St Mary's CE High School

Year 8 - 9 Progression Booklet

Spring 2023

The information in this booklet is critical in supporting students to make informed decisions as they progress into Year 9 at St Mary's CE High School.

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 are specialising in the subjects that they study in Year 9 and by doing so they are making decisions that will impact on their GCSE options and it is important that they consider their curriculum choices carefully.

Students will also study an additional 2 hours of Religious Studies per fortnight from September 2023 in order to prepare them for their GCSE as Religious Studies is compulsory at St Mary's at GCSE.

Progression Choices

Students have the opportunity in Year 9 to specialise in ICT, Business, Technology and Preforming Arts subjects that they study in Year 9, this gives students the opportunity to focus on those subjects they most enjoy or experience new subjects.

COMPUTING AND BUSINESS
Students have studied ICT in Years 7-8, however they now have the option to either continue studying ICT or choose to study towards Business Enterprise or GCSE Business. Students wishing to study Computer Science in Years 10-11 must continue to study ICT at KS3.

PERFORMING ARTS
Students have studied a selection of Performing Arts subjects in Years 7-8, such as Art, Drama, Music and Physical Education. Students can now specialise their curriculum and opt for **two** Performing Arts subjects. Students will have the opportunity to opt for Sports Science, which contains both theory and practical lessons.

All students will continue to take part in core Physical Education as it is compulsory and essential to students' well-being.

TECHNOLOGY
Students have studied a selection of Technology subjects such as; Food Technology, Design Technology and Textiles. Students will now have the opportunity to opt for **two** Technology subjects including Health and Social Care which is a new course in Year 9 and offered in Years 10-11.

This booklet contains information about perspective GCSE courses that are available to students at KS4. The choices they make in this option process will impact on the choices they will make next year. Therefore, it is really important that students look carefully at the expectations and demands of each subject and then consider their personal strengths and weaknesses; areas of interest and future careers and aspirations.

In Years 7-8 students have experienced the demands of many option subjects and this broad curriculum will prepare them for their GCSE's and has built foundation skills such as essay writing, creative arts, developing a scientific hypothesis or essential ICT skills to name a few. Therefore, it is important that students read this Curriculum booklet and the complementary information as it gives students an insight into the topics taught within each subject, identifies the assessment criteria at GCSE and will therefore ensure that students are more informed about the decisions they are making and how this will prepare them for the formal options process in March 2023.

Please read the information carefully because once a subject is no longer studied in Year 9, it cannot be studied in Years 10 - 11.

The following link will take you and your child to the options form. Please consider your choices carefully before the form is completed. If you should change your mind after submission, you can resubmit the form, as the last form submitted is taken into account. However, it is imperative that these forms are completed by the <u>Friday 21 April 2023.</u>

Final Subject Choices

Every effort will be made to ensure that every student gets their preferred subject 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.

Subject	Area Index
OTHER OPTION SUBJECT INFORMATION	
COMPUTING & BUSINESS	
Business Enterprise Foundation	4
BTEC Award in Enterprise	5
GCSE Business	6
Digital Information Technology	8
GCSE Computer Science	9
PERFORMING ARTS	
BTEC Art and Design	11
GCSE Art and Design	12
GCSE Drama	13
BTEC Award in Music	15
CTEC Sports Science	16
SCIENCE & TECHNOLOGY	
Level 2 Hospitality & Catering	18
AQA GCSE Art & Design : Textile Design	19
Level 2 Technical Award: Engineering Design	20
Health and Social Care	21

The following subject information details the courses that could be studied in Years 10 – 11. During Year 9 students will study elements of these courses.

Business Enterprise Foundation

Exam board: Pearson
There will be two options for Business in year 10: one will be assessed predominantly by coursework and will be BTEC qualification and the other will be assessed by examination and be a GCSE qualification.

Course Description / Content in Year 9
Business Enterprise is a subject gives students an introduction to life and work as an entrepreneur, students will:
- delve deeper into how the ownerships works
- appreciate the importance of market research and understanding the market
- gain insight into how all the elements of Business are important to the success of an Enterprise

Topic	Content
Overview of Business in context	- Target market - Competition and Unique Selling Point - Market research - Costs and selling price - Marketing mix 4P's - Presentation skills
The options for start-ups and small businesses	**Trends in business** - Introduction to Business Ownership –Sole traders, Partnerships, Private limited company and Franchises - The concept of limited liability
Marketing Mix	- Product - Pricing strategies - Promotion - Place
Enterprise and Entrepreneurship	- Goods and services and meeting customers need - Adding value - The role of Entrepreneurship - The Dynamic nature of business - How new ideas come about - Risk and reward
Finance	- What is Revenue - Types of costs - What is profit and Loss how to calculate? - What is Break Even and how to use the formulas - Break Even graph

To be successful in this subject, students will need to develop and practice the following:
- Learning about new developments
- An interest in the world of business
- Good at meeting deadlines
- Organised
- Self-motivated
- Presentation and report writing
- Project management
- Problem solving
- Logical thinking

Progression Routes & Career Opportunities

GCSE Business and BTEC Level 2 Enterprise 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, Ms Johnson

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

There will be two options for Business: one will be assessed predominantly by coursework and will be BTEC qualification and the other will be assessed by examination and be a GCSE qualification.

