THE HART SCHOOL
Creative Education Trust

KS4 OPTIONS 2026

> The future belongs to young people with an education and the imagination to create.
>
> Barack Obama

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Over the coming weeks you will be making some decisions about the courses that you will follow in Year 10 and 11. These decisions will affect your school life and, possibly, future career.

This is an exciting time and you will have some important decisions to make but before you make those decisions, you must:

- Read (and make certain that you understand) the information in this booklet.
- In particular, make certain that you understand the subject information and the different routes that you can take.
- Look at your school report which will highlight your strengths and areas for development.
- Talk to your parents/carers about the course and your suitability for them.
- Talk to your teachers about what the course involves.
- Talk to older students about their experience of the course (but remember that your course may be quite different).
- Ask questions that will help you to make the right decisions.
- Consider all of the courses carefully and ensure that you have made the right decision for you.
- Consider how your choices may affect your opportunities after Year 11, in terms of further education and your career pathway.
- Talk to our careers advisor if you are unsure about career pathways

The curriculum offered here at The Hart School is designed to be broad, balanced and flexible. It allows you to achieve the highest levels possible and also to develop your individual talents. At the same time, it will prepare you for your role in society, both now and in the future.

In addition to the formal timetabled curriculum, there will be opportunities for you to continue personal development outside of the classroom. These will include local visits; subject related activities; work experience; sporting and performance opportunities; Duke of Edinburgh Award scheme; careers interviews and further education information and opportunities.

Remember if you have any concerns or questions please ask!

Miss Dosanjh
Assistant Principal - Achievement & Curriculum

WHAT ARE THE DIFFERENT TYPES OF QUALIFICATION?

GCSE

GCSE stands for 'General Certificate of Secondary Education'. These are academic qualifications that are recognised and valued by schools, colleges and employers so they will be useful whatever you are planning to do in the future.

GCSEs involve studying the theory of a subject and usually include some investigation work. Some may also involve practical work. All GCSEs have examinations although some might have controlled assessments too; controlled assessments must be completed in class under the supervision of teaching staff.

When you take your final exams in 2026 all GCSEs will be graded 9-1. Some qualifications have different examination papers for students working at different ability levels. These are called 'tiers': Higher and Foundation.

VOCATIONAL

BTEC (Business & Technology Education Council) qualifications are work-related or 'technical (vocational)' courses suitable for a wide range of learners. Like GCSEs these are nationally recognised and have been designed to meet the needs of employers and allow progression to further study.

They provide a practical, real-world approach to learning. BTECs are assessed through coursework and examinations. These courses are suitable for students who might not show their full potential in courses assessed through only examinations.

Our BTECs are 'Level 2' qualifications and are graded as Pass, Merit, Distinction and Distinction*. Level 2 Qualifications are assessed through coursework and examinations.

The WJEC, VCERT and OCR Cambridge National Level 2 Certificates are engaging qualifications which can provide a supportive progression route into further learning or employment. These qualifications are designed for learners who wish to develop skills and knowledge and are ideal for learners who excel at coursework. Learners who successfully achieve at Level 2 will be awarded a Pass, Merit, Distinction or Distinction*.

HOW GRADES WILL BE AWARDED

GCSE (9-1)

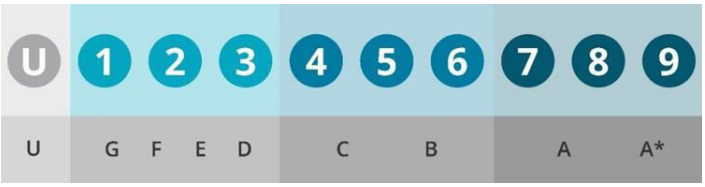
GCSE grade 9 is the highest grade, while 1 is the lowest, not including a U (ungraded)

GCSEs in England have been reformed to keep pace with universities' and employers' demands.

They are based on new and more demanding subject content but are still suitable for the same wide range of abilities.

The new grade scale makes it clear to everyone that students have studied the new GCSEs.

It also has more higher grades compared to the old A* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities.



VOCATIONAL (D*-P)

Vocational learners will receive a grade for each individual unit (Distinction*, Distinction, Merit, Pass, or Unclassified). Some vocational qualifications also include a Level 1 Pass at unit and qualification level.

All internally assessed unit grades are subject to quality assurance. This ensures that learners get the grades they deserve and all centres assess every BTEC assignment to the highest standard.

Exam boards then calculate the final grade for the qualification by looking at the performance across each unit in the qualification using a points-based scale.

WHAT IS THE ENGLISH BACCALAUREATE ('EBACC')?

The EBacc is a set of subjects at GCSE level that keeps young people's options open for further study and future careers. It was introduced to measure how well students and schools do.

THE EBACC IS:

- An English GCSE
- Mathematics GCSE
- Either History and/or Geography GCSE
- At least two Science GCSEs, Computer Science is counted as a science for the EBacc
- A modern foreign language, GCSE Spanish.

Students' attainment is calculated as an average point score, meaning that all results at all grades count towards the EBacc.

The EBacc is made up of the subjects which the Russell Group says, at A Level, open more doors to more degrees. A recognised group of leading UK Universities, The Russell Group has published a guide to post-16 subject choices. You can find it on their website at https://www.informedchoices.ac.uk

WHY THESE SUBJECTS?

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

It is important to study a broad and balanced curriculum, these subjects are included to give you the opportunity to study a core of diverse subjects, ensuring that doors are not closed to you in terms of future progression.

> Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.
>
> Malcolm X

WHAT IS THE CORE CURRICULUM?

Everyone will study core National Curriculum subjects. These include some 'non-qualification subjects' that do not have any exams and do not lead to a certificate. However, it is important that you study these courses as they will help develop you as a person and prepare you for your future.

THE CORE SUBJECTS ARE:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Science GCSE
- Physical Education
('Core PE' is a non-qualification subject)
- PSHE (this is a non-qualification subject)
- RE (this is a non-qualification subject)

WHERE DO I START?

It is important to have a selection of subjects which will keep all career paths open and will also provide variety. Universities and employers are looking to recruit people with a broad and balanced education.

The Hart School's aim is to ensure that you engage in subjects in which you can achieve; this is why you should seek advice from your parents/carers, subject teachers, your tutor, Head of Year and the Careers Adviser. They can help you by giving impartial and specific careers advice.

THINGS TO THINK ABOUT WHEN MAKING YOUR CHOICES

MAKING GOOD CHOICES

1. Spend time researching the options available to avoid making a decision that you may later regret! Read through your school options booklet, attend the options event and/or parents evening.

2. Think about your own abilities and interests. What is going to be right for you? Ask yourself, whether the subjects you are choosing will inspire and motivate you for the next two years.

3. Which subjects do you enjoy?

4. If you already have a specific career idea in mind, check the suitability of your subject choices. Remember though, your career ideas may change and you may lose interest in the subject you have chosen.

5. Your final choice should reflect your strengths - what you are good at and think you can achieve good grades in.

6. Discuss your choices: speak with school staff, your careers adviser, form tutor, Head of Year, subject teachers, learning mentors, parents/carers, or students already studying the subject.

7. Do not choose a subject because you like the teacher – they may not be teaching your class next year.

8. Do not choose a subject because your friend is choosing it or wants you to choose it – you may end up in a different class to your friend.

WHAT TO CONSIDER

- Some subjects are compulsory.
- What are your current grades or levels in the subjects you have already been doing?
- How is the subject assessed? Is it mainly exam or coursework? Which assessment method works best for you?
- Does the balance between coursework and examinations suit you?
- How will your choices impact on the other subjects you study?
- How will your choices relate to what you intend to do after year 11?
- Year 10 is just as important as year 11. Do not think you can expect to do really well in year 11 if you do not work hard in year 10.
- The qualifications you gain can influence what you do after year 11, in terms of education, training and employment.

REMEMBER:

The final choice must be your own.

> Do something today that your future self will thank you for.

SKILLS & INTERESTS THAT MAY RELATE TO SUBJECTS

OBSERVING

Art & Design, English, Languages, Geography, History, Hospitality and Catering, Maths, Music, PE, Science.

GOOD WITH NUMBERS

Design & Technology, Engineering, Enterprise, Imedia, Geography, History, Maths, Science.

WORKING INDEPENDENTLY

Art & Design, Design & Technology, Drama, Enterprise, Geography, History, Imedia, Languages, Maths, Music, PE, Sport.

COMMUNICATING

Art & Design, Design & Technology, Drama, Enterprise, Imedia, English, Languages, Geography, History, Music, PE, Science, Sport.

SOLVING PROBLEMS

Art & Design, Design & Technology Engineering, Enterprise, Geography, History, Imedia, Maths, Science.

BEING CREATIVE

Art & Design, Design & Technology, Drama, Enterprise, Imedia, English, Languages, Geography, History, Music, PE, Science, Sport.

UNDERSTANDING YOURSELF

Design & Technology, English, Enterprise, Health and Social Care, PE, Sport.

REMEMBERING

Dance, Design & Technology, Drama, English, Enterprise, Geography, History, Imedia, Languages, Maths, Music, Science.

CHOOSING YOUR OPTION SUBJECTS

1 RESEARCH:

Learn about the subjects you could choose at GCSE level.

• Read the subject profiles in this booklet. Subjects at GCSE can be very different to what you have been used to in Year 9. Make sure that you know how they differ. Discuss your ideas with your subject teachers and with your tutor.

2 COMPLETE ONLINE FORM:

Follow the instructions on the online Options Form carefully to make sure you choose the correct number of optional courses.

• Students will be shown how to log in and complete their choices during their tutor sessions. Mr Ryan will be able to assist if further help is required.

3 DEADLINE:

The deadline is **Friday 24 April 2026.**
Important things that you need to know:

• Choices are not allocated to students who submit their online choices first, so, please take your time to consider the options available. However, if you do not complete your online submission by the deadline then it may be difficult to accommodate your preferences.

• Please consider your choices carefully as often it is not possible to change courses at a later date as many courses will be full.

• Sometimes it is not possible to allocate all first choices. This is usually because courses are timetabled at the same time. Every effort will be made to try to give you your first choices; however if this is not possible then you will have an appointment with Mrs Mahon or Miss Dosanjh who will explain why and then look at the other choices available with you.

PLEASE NOTE: The subjects being offered and the course descriptors are correct at the time of publishing; however, they are subject to change because of the ongoing government review of the curriculum. Please be aware that if there are insufficient numbers of students choosing a course, it may not run. In this case, the reserve subject(s) will be used.

MOVING ON FROM GCSES

GCSEs FOR ADVANCED LEVEL AT 16

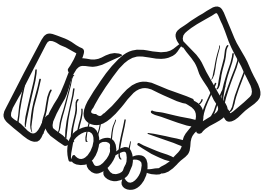
If you are thinking about doing an advanced level course at 16, like A-Levels or BTECs, it's sensible to find out what GCSE grades you will need to get on to the course in sixth form or college. Often students need to get a grade 5 to be able to do that subject as an A Level. If you do double science at GCSE you can still progress to any of the science subjects at A levels as long as you have the required grades.

www.careersbox.co.uk – Video clips regarding a wide range of careers.

GCSEs FOR GOING ON TO UNIVERSITY

If you are thinking about higher education, be aware that because some courses and universities are so competitive, they will look at your GCSE results as well as later qualifications like A-Levels or BTECs. Some university courses - like Sciences, Medicine and Nursing - will be looking for specific GCSEs in the science subjects. Courses in Psychology, Business or English might require particular GCSE subjects and grades. If you are thinking about a university course you would like to do later, it is a good idea to check out the qualifications you need.

GCSEs FOR EMPLOYMENT



Employers want people with good maths and English GCSEs. The government has now made it a requirement that a young person who hasn't yet achieved a grade 4 (old grade C) or above in maths and English will need to continue to do them, as part of whatever course or training they do, until they are 18. This would be as well as work experience, which can be used to gain vocational qualifications by demonstrating work-based skills.

CAREERS

As you make your option choices it is helpful to consider what your eventual career area might be. At this stage very few of you will be completely certain what you want to do when you leave school, though by now you will have some idea of your personal strengths. Most career areas will still be open to you at 16 even if you change your mind at a later date.

There is lots of help and advice available within school and appointments can be made with our Careers Advisor. Students, Parents and Carers have access to on-line resources, which are full of useful information.

USEFUL CAREERS WEBSITES

www.eclips-online.co.uk - Login KING3EE offering help about lots of careers

www.Icould.com - Interactive resource

www.//nextstepssw.ac.uk – Useful information about your choices when you complete your GCSEs

www.direct.gov.uk/NationalCareersService - Information on specific careers

www.careersbox.co.uk – Video clips regarding a wide range of careers

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GCSE ART & DESIGN

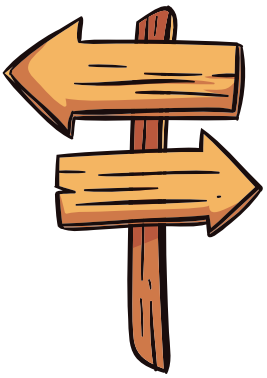
EXAMINATION BOARD: OCR

The world is directly affected by our visual culture. Art is no longer just about drawing and painting. It encompasses a huge range of approaches and materials. Every person is creative and within the art department we aim to nurture the style particular to each student. The art and design course actively engages students in their own learning. Students are encouraged to work independently and, wherever possible, from direct observation.

PATHWAYS AFTER YEAR 11

Training Pathways
A Level; Fine Art, Textiles, 3D Art and Photography

CAREER ROUTES



Graphic Design
Interior, Design
Fashion
Illustration
Jewellery Design
Animation
Ceramics
Photography
Gallery and Museum Work
Exhibition Work
Teaching
Garden Design

HOW WILL YOU LEARN

This broad course seeks to acknowledge students' interests, aspirations, aptitudes and culture by providing opportunities for the development of their creative, imaginative and critical abilities. Students are introduced to a variety of two and three dimensional experiences: employing a range of media, processes and techniques as a basis for their expressive, design, and critical ability. This could include drawing, painting, sculpture, ceramics, textiles, graphics, photography, and print making.

METHOD OF ASSESSMENT

Students are helped to develop their individual creativity, to make informed judgements about their work; as well as the inspiration that they can take from other artists, designers and crafts persons.

Coursework: This is a body of work completed throughout Year 10 and the first term of Year 11. The coursework portfolio and exam will include drawing (from observation in a variety of media) and photographs, research into relevant artists, cultures and contexts, and experimentation (trying different materials and techniques), before creating a final piece.

Exam: The Exam is a project set by the examination board. You'll have time to create a body of preparatory work with guidance from your teacher on study sheets or in a sketchbook, before spending 10 hours, spread over two days under exam conditions creating a final piece.

Dance

BTEC TECHNICAL AWARD IN DANCE

EXAMINATION BOARD: PEARSON

BTEC Tech Award in Performing Arts is mainly a coursework based active learning experience in a vocational and practical context. Students provide evidence in a variety of ways, both written and practically. In selecting BTEC Performing Arts it is essential that you: are committed to Dance; always commit to improving your performing skills; have a good idea what is expected of you as there will be written requirements; and have an interest in Performing Arts outside of school, either participating, watching or a possible career.

HOW WILL YOU LEARN

BTEC (Level 2) - The grades that you can achieve are Distinction*, Distinction, Merit or Pass.

Learners will study 3 units in total.

Component 1: Exploring the Performing Arts
In this component, you will explore three contrasting styles of dance, and present your findings on the creations of these choreographies.

Component 2: Developing Skills and Techniques in the Performing Arts You will then hone in on one particular style, recreating this piece of repertoire, and present your findings.

Component 3: Performing to a Brief
In this final component, in which you will be assessed externally, you will work as a team to come up with your own choreography in response to a stimulus set by the exam board.

You will perform regularly in front of a paying audience and be expected to take an active role in the wider performing arts extra curriculum.

METHOD OF ASSESSMENT

You will be required to do one set assignment brief set by the exam board. Additionally, you will be required to complete two further internally set briefs. The assessments are split into the following three components:

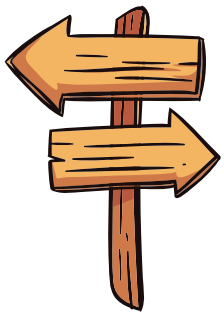
- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Performing to a Brief

You would need to be:

- Enthusiastic about Performing Arts and be willing to perform regularly
- Good at working with others
- Good at working independently and to a tight timescale
- Willing to work outside of class time when necessary
- Open to new experiences and ideas.

PATHWAYS AFTER YEAR 11

Training Pathways
BTEC Level 3 Nationals in Performing Arts or on to A Level courses in Dance



CAREER ROUTES

Community Arts Worker
Choreographer
Arts Administrator
Further Education Teacher
Health Advisor
Dancer

Design and Technology

GCSE DESIGN & TECHNOLOGY

EXAMINATION BOARD: AQA

A GCSE course in design and technology offers an opportunity for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests.

As a fundamental part of their course, pupils will design and make products. Design and technology develops pupils' interdisciplinary skills, all six of the key skills, and their capacity for imaginative, innovative thinking, creativity and independence.

PATHWAYS AFTER YEAR 11

Training Pathways
There are a range of options to study Product Design further: A level Product Design, Furniture Design, Architecture, Engineering, Visual Arts, Interior Design, Stage/ Theatre Design, Ceramic Design

CAREER ROUTES

Graphic Design
Advertising
Interior design
Visual media
Film props
Stage design
Auto industry
Teaching
Fashion Design
Architecture
Game design

HOW WILL YOU LEARN

The course encourages students to:

- Design original and useful products using a range of materials and processes.
- Research real situations, identify gaps in the market and find practical design solutions to real problems.
- Learn drawing and modelling skills to communicate and develop design ideas.
- Develop manufacturing skills using CAD CAM (Computer Aided Design and Computer Aided Manufacture).
- Develop hand skills using a range of materials including wood, metal and plastic.
- Students will also explore the skills required to make graphic products.

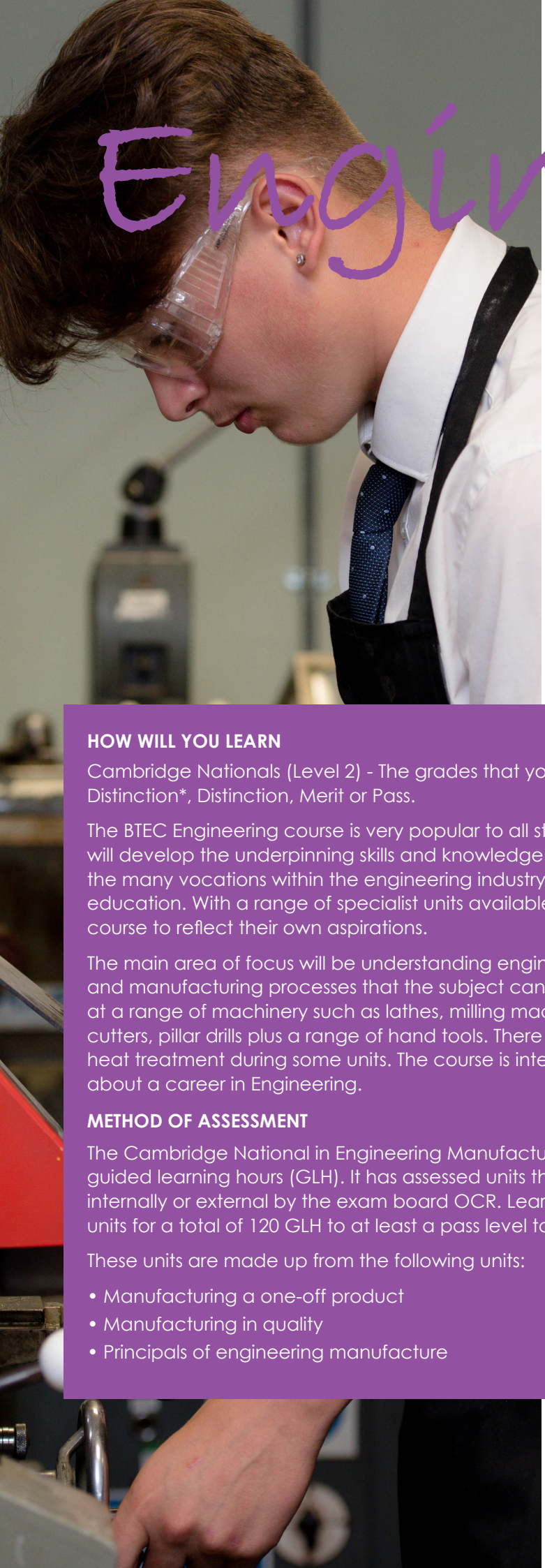
METHOD OF ASSESSMENT

Assessment for the GCSE course involves an examination and coursework assessment

Coursework - 50% of the overall GCSE Grade This is a time-limited practical assignment completed wholly in school over approximately one year. This consists of an electronic portfolio of evidence (maximum 25 slides), alongside a high-quality product that students manufacture in line with a predetermined contextual challenge set by the exam board.

Exam- 50% of the overall GCSE Grade This is a 2 hour theory paper. It is based on the principles covered throughout the course and specific topics covered during the non-exam assessment.

Topics include new and emerging technologies, developments in new materials, systems approach to designing, mechanical devices, ecological and social footprint and scales of production.



Engineering

CAMBRIDGE NATIONALS IN ENGINEERING AND MANUFACTURE

EXAMINATION BOARD: OCR

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. The engineering award introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. This course is very popular with both girls and boys and achieves excellent outcomes.

HOW WILL YOU LEARN

Cambridge Nationals (Level 2) - The grades that you can achieve are Distinction*, Distinction, Merit or Pass.

The BTEC Engineering course is very popular to all students at KS4. Students will develop the underpinning skills and knowledge they will need to enter the many vocations within the engineering industry or to progress to higher education. With a range of specialist units available, learners can tailor their course to reflect their own aspirations.

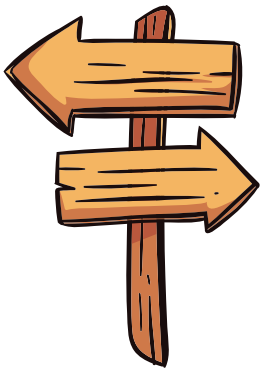
The main area of focus will be understanding engineering sectors, materials and manufacturing processes that the subject can involve as well as looking at a range of machinery such as lathes, milling machine, CNC lathe, laser cutters, pillar drills plus a range of hand tools. There are also facilities to use heat treatment during some units. The course is intended for students thinking about a career in Engineering.

METHOD OF ASSESSMENT

The Cambridge National in Engineering Manufacture is taught over 120 guided learning hours (GLH). It has assessed units that are assessed either internally or external by the exam board OCR. Learners must complete all units for a total of 120 GLH to at least a pass level to gain this qualification.

These units are made up from the following units:

- Manufacturing a one-off product
- Manufacturing in quality
- Principals of engineering manufacture



PATHWAYS AFTER YEAR 11

Training Pathways
BTEC Level 3 Engineering course or A Level
Product Design

CAREER ROUTES

Electrical engineer
Civil engineer
Architect
Mechanical engineer
Structural engineer
Aircraft engineer
Aerospace engineer
Buildings surveyor
Pilot
Product development
CAD technician
Project manager

English

GCSE ENGLISH LANGUAGE

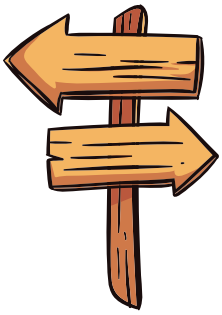
EXAMINATION BOARD: AQA

The English Language GCSE will require pupils to sit two Language exams. Paper 1 is Explorations in Creative Reading and Writing. Paper 2 is Writers' Viewpoints and Perspectives.

Both GCSE exam papers assess pupils for their reading and writing ability. In the reading section pupils' ability to infer, analyse, evaluate, compare and identify explicit and implicit meanings from a text. Within the writing section, pupils are assessed on their ability to write coherently, grammatically correct with the intended purpose, with suitable vocabulary and features and write in varied sentences, using accurate punctuation for effect.

PATHWAYS AFTER YEAR 11

Training Pathways
A Level English Language and Literature



CAREER ROUTES

Publishing
Law
Secondary and Primary Teaching
Media Management
Writer
Journalist
Web Content Manager
Copywriter
Media Researcher
Marketing Executive

HOW WILL YOU LEARN

Learners will be prepared for the exam in a variety of different ways including:

Using exam style questions to sharpen exam skills through the use of past papers.

Developing creative writing skills to write in a way which engages and entertains the reader.

Enhancing the ability to craft transactional writing for a range of different forms, purposes and audiences.

Developing the ability to ask relevant questions to extend analytical, evaluative and comparative skills as well as developing oracy skills.

METHOD OF ASSESSMENT

Paper 1: 50% of the qualification containing both a reading and writing section. The paper is 1 hour and 45 minutes.

Paper 2: 50% of the qualification containing both a reading and writing section. The paper is 1 hour and 45 minutes.

Across the papers you will complete comprehension questions, in-depth analytical and evaluative questions, comparison of texts and writing tasks.

Spoken language: You will deliver a presentation on a topic of your choice and be assessed on your speaking and listening skills for which you will be awarded a pass, merit or distinction.

English Lit

GCSE ENGLISH LITERATURE

EXAMINATION BOARD: AQA

For English GCSE Literature, the pupils will sit two Literature exams.

Both GCSE exam papers assess pupils for their reading skills for whether they understand the Literature texts. Pupils are expected to write a critical response that uses evidence to support their interpretation; be able to closely analyse an extract and demonstrate they understand the relationship between the context and the text.

HOW WILL YOU LEARN

Learners will be prepared for the exam in a variety of different ways including:

Preparing for exam style questions through the use of past papers.

Developing the ability to formulate arguments within their essays.

Developing oracy through debating ideas.

Learning through group and paired activities to develop interpretations of text.

The study of literary theory to improve critical thinking.

Developing the ability to ask relevant questions to extend analytical and evaluative skills.

METHOD OF ