two subjects from the range of GCSE/BTEC /Level 2 subjects.

Students on the green pathway will have a personalised timetable and will confirm their options choices with Mrs Vickers or Mrs Johnson from the Inclusion team.

Subject

Area Index

Autumn Term 2019	PSHCE lessons, assembly and tutorial activities as part of Careers, Education & Guidance programme
Autumn 2019	Careers Fayre – Students meet with employers and organisations to discuss career choices
January 2020	Year 9 Parent/carer consultation
Thursday 19th March 2020	Year 9 Options Evening – <ul style="list-style-type: none"> ▪ Presentation to explain options process ▪ Opportunity to meet with subject staff to discuss Key Stage 4 courses ▪ Key Stage 4 Course Information distributed
Friday 27th March 2020	Deadline for options preferences and submission of forms online
Week commencing 4th May	Examinations in Science and Maths to inform GCSE setting
Spring/Summer Term 2020	Options interviews with identified students to support their decision making process
Wk Beg 18th May 2020	Students and Parents / Carers informed regarding final option choices
Monday 1st June 2020	Students begin Key Stage 4 study

Advice and Support

Options evening: Thursday 19th March 2020 – for students and parents / carers

Subject Teachers can talk to you about their subjects and advise if this is right for you

Ms Willis and your tutors can advise you on the best choices for your personality

Connexions staff can help you with the best subjects for specific careers choices

Mrs Vickers can give you information and advice about college courses if you are on the Green pathway
 Members of the leadership team and **Mrs Vickers** will also be available to support and advise students with choices.

Final Option Choices

Every effort will be made to ensure that every student gets their preferred option choices. Sometimes this is not possible so it is important to consider reserve option choices.

Where preferred choices cannot be provided students and parents/carers will be consulted and advised about changes.

CORE SUBJECT INFORMATION	Page
GCSE Maths	5
GCSE English Language	6
GCSE English Literature	7
GCSE Combined Science	8
GCSE Religious Studies	10
EBACC & OPTION SUBJECT INFORMATION	
GCSE French & GCSE Spanish	12
GCSE Geography	13
GCSE History	15
GCSE Computer Science	16
OTHER OPTION SUBJECT INFORMATION	
Art and Design	18
GCSE Drama	20
BTEC Award in Music	22
Sports Science	24
Level 2 Hospitality & Catering	26
GCSE Textile Design	28
Level 2 Technical Award: Engineering Design	29
Level 2 Health & Social Care	31
BTEC Award in Enterprise	33
Digital Information Technology	34

CORE SUBJECTS

The subjects in this section are compulsory for all students to study in Key Stage 4

GCSE Maths

Exam Board / Edexcel (1MA1)

Course Description / Content

Each group will study these six content areas at the appropriate ability, and will build upon the mathematics that students have studied at Key Stage 3.

The six areas of content studied are:

- | | |
|---|--------------------------|
| 1. Number | 4. Geometry and measures |
| 2. Algebra | 5. Probability |
| 3. Ratio proportion and rates of change | 6. Statistics |

Assessment

Exam Requirements			
Tiered / Non Tiered:	Tiered – Foundation & Higher (all exams to be taken at the same tier)		
Paper Title	Time	Weighting	Content
Paper 1 – Non-calculator	90mins	80 marks (33⅓%)	Number Geometry & measures Algebra Ratio proportion & rates of change Statistics Probability
Paper 2 - Calculator	90mins	80 marks (33⅓%)	
Paper 3 - Calculator	90mins	80 marks (33⅓%)	
Coursework / Controlled Assessment Requirements			
There is no coursework – grade is based on 100% final examination			

To be Successful in this subject students will need to develop and practice the following skills:

- | | |
|-----------------------------------|--------------------|
| ▪ Solving problems and puzzles | ▪ Logical thinking |
| ▪ Mental maths | ▪ Resilient |
| ▪ Communicating ideas / reasoning | |

Progression Routes & Career Opportunities

Statistician	Engineer	Accountant	Scientist
Computer Programmer	Architect	Economist	

Further Information (e.g. fieldwork requirements; specialist equipment)

Students are taught in ability groups, initially based on their end of KS3 result.

Equipment

Students are expected to **own** and **bring** to **every** lesson and examination the following equipment;

- Maths set (ruler, pencil, compass and protractor)
- Scientific calculator (**not** for a non-calculator exam)

Recommended Books and Study Guides

- GCSE Collins Framework Mathematics (Higher or Foundation Tier)
- CGP GCSE Maths (Higher or Foundation tier, dependent on students level of entry)

Please See: Mrs Johnston and Mr Harvey

Website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

CORE SUBJECT

GCSE English Language

Exam Board / AQA (8700)

Course Description / Content

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The aims and learning outcomes of the course for students are to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, students must be able to listen to and understand spoken language, and use spoken Standard English effectively.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. Explorations in Creative Reading and Writing	105mins	50%	Section A: Literature fiction text Section B: Descriptive or narrative writing
2. Writers' Viewpoints and Perspectives	105mins	50%	Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
Spoken language endorsement	N/A	N/A	Speaking and Listening will be reported on as part of the qualification, but it will not form part of the final mark