BTEC Award in Enterprise

Exam board: Pearson

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:		
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. • 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. For this assessment students will be given: • **6 hours supervised preparation time** • **5 hours formal supervision to complete tasks**
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. For this assessment students will be given: • **6 hours supervised preparation time** • **7 hours formal supervision to complete tasks**

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

- Learning about new developments
- An interest in the world of business
- Good at meeting deadlines
- Organised
- Self-motivated
- 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, Ms Johnson, or Mrs Johnston
Website: Pearson BTEC Tech Award Level 1/2 in Enterprise 2022

Please be aware that this course could change as some BTEC courses are being revised

GCSE Business

Exam Board / Pearson Edexcel GCSE (9-1) in Business (1BS0)

Course Description / Content

Business GCSE is a qualification that is engaging and inspiring, and which reflects the demands of a truly modern and evolving business environment – a qualification that enables students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.

This course aims to develop learners as effective and independent students, and as critical and reflective thinkers with enquiring minds, which will encourage them to use an enquiring, critical approach to make informed judgements

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	**Time**	**Weighting**	**Content**
Theme 1: Investigating small business	1 hr 30 minutes The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions	50% 90 marks	Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. ● Topic 1.1 Enterprise and entrepreneurship ● Topic 1.2 Spotting a business opportunity ● Topic 1.3 Putting a business idea into practice ● Topic 1.4 Making the business effective ● Topic 1.5 Understanding external influences on business
	1 hr 30 minutes	50% 90 marks	

Theme 2: Building a business	The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions		Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. ● Topic 2.1 Growing the business ● Topic 2.2 Making marketing decisions ● Topic 2.3 Making operational decisions ● Topic 2.4 Making financial decisions ● Topic 2.5 Making human resource decisions

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

- Learning about new developments
- An interest in the world of business
- Identifying successes and any limitations
- Being an independent learner

- Organising your own timing
- Meeting deadlines
- Logical thinking
- Learning about new trends and technologies

Progression Routes & Career Opportunities

Business GCSE provides a solid foundation for progression to Business and Economics related courses, including Level 3 in Business BTEC National and Business A 'Level, and a career in the business or finance professions. Further progression includes accounting, Finance and Business Management related subjects. This course would also support your application for a business apprenticeship at 16+.

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

The assessment of this course is solely dependent on exams at the end of Year 11 so is suited to students more comfortable with exams rather than coursework.
Careers include:

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

Please See: Mrs Achilleos or Mrs Johnston
Website: Specification (Pearson.com)

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 3 (External Synoptic)	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 1 (Internally Assessed)	36GLH	30%	Creating an Interactive Product
Component 2 (Internally Assessed)	36GLH	30%	Developing a Spreadsheet Solution to model data

To be successful in this subject students will need to be good at and enjoy:

- Standard programming techniques
- Identifying successes and any limitations
- Being an independent learner
- 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.

Please See: Ms Dowd /Mrs Johnston

GCSE Computer Science

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

COMPUTER SCIENCE IS NOT AN OPTION IN YEAR 9 BUT STUDENTS WHO ARE INTERESTED IN PURSUING COMPUTER SCIENCE AT GCSE MUST STUDY DIGITAL COMMUNICATIONS IN YEAR 9.

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.

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: 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology
2. Computational Thinking, algorithms and programming	1 hr 30 minutes Written paper(no calculators Allowed)	50% 80 marks	This unit of work covers: 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments

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

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

Progression Routes & Career Opportunities

Computing GCSE provides a solid foundation for progression to Computer Science related courses, including Level 3 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: Ms Dowd, Mrs Johnston, Mr Benjeddi
Website: http://ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf

There will be two options for Art at GSCE: one will be assessed predominantly by coursework and will be BTEC qualification and the other will be assessed by examination and be a GCSE qualification.

BTEC 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 artists.

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

Assessment

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.** An introduction into 2D, 3D and Digital Art. Exploring multimedia artists and crafts people. Developing confidence and knowledge in the core skills of annotation, evaluation, drawing, painting, printing, 3D clay, mono printing, photography and digital art.
Unit 2: Creative Project in Art and Design External	30 hours	25%	**This is an externally set exam paper, externally moderated.** Students will work to brief in order to produce a portfolio of work and an outcome in their chosen discipline. **(20 hours on research and planning and 10 hours on final outcome)**
Unit 3: Communicating Ideas in 2D Internal	30 hours	25%	2D unit exploring drawing, painting, mono printing, lino printing, digital art, photography, stencil art and spray paint.
Unit 4: Communicating Ideas in 3D Internal	30 hours	25%	3D unit exploring clay, paper construction, plaster, wire, assemblage and installation art.

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

GCSE Art and Design

AQA **GCSE** Art and Design

Course Description/Content

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

- Develop student creativity, technical skill and processes.
- Explore and develop their cultural and social knowledge required to create and interpret art and design.
- Develop imagination and creative expression to communicate and understand thoughts and concepts of the world they live in.
- Experiment with a wide range of 2D, 3D and digital media and processes.
- Refine drawing and painting skills from primary and secondary sources.
- Develop research and annotation skills to be able to respond to their own work and that of other artist's.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Are of Study	**Time**	**Weighting**	**Content**
Component 1:Portfolio	36 hours	50%	Exploration of art and design skills, techniques, processes and ideas. Developing a portfolio of work to show this journey.
Component 2: Externally set assignment	10 exam with preparation time	50%	A sustained art project developed in response to a question, subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intention(s).

To be Successful in this subject, students will need to develop and practice the following:
- 2D,3D and Digital Art
- Creative thinking and confidence in taking risks
- Presentation and Sketchbook layout

- Annotation and Evaluation of your own work and the work of others
- Researching and Investigation
- Meeting deadlines

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

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	**Weighting**	**Content**
Component 1: Devising	40% (60 marks)	• Create and develop a performance that is devised from a stimulus • Analyse and evaluate the devising process and performance • Students produce a portfolio of written work • Performer or designer routes available Internal examination/external moderation
Component 2: Performance from Text	20% (48 marks)	• Students will either perform in or create a design realization for two key extracts from a performance text. • Centre choice of performance text • Performer or designer routes available. External examination of performances
Component 3: Theatre Makers in Practice	40% (60 marks)	• Practical exploration and study of one complete performance text from an actor, director and design perspective • Choice of eight performance texts • Live theatre evaluation – free choice of

Coursework / Controlled Assessment Requirements			
Area Of Study	**Length**	**Weighting**	**Timing**
	production.		
Component 1: Written Portfolio: Portfolio covering the creating and developing process and analysis and evaluation of this process Performance of the DEVISED piece OR design realisation	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)	40% of overall grade 60 marks in total 45 marks for the portfolio 15 marks: Performance	Summer term of year 10 OR Autumn Term of Year 11
Component 2: Performance from Text Group performance AND Duologue OR Monologue Supporting statement of intention	Group performance: 12 minutes Duologue: 5 minutes Monologue: 3 minutes 100-200 words	20% of the overall grade 48 marks in total 24 Marks per performance	Spring Term of Year 11 (January – March)
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 45 minutes	40% of the overall grade 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 A 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

BTEC Music Tech Award
Exam Board / Pearson Edexcel BTEC Tech Award in Music Practice

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 Music Tech Award in Music Practice is a two-year course, equivalent to one GCSE, and is a good foundation for students who wish to pursue a career within the industry sector. The course specifically features skills required in the music industry and a chance to specialise in music performance, composition and/ or production. All learners will have regular opportunities to perform as part of our Performing Arts Academy at events throughout the year.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Unit Title	**Time**	**Weighting**	**Content**
Component 1: Exploring Music Products and Styles *Internal*	36 hours	30%	Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres. This involves an understanding of genre, developing instrumental and vocal techniques, advancements in recording and techniques of production and theoretical knowledge and application of musical devices. Students will respond to a **set brief released by Pearson** that showcases their understanding and application of various styles and genres, including recording of short examples and evaluative responses/analysis of performances. (Final responses to component 1 are under **12 hours of supervised conditions** and is completed in the first year of the course)
Component 2: *Music Skills Development* *Internal*	36 hours	30%	Students will explore personal and professional techniques for musicians and how to share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Students will participate in workshops and sessions to identify and develop musical skills and techniques in the following 3 disciplines: 1. Music Performance 2. Creating Original Music 3. Music Production. Students will develop a S**kills Understanding Portfolio** containing written, audio or video evidence that documents their knowledge and understanding of personal, professional and musical skills.
Component 3: Responding to a Commercial Music Brief *External Synoptic*	48 hours	40%	Students will apply musical skills and techniques in response to a brief to produce a music product. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use

			effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a **set task taken under supervised conditions**, which is then marked and a grade awarded by Pearson.

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 Performing Arts Academy study support provision.

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

Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html

Sport 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 3 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. Elite Sport has embraced scientific 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, scientific testing, injury and performance: the science of training and application of training principles and psychology in sports performance. This course offers a solid foundation for further study. Students develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and conducting scientific tests and data analysis.

Exam Requirements			
Tiered / Non Tiered:	Non-Tiered		
Paper Title	**Time**	**Weighting**	**Timing & Content**
R180: Reducing the risk of injuries (External) (Theory)	48 guided learning hours 1 hour 15 minutes written exam	40%	Paper consists of multiple choice, short and long answer questions. 70 marks available. Students will learn the scientific basis behind reducing the risk of sports injuries. They will discover the treatment and responses to injuries and common medical conditions. The unit explores the physiological and psychological elements of sports injuries.
Coursework Requirements			
Area Of Study	**Length**	**Weighting**	**Timing & Content**

R181: Applying principles of training (Internal) (Theory)	48 guided learning hours	40%	Students will cover the science behind how athletes train in order to achieve peak performance. They will be tasked with conducting scientific fitness tests, ensuring reliability, validity and correct testing protocol. Students are then required to analyse the data sets and produce an evidence based programme, applying the scientific principles of training.
R183: Nutrition and sports performance (Internal) (Theory)	24 guided learning hours	20%	Students learn about different nutrients and supplements and their effects on the physiological and psychological state of the human body. The unit requires students to conduct scientific baseline testing in order to assess the effectiveness of a nutrition programme. Data analysis allows students to evidence that their programme meets the key nutritional principles.

To be successful in this subject students will need to:

- Have a very strong passion for science and the scientific elements of sports performance
- Ability to analyse data sets and use key mathematical principles to evidence progress
- Have a good understanding of the human anatomy and how it responds to physical activity in the short and long term.
- Passionate about elite sports performance and the nutritional elements involved with successful performance.

- Be able to independently complete extended writing projects
- Be organised and stick to strict work deadlines
- Understand that the course is theory based and there are very few practical lessons

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, 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.

J**obs 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)

Website: https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/

Level 1/2 Vocational Award in 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 20 mins	40%	The Hospitality and Catering industry
Coursework / (Non-Exam Assessment)			
Area Of Study	**Length**	**Weighting**	**Content**
Unit 2: Hospitality and Catering in action	12hrs	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
L3 Food Science and Nutrition
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 Hospitality and Catering

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: Mr Massop
Website: https://www.wjec.co.uk/media/ukvevv1a/wjec_l1-2-vocaward-hospitality-and-catering_spec-21-09-2021_e.pdf

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:
- Meeting deadlines
- Completing independent tasks
- Organisation
- 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: Ms Southgate
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**
R038: Principles of engineering design	1hr 15 mins	40%	In this unit, students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. They will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. Students will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.
Coursework / Controlled Assessment Requirements			
Area Of Study	**Length**	**Weighting**	**Content**
R039: Communicating designs	10-12hrs	30%	In this unit, students will learn how to develop their techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate their designs.
R040: Design, evaluation and modelling	10-12hrs	30%	In this unit, students will learn how designers can quickly create and test models to develop a working prototype of a design. They will develop their virtual modelling skills

			using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate their design prototype. Students will also develop their physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.

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: Mr Massop
Website: https://ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/specification-at-a-glance/

Level 2 Health and Social Care

Exam Board / OCR

Course Description / Content

Students will learn about:

- Individual rights
- Values of Care
- Safeguarding
- Communication in a care settings
- Healthcare
- Wellbeing
- Public health

Assessment

Exam Requirements			
Non Tiered			
Paper Title	**Time**	**Weighting**	**Content**
R032: Principles of care in health and social care	1hr 15 mins	40%	In this unit, students will learn about the importance of the rights of service users, person-centred values and how to apply them. Students will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.
Coursework / Controlled Assessment Requirements			
Area Of Study	**Length**	**Weighting**	**Content**
R033: Supporting individuals through life events	10-12hrs	30%	In this unit, students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.
R035: Health promotion campaigns	10-12hrs	30%	In this unit, students will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. They will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. Students will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.

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	Childcare Provision	Social worker
Care assistant	Childminder	Paramedic
Biologist	Nursery Assistant	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: Mr Massop

Website: https://ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/specification-at-a-glance/