To be Successful in this subject students will need to develop and practice the following:

Reading fiction and non-fiction texts
 Making comparisons between texts
 Summarising information
 Proof reading written work
 Communicating ideas using standard English

Progression Routes & Career Opportunities

Journalism
 Teaching

Broadcasting
 Public Relations

Media and Advertising
 Publishing

Writer
 Receptionist

Please See: Ms Cunningham

Website: www.aqa.org.uk/8700

CORE SUBJECT

GCSE English Literature

Exam Board / AQA (8702)

Course Description / Content

This course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Aims and learning outcomes

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critic and evaluative, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. Shakespeare and the 19 th Century novel	105mins	40%	Section A: Shakespeare: Students will answer one question on their play of choice Section B: 19 th Century novel: Students will answer one question on their novel of choice.
2. Modern texts and Poetry	135mins	60%	Section A: Modern Texts Section B: Poetry Section C: Unseen poetry

To be successful in this subject students will need to develop and practice the following:

Supporting a point of view
 Understanding social historical context

Evaluating language
 Making comparisons and links between texts
 Using standard English

Progression Routes & Career Opportunities

Journalism
 Teaching

Broadcasting
 Public Relations

Media and Advertising
 Publishing

Writer
 Receptionist

Please See: Ms Cunningham

Website: www.aqa.org.uk/8702

CORE SUBJECT

GCSE Combined Science

Exam Board / OCR (J260)

Course Description / Content

OCR 21st Century Combined Science B:

- Provides opportunities to link Science to issues relevant to students as citizens, and to the cultural aspects of science that are of value and interest to all.
- Develops understanding of concepts and models that scientists use to explain natural phenomena.
- Plays to the strengths of students – It recognises the diversity of interests and future intentions of the students who take a science qualification at GCSE.
- Will enhance students' ability to plan and carry out practical investigations and their understanding of the role of experimental work.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Tiered – Foundation & Higher		
Paper Title	Time	Weighting	Content
J260/01 (F) - Biology J260/05 (H) -Biology	1hr 45 mins	26.4%	B1:- You and your Genes B2:- Keeping healthy B3: -Living together – food and ecosystems B4: -Using food and controlling growth B5: -The human body – staying alive B6: -Life on Earth – past, present and future BCP7: Ideas about Science
J260/02 (F) - Chemistry J260/06 (H) - Chemistry	1hr 45 mins	26.4%	C1 – Air and water C2 – Chemical patterns C3 – Chemicals of the natural environment chapter C4: - Material choices C5: - Chemical analysis C6: - Making useful chemicals BCP7 Ideas about Science
J260/03 (F)- Physics J260/07 (H)- Physics	1hr 45 mins	26.4%	P1: – Radiation and waves P2: – Sustainable energy P3: – Electric circuits P4: - Explaining motion P5: - Radioactive materials P6: - Matter – models and explanations BCP7: Ideas about Science

J260/04 (F) - Combined Science J260/08 (H) - Combined Science	1hr 45 mins	20.8%	All of above content and BCP7: Ideas about Science BCP8: Practical Skills
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
Practical Science	N/A	Assessment of practical in question papers 15%	The new GCSEs will require students to carry out a minimum of sixteen practical activities over the two years that it is studied

To be successful in this subject students can support their learning through:

Being curious about the world around them and enjoying a practical and investigative approach to learning. Students will need to be able to plan a course of experiments, record observations and evaluate their findings and methods.

Progression Routes & Career Opportunities

By the end of Year 11, students will have completed two GCSE's in Science. Most colleges and sixth forms require a minimum of 2 B grades to study Sciences at GCE A level or a Level 3 equivalent course. The career sectors that welcome qualifications in science are growing at an exponential rate from developments in medicine, engineering and chemical engineering .

Other Information

Students will be expected to have a scientific calculator and a full maths equipment set and bring them to every lesson and examination

Further Information

Please See: Mr M McDougall / Ms Sloane

Website: <http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-combined-science-b-j260-from-2016/>

GCSE Religious Studies

Exam Board / AQA A

The aims and objectives of this qualification

GCSE Religious Studies is an in-depth study of Christianity, Islam and four contemporary ethical themes. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. A number of ethical topics covered during the course enable students to understand issues surrounding social justice; for example crime, punishment, worldwide poverty and charity work. GCSE RS builds students character by providing them with regular opportunities to explore, debate and discuss religious and ethical issues which are encountered within our local community and the wider world.

Course Description / Content

Component 1: The study of Christianity and Islam

Component 2: four themes within religion, philosophical and ethics in the modern world through the religions of Christianity and Islam (see themes below)

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. The study of religions: beliefs, teachings and practices (Christianity and Judaism)	1 hr 45 mins	50%	Beliefs and teachings & Practices <ul style="list-style-type: none"> • Religion 1: Christianity <ul style="list-style-type: none"> ○ Key beliefs ○ Jesus Christ and salvation ○ worship and festivals ○ The role of the church in the local and worldwide community • Religion 2: Islam <ul style="list-style-type: none"> ○ Key beliefs ○ The Quran ○ Prayer and worship ○ Festivals and the community
2. Thematic Studies	1 hr 45 mins	50%	Four themes to be studied: <ul style="list-style-type: none"> • Theme A: Relationships and Families • Theme B: Religion and Life • Theme D: Religion, peace and conflict • Theme E: Religion, crime and punishment
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
None - Not applicable	n/a	n/a	n/a

Two written exams on each of the above 2 units. All exams will be taken at the end of Year 11.

To be Successful in this subject students will need to develop and practice the following:

- Describing, explaining and analysing sources
- Use evidence and reasoned argument to express and evaluate different religious beliefs, teachings and practices
- Debating moral and ethical issues within the contemporary world
- Explaining the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- Recognising how differences in belief lead to differences of religious response
- Communicate their ideas using key vocabulary

Progression Routes & Career Opportunities

Philosophy and Ethics opens a variety of doors and will aid students into further study at A Level and beyond. The skill-set developed can help students to move into a large number of possible professions such as:

Law	Journalism	Police Service	Social Work
Education	Civil service	International relations	Charity Work
Engineering	Public Relations		

Please See: Miss Sandiford, Mr Seymour; Mr Prenderville, Ms Taylor

Website: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

EBACC & OPTION SUBJECTS

EBACC & OPTION SUBJECT

GCSE French & Spanish

Exam Board / AQA (French 8658/Spanish 8698)

Course Description / Content

Students study all of the following themes on which the assessments are based :

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment

Exam Requirements			
Tiered / Non Tiered:	Tiered – Foundation & Higher		
Paper Title	Time	Weighting	Content
1. Listening	35mins (F) 45mins (H)	25%	Understanding and responding to different types of spoken language
3. Reading	45mins (F) 60mins (H)	25%	Understanding and responding to different types of written language
4. Writing	60mins (F) 75mins (H)	25%	Communicating effectively in writing for a variety of purposes
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
2. Speaking	7-9mins (F) 10-12mins (H)	25%	Communicating and interacting effectively in speech for a variety of purposes

To be Successful in this subject students will need to develop and practice the following:

- Working independently
- Seeing patterns in language/language and words
- Listening
- Literacy
- Problem solving
- Communicating and speaking out loud
- Team work
- Research skills

Progression Routes & Career Opportunities

Language skills are highly valued by many employers and particularly in business and companies with offices in other countries. A qualification in a modern foreign language may also support entry and study at university. Languages can be studied alongside a range of different subjects e.g. French and Law, Spanish and Journalism

Students may only choose the language that they are currently studying in Year 9

Please see: Mr Rammell (French) Mrs Iniesta (Spanish)

Websites: www.aqa.org.uk/subjects/languages/gcse/french-8658
www.aqa.org.uk/subjects/languages/gcse/spanish-8698

GCSE Geography

Exam Board / OCR B

OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Course Description / Content

Our Natural World

- Topic 1: Global Hazards
- Topic 2: Changing Climate
- Topic 3: Distinctive Landscapes
- Topic 4: Sustaining Ecosystems

People and Society

- Topic 5: Urban Futures
- Topic 6: Dynamic Development
- Topic 7: UK in the 21st Century
- Topic 8: Resource Reliance

Fieldwork and Geographical Exploration

- Fieldwork
- Geographical Exploration

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
Paper 1-Our Natural World	1 hour 15 minutes	35%	Global Hazards. Changing Climate. Distinctive Landscapes. Sustaining Ecosystems. Fieldwork. Geographical Skills
Paper 2- People and Society	1 hour 15 minutes	35%	Urban Futures. Dynamic Development. UK in the 21 st Century. Resource Reliance. Fieldwork. Geographical Skills
Paper 3- Geographical exploration	1 hour 30 minutes	30%	Geographical exploration.

To be Successful in this subject students will need to develop and practice the following:

- Forming opinions and understanding the opinions of others
- Debating issues and current affairs
- Analysing sources
- Discussing key issues relevant to the world of today
- Learning about the world in which we live
- Understanding how we can secure the future of our planet
- Investigation the links between human, economic and environmental topics
- Learning through fieldwork

Progression Routes & Career Opportunities

Geography subjects bridge the gap between the arts and sciences. It includes elements of History, Biology, English, Business Studies, Geography, Law, RE, Citizenship and ICT - keeping your longer-term options open. Geography can lead to any number of careers including: accountancy; journalism; hotel and leisure management; the police; veterinary science; law; archaeology; pilot; ICT and banking and many more!

Further Information (e.g. *fieldwork requirements; specialist equipment*)

Field work is a compulsory element of GCSE Geography. It is highly likely that this will be completed during a compulsory fieldtrip undertaken in Summer term of Y10 and Autumn Term of Year 11. Students will then complete a human and physical investigation which will be examined externally within an examination. The cost of this is heavily subsidised by the School and a parental contribution of approximately £40 is requested. Students should not be deterred from opting for Geography if concerned about the cost of the trip. St Field work will be examined in all three GSCE written papers, so students are unlikely to pass the exam if they do not take part in the field trip.

Please See: Miss Douglas / Mr Smith/ Mrs Grindley / Miss Brooksbank

Website: <http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/>

GCSE History

Exam Board / Edexcel

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

Assessment and Course Content

Exam Requirements			
Tiered / Non Tiered:	Non Tired		
Paper Title	Time	Weighting	Content
Paper 1 – Thematic and historic environment	1hr 15	30%	Crime and Punishment in Britain, c1000-present day Whitechapel, C1870-1900: crime, policing and the inner city
Paper 2 – Period study and British depth study	1hr 45	40%	British depth study: Anglo Saxon and Norman England c1066-88 Period study: Superpower Relations and the Cold War 1041-1991
Paper 3 – Modern depth study	1hr 20	30%	Weimar and Nazi Germany, 1918-39

To be Successful in this subject students will need to develop and practice the following:

- Forming opinions and understanding the opinions of others
- Debating issues and current affairs
- Analysing source
- Discussing key issues relevant to the world of today
- Independent research
- Reading
- Forming arguments

Progression Routes & Career Opportunities

By studying History at GCSE level you study further at A level and then to degree level. History is a facilitating subject and can lead into a number of careers such as:

Law	Journalism	Police	Media
Publishing	Teaching	Civil Service	Accountancy
Politics			

Please See: Miss Noseworthy/ Mrs Davies

Website: [http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867 GCSE2016 L12 History Web.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf)

GCSE Computer Science

Exam Board / OCR Computer Science (9-1) (J276 from 2016)

Course Description / Content

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Computer Science develops skills relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century.

*Please note that students can only chose Computer Science as an option, if they have opted to study ICT in Year 9 and only students that meet the stringent entry requirements can select Computer Science

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. Computer Systems	1 hr 30 minutes Written paper	50% 80 marks	This unit covers the body of knowledge about computer systems: This unit covers: <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns
2. Computational Thinking, algorithms and programming	1 hr 30 minutes Written paper(no calculators Allowed)	50% 80 marks	This unit of work covers Algorithms* <ul style="list-style-type: none"> • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
Programming project Non –Exam Assessment (NEA)	20 hours	For GCSE (9-1) Computer Science (J276), the Programming Project does not count towards the overall grade although candidates must still complete the Programming Project	<ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions

To be Successful in this subject students will need to develop and practice the following:

- Standard programming techniques
- Organising your own timing
- Identifying successes and any limitations
- Meeting deadlines
- Being an independent learner
- Learning about new technologies

Progression Routes & Career Opportunities

Computing GCSE provides a solid foundation for progression to Computer Science related courses, including AS-level ICT, and a career in Computer Science professions. Students who complete the GCSE in Computer Science can progress on to Level 3 ICT.

Further Information (e.g. fieldwork requirements; specialist equipment)

Please note that due to the heavy coursework element of this subject, intervention classes will run after school to help support students.

Careers include:

Software developer

Software architect

Software engineer

Computer programmer

Application architecture and development consultant.

Please note that this option is subject to entry requirements*

Please See: Mrs Johnston; Miss Lyttle

Website: <http://ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>

OPTION SUBJECTS

OPTION SUBJECT

Art and Design

Edexcel Level 2 Art and Design (2AD01)

Course Description/Content

Studying BTEC Level 2 Art and Design will focus on developing student creativity, technical skill and process and understanding cultural and social knowledge required to create and interpret art and design. With this pupil can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Students will experiment with a wide range of 2D, 3D and digital media and processes, being able to draw from primary and secondary sources. Finally, they will gain skills within research and annotation to be able to respond to their own work and that of other artist's.

The Art Department's aim is to engage, empower, and encourage students to reach their highest potential in the area of all arts.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Unit Title	Time	Weighting	Content
Unit 1: Introduction to Specialist Pathways in Art and Design Internal	30 hours	25%	The Pathway unit is a compulsory unit internally marked. This is a 2D, 3D and Digital Art unit titled 'Identity. Within the unit we encourage students to focus on their strengths, interests and passions. Unit 1 is a foundation unit, introducing students to the different specialisms and skills in Art and Design e.g. painting, drawing, photography, mono printing, clay modelling and Photoshop. Within this unit you will have opportunities to find out about, and start developing, some of these specialist skills for yourself. This will help you to identify where your strengths and interests lie.
Unit 2: Creative Project in Art and Design External	30 hours	25%	This is an externally set exam paper, giving students several option questions to select from. This project allows you to develop your understanding of how you work and allows you to gain skills in a specific area of art and design. This creative vocational project should inspire you as you can choose to develop and investigate your preferred area of art design or creative media. You can explore and apply new areas of study and new working methods. You will learn to focus your project through planning and organising, taking your ideas from a simple concept to a final completed outcome.
Unit 3: Communicating Ideas in 2D Internal	30 hours	25%	In this unit you will experiment with a range of 2D mark-making activities that include drawing, painting and other disciplines, such as photography, printmaking and mixed media. You will be creating work by traditional and contemporary methods. You will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D visual language, learn to generate and examples of 2D work for your portfolio. The unit is entitled 'Urban Art' giving you an opportunity to explore London based Urban artists such as Pure Evil and Banksy, looking at graffiti and stencil art, additionally it encourages the development of digital development in photography and Photoshop as well as

			spray painting and stencilling.
Unit 4: Communicating Ideas in 3D Internal	30 hours	25%	Unit 4 is specifically designed to introduce you to the working practice knowledge and understanding of 3D art. Students will be expected to experiment with 6 different 3D skills and media, including clay sculpture, 3D wire, mod rock, plaster casting, assemblage, paper/card construction and installation art. Students will have the opportunity to research numerous 3D artists and experiment with creating their own 3D maquettes. You will explore 3D media through natural forms in a series of activities designed to develop your visual communication skills. You will gather a range of different examples of 3D work for your portfolio that demonstrates your knowledge and understanding of 3D working methods. You will also learn about essential health and safety practice within the creative industries, for example using equipment safely, working safely and recycling materials.

To be Successful in this subject students will need to develop and practice the following:

- Drawing and Painting
- Researching
- Being open to new ideas
- Exploring new materials
- Independent study
- Questioning ideas and opinions

Progression Routes & Career Opportunities

Graphic Artist	Fine Artist	Photographer	Designer
Illustrator	Architecture	Journalist	Fashion
Teacher/Educator	Print/Web Designer	Set Designer	Psychologist
Journalism	Editor	Events Management	Animator
Textile Designer	Interior Designer	Jewelry Designer	Art Therapist

Further Information (e.g. fieldwork requirements; specialist equipment)

Due to the high percentage of coursework required in Art, it is recommended that students look carefully at the coursework component of subjects when choosing option combinations. A personal interest in creative practices is beneficial.

Please See: Ms Papadopoullos

Website: <http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Art-and-Design/2012/Specification>

This specification could be subject to change

OPTION SUBJECT

GCSE Drama

Exam Board / Edexcel GCSE Drama (1DRO)

Course Description / Content

This qualification focuses on the practical exploration of performance texts that will be studied for the examination. Students will learn how to articulate how they would perform in certain roles and direct and design for key extracts, putting practical work at the heart of this course.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non-Tiered		
Paper Title	Time	Weighting	Content
Component 1: Devising		40% (60 marks)	<ul style="list-style-type: none"> • Create and develop a devised from stimulus (free choice for centre) • Performance of this devised piece or design realisation for this performance. • Analyse and evaluate the devising process and performance • Students to produce a portfolio of written work • Performer or designer routes available
Component 2: Performance from Text		20% (48 marks)	<ul style="list-style-type: none"> • Students will either perform in and/or design for two key extracts from a performance text. • Centre choice of performance text • Performer or designer routes available. External examiner to examine performances
Component 3: Theatre Makers in Practice		40% (60 marks)	<ul style="list-style-type: none"> • Practical exploration and study of one complete performance text from an actors, directors, and set, stage, sound, lighting designers perspective • Choice of eight performance texts • Live theatre evaluation – free choice of production.
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
Component 1: (internally assessed and externally moderated)	Handwritten or typed evidence of 1,500-2,000 words OR Recorded verbal evidence 8-10 minutes OR Combination of hand written evidence (750-1,000 words) AND recorded evidence (between 4-5 minutes) Groups of 3-4 students (15 minutes) Groups of 5-6 students (25 minutes)	60 marks in total	Summer term of year 10 or Autumn Term of Year 11
Written Portfolio:		45 marks	Autumn Term of Year 11
Portfolio covering the creating and developing process and analysis and evaluation of this process		15 marks	Autumn Term of Year 11
Performance of the DEVISED piece OR design realisation			
Component 2: (externally assessed by visiting examiner)	Group of 3-4 students: 12 minutes	48 marks in total	

Performance from Text	5 minutes	24 Marks	
Group performance AND Duologue OR Monologue	3 minutes 100-200 words	24 Marks	
Component 3: Theatre Makers in Practice This is a written examination Section A: Bringing Texts to Life Section B: Live Theatre Evaluation	1 Hour and 30 minutes	60 marks in total	Summer Term of Year 11 written exam

To be successful in this subject students will need to develop and practice the following:

- Performing or directing
- Giving and receiving constructive critics
- Characterisation: experimenting with using your voice, body, gestures, movement and space
- Going to the theatre and watching other live performances
- Experimenting with different genres of drama
- Devising work according to a particular theatre genre
- Have the potential to evaluate and analyse through written work
- Recognising the dramatic potential of a text
- Group work and practical tasks
- Develop your memory skills in remembering your lines in performance
- Work with a variety of different students in the class
- Reading plays and developing your knowledge in theatre production

Progression Routes & Career Opportunities

Students who complete the GCSE in Drama can progress on to AS level Drama and Theatre Studies or BTEC Performing Arts; the GCSE develops the students historical, theoretical and practical knowledge and experiences and these provide the required prior knowledge for Level 2 and 3 Performing Arts courses.

Career opportunities:

Teaching	Acting	Directing	Script writing
Stage Management	Therapy	Make-up artistry	Journalism
Costume design	Team based jobs	Law	Theatre Technician
Social Work	Management/Team Leadership	Radio production	

Further Information

Attendance on at least one theatre trip throughout the year is compulsory.

Attendance at additional organised workshops either in school or out of school is compulsory.

Please See: Mrs Crawford or Mrs Mathews for further information access the website : Edexcel GCSE Drama 2016

This specification could be subject to change

BTEC Music

Exam Board / Pearson Edexcel BTEC First Award in Music

Course Description / Content

Students will explore and learn individually and collaboratively the skills to ensure that they develop the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The BTEC Level 2 First Award is a two year course, equivalent to one GCSE, and is a foundation for students who wish to pursue a career in music. The course specifically features skills in the music industry and a chance to specialise in music performance or production. All learners will have regular opportunities to perform as part of our Phoenix Performing Arts Academy at events throughout the year.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Unit Title	Time	Weighting	Content
Unit 1: The Music Industry <i>External</i>	30 hours	25%	Gain a good understanding of the scope of the music industry with a view to getting work. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.
Unit 2: Managing a Music Product <i>Internal</i>	30 hours	25%	Manage the planning, delivery and promotion of a live concert, album, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences.
Unit 4: Introducing Music Composition <i>Internal</i>	30 hours	25%	Develop a portfolio of ideas, some of which will be developed, and one of which will be completed. Discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music.
Choose one of the two additional Units from:			
Unit 5: Introducing Music Performance <i>Internal</i>	30 hours	25%	Having a career as a performer requires high levels of technical ability on an instrument or voice. In order to achieve high levels of technical proficiency, musicians need to be able to develop an appropriate discipline and perseverance. Musicians need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work.
Unit 6: Introducing Music Recording <i>Internal</i>	30 hours	25%	Record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. Learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully, you will mix these sounds together into a finished recording using some basic processing such as reverb, chorus and EQ.

To be successful in this subject student will need to be:

- ★ Already interested in playing an instrument or singing with some experience at performing in front of an audience
- ★ Have a good independent working ethic and managing your time effectively
- ★ Work well as part of a team

Progression Routes & Career Opportunities

The skills you will learn from this course will enable you to form part of your suite of qualifications for entry into sixth form.

Further information

Taking part / belonging to groups or clubs in performing arts outside of school is extremely encouraged as is having instrumental or singing lessons, all of which can be provided in school as part of the PHOENIX Academy study support provision.

Please See: Miss D King (Performing Arts Academy Lead) or Mr Crosby (Director of Performing Arts)

Website: <http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

This specification could be subject to change

Sports Science

Exam Board / Specification: OCR CAMBRIDGE NATIONAL LEVEL 1/2 AWARD IN SPORT SCIENCE

Sport Science is a vocationally related qualification, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Students study 4 units over two years. Unit 1 is an externally assessed examination based unit. The remaining units are coursework based and internally assessed. This course totals 120 guided learning hours and makes the qualification equivalent to one GCSE.

Sport Science is becoming increasingly popular among students. Elite Sport has embraced sport science disciplines wholeheartedly in the past few decades. The Cambridge National in Sport Science offers learners the opportunity to study the key areas of this, including, anatomy and physiology linked to fitness, health, injury and performance: the science of training and application of training principles and psychology in sport and sports performance. This course offers a solid foundation for further study or progression into the industry. Students develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

Exam Requirements			
Tiered / Non Tiered:	Non-Tiered		
Paper Title	Time	Weighting	Timing & Content
R041: Reducing the risk of sports injuries (External)	30 guided learning hours 1 hour written exam	25%	Year 10 (January exam window). Paper consists of multiple choice, short and long answer questions. 50 marks available. Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups. They will discover how to respond to injuries and medical conditions in a sport setting and other vital skills needed within the sport and leisure industry.
Coursework Requirements			
Area Of Study	Length	Weighting	Timing & Content
R042: Applying principles of training (Internal)	30 guided learning hours	25%	Year 10. Students will learn about the principles of training and how different methods target different components of fitness. They will also learn how to conduct fitness tests, interpret the results and design and evaluate fitness programmes.
R043: The body's response to physical activity	30 guided learning hours	25%	Year 11. Students learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity.
R045: Sports nutrition	30 guided learning hours	25%	Year 11. Students learn about different nutrients and supplements and their importance to different activity types. They will also learn about the effects of a poor diet on performance and health and will develop and evaluate diet plans for sports performers.

To be successful in this subject students will need to:

- Have a good understanding of the human body and how it responds to physical
- Be involved in extra-curricular sporting activities.

- activity.
- Passionate about elite sports performance and the nutritional elements involved with successful performance.
 - Have an interest in sport injury rehabilitation.
 - Fully engage with all practical elements of the course.
 - Be able to work independently and adhere to strict deadlines.

Progression Routes & Career Opportunities

Cambridge National qualifications are courses that enable candidates to progress either directly to employment, or to proceed to further levels of study. Employment opportunities include: Sports scientist, Physiotherapist, strength and conditioning professional, The Leisure Industry, Coaching, Teaching, Psychologist, Sports Development, Sports Administration, National Government Bodies and Public Services. The natural academic route would be to progress to a Level 3 sport course, offered here at St Mary's Sixth Form and Leadership centre.

Jobs which this qualification can eventually lead to are;

Teaching	Sports Coaching	Sports Journalism
Fitness Instructor	Physiotherapy	Personal Trainer
Sports Development	Sports Psychologist	Leisure Centre Manager
Nutritionist	Sport Scientist	Performance Analyst

Please See: Mr Hunt (PE Lead), Ms Andrews, Ms Meads, and Mr Tilbury.

Website:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/>

This specification could be subject to change

Level 2 Hospitality and Catering

Exam Board / WJEC

Course Description / Content

Students will learn about:

The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Assessment

Exam Requirements			
Tiered / Non Tiered	Non Tiered		
Paper Title	Time	Weighting	Content
Unit 1: Written/online Paper	1 hr 30 mins	40%	The Hospitality and Catering industry
Coursework / (Non-Exam Assessment)			
Area Of Study	Length	Weighting	Content
Unit 2: Hospitality and Catering in action	72hrs	60%	Coursework unit investigating food skills for the catering industry, linking to hospitality

To be Successful in this subject students will need to develop and practice the following:

- Organisation
- Following Instructions
- Working in a team
- Completing independent tasks
- Making a variety of food products
- Working with a range of equipment/utensils
- Analysing food products and adapting recipes

Progression Routes & Career Opportunities

Product development for Food companies and supermarkets

Dietician

Teaching

A Level/BTEC in a Food related subject

Food journalism

Hotel and Catering management/career in the hospitality industry

Further Information

The organisation and purchasing of ingredients is a requirement for the successful completion of Food Preparation and Nutrition.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mrs McKinney

Website: <http://www.edugas.co.uk/qualifications/hospitality-and-catering/>

GCSE Art & Design: Textile Design

Exam Board / AQA

Course Description / Content

Students will learn about:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- Installed textiles.

Assessment

Exam Requirements			
Non Tiered			
Non Exam Assessments			
Area Of Study	Length	Weighting	Content
Component 1: Portfolio	36hrs	50%	Exploration of skills and design journeys, showing understanding and skill of design
Component 2: Externally set assignment	10hr exam + prep time	50%	A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

To be Successful in this subject students will need to develop and practice the following:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Meeting deadlines ▪ Completing independent tasks ▪ Organisation | <ul style="list-style-type: none"> ▪ Making a variety of fashion and textiles products ▪ Designing and creating imaginative products ▪ Analysing existing products |
|---|---|

Progression Routes & Career Opportunities

A level/BTEC in a Fashion related subject

Fashion, Textiles and Interior design

Textile Design

Fashion buying and merchandising

Product developer

Further Information

The organisation and purchasing of materials and components is a requirement for the successful completion of Fashion and Textiles.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mrs McKinney

Website: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/introduction>

Level 2 Engineering Design

Exam Board / OCR

Course Description / Content

Students will learn about:

- Design cycles
- Specifications
- Product analysis
- Computer Aided Design & Manufacture
- Communicating design ideas
- Using various tools and equipment
- Exploring Timber, polymers and Metal

Assessment

Exam Requirements			
Non Tiered			
Paper Title	Time	Weighting	Content
R105: Written exam - Design briefs, design specifications and user requirements	1hr	25%	Students explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. They develop their understanding of the design cycle, the requirements for a design brief and design specification, and the importance of research data in developing a design solution
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
R106: Product analysis and research	10-12hrs	25%	Students find out how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This helps them develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.
R107: Developing and presenting engineering designs	10-12hrs	25%	Students develop their knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. They use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software.
R108: 3D design realisation	10-12hrs	25%	Students produce a model prototype and test design ideas in a practical context. They evaluate the prototype against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product.

To be Successful in this subject students will need to develop and practice the following:

- Creating products and exploring practical skills
- Organisation
- Presenting information and designs
- Meeting deadlines
- Completing independent tasks
- Using technical tools and machinery correctly
- Creating products to a good level of quality
- Completing independent tasks
- Being creative when designing and manufacturing
- working products

Progression Routes & Career Opportunities

Carpenter	CAD Specialist	New Materials Researcher
Model Maker	CAM Operator	Industrial Designer
Construction worker	Furniture Designer	Engineer
Draughtsman	Product Designer	

Further Information

The organisation and purchasing of materials is a requirement for the successful completion of Engineering Design.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mrs McKinney

Website: <https://www.ocr.org.uk/Images/150704-specification.pdf>

Level 2 Health and Social Care

Exam Board / OCR

Course Description / Content

Students will learn about:

- Individual rights
- Values of Care
- Early years environment
- Communication in a care setting
- Body systems
- Disorders and diagnosis
- Basic first aid

Assessment

Exam Requirements			
Non Tiered			
Paper Title	Time	Weighting	Content
R021: Essential values of care of use with individuals in care settings	1hr	25%	Students learn about the rights of individuals and the values of care required when working in a health, social care or early years environment. Through role play and case studies they gain understanding of how to apply these values so that individuals' dignity is maintained
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
R022: Communicating and working with individuals in health, social care and early years settings	10-12hrs	25%	Students explore different types of communication. They learn about the importance of effective communication to connect with individuals using care services, and they develop their understanding of how the way they communicate impacts on an individual's care.
R023: Understanding body systems and disorders	10-12hrs	25%	Students focus on the respiratory, digestive and cardiovascular systems. They learn about their structure and function, and the illnesses and disorders that can affect them, as well as how to take and interpret key measurements.
R031: Using basic first aid procedures	10-12hrs	25%	<p>Students find out about basic first aid procedures that might be required in a health or social care setting*, including how to carry out basic first aid on adults. They learn how to assess the scene of an accident for further risks and what information they need to communicate when contacting the emergency services.</p> <p>* Note: This unit is NOT a certified First Aid course and students will not be qualified in First Aid on completion.</p>

To be Successful in this subject students will need to develop and practice the following:

- biological processes
- Organisation
- Presenting information
- Meeting deadlines
- Completing independent tasks
- understand social care
- interest in the healthcare system
- Completing independent tasks

Progression Routes & Career Opportunities

Healthcare provision
Care assistant
Biologist

Childcare Provision
childminder
Nursery Assistant

Social worker
Paramedic
Nursing

Further Information

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mrs McKinney/ Mrs Ogunwenmo

Website: <https://www.ocr.org.uk/Images/82369-specification.pdf>

BTEC Award in Enterprise

Exam board: Pearson

Students have already opted for Business Studies and will resume their studies into Year 10 and 11.

With the new BTEC Tech Award in Enterprise, students can explore what it means to set up and run a business enterprise, as well as develop key skills and discover potential careers.

Course Description / Content

As the BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, students will:

- delve deeper into how the sector works
- appreciate the importance of business planning and understanding the market
- analyse and evaluate the skills they develop

Practical Assignments		
Tiered / Non Tiered:	Non Tiered	
Externally Assessed Unit		
Unit Title	Weighting	Content
Promotion and Finance for Enterprise (External Synoptic)	40%	External assessment set and marked by Pearson, completed under supervised conditions. <ul style="list-style-type: none"> • The assessment must be completed in 2 hours. • 60 marks
Internal Assessments		
Area Of Study	Weighting	Content
Exploring Business (Internal)	30%	Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.
Planning for running an enterprise (Internal)	30%	Learners will select an idea for an enterprise to plan and pitch. They will work as a small group to run a micro-enterprise activity and will develop their skills in operating and reviewing the success of the enterprise.

To be Successful in this subject students will need to develop and practice the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Learning about new developments ▪ An interest in the world of business ▪ Good at meeting deadlines ▪ Organised ▪ Self-motivated | <ul style="list-style-type: none"> ▪ Presentation and report writing ▪ Project management ▪ Problem solving ▪ Logical thinking |
|---|--|

Progression Routes & Career Opportunities

Level 2 Business provides a solid foundation for progress to Level 3 Business Studies and a career in business professions. Possible careers include:

Teaching	Accountancy	Commercial Banking
Marketing	General Management	Advertising
Human Resources	Market Research	Investment Banking

Further Information

Please See: Mrs Achilleos, Mrs Johnston

Website: <http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/Spec-BTEC-L1-2-TechAwd-Enterprise.pdf>

Level 2 BTEC Tech Award in DIGITAL INFORMATION TECHNOLOGY

Exam Board / Specification

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

Course Description / Content

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- development of key skills that prove learners' aptitude in using IT tools and techniques such as using spreadsheets to analyse and model data, and gathering and combining
- digital assets to create an interactive product
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as different IT systems and technologies and how they are used by organisations and
- associated individuals
- product development process that underpins effective ways of developing IT products and solutions
- attitudes and ways of working that are important in the IT sector such as managing ethical and security issues, and developing solutions to meet audience requirements.

Assessment

External Assessment			
Tiered / Non Tiered:	Level 1 and Level 2		
Unit Title	Time	Weighting	Content
Component 1 (Internally Assessed)	75mins	40%	Learners will study the use of information technology (IT) systems by both organisations and individuals, and the implications these uses have for organisations, users and wider society.
Internal Assessments			
Area Of Study	Length	Weighting	Content
Component 2 (Internally Assessed)	36 GLH	30%	Developing a Spreadsheet Solution to model data
Component 3 (External Synoptic)	36GLH	30%	Creating an Interactive Product

To Be Successful In This Subject Students Will Need To Be Good At And Enjoy

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Standard programming techniques ▪ Identifying successes and any limitations ▪ Being an independent learner | <ul style="list-style-type: none"> ▪ Organising your own time ▪ Meeting deadlines ▪ Learning about new technologies |
|--|--|

Progression Routes & Career Opportunities

Teaching	Programming	Network engineer
Game Design	IT consultant	Systems analyst
Computer Systems developer	Multimedia programmer	Web Design

Further Information (e.g. fieldwork requirements; specialist equipment)

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Further Information Please See: Ms Dowd, Mrs Johnson

Website: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/Spec-BTEC-L1-2TECHAWD-DIT.pdf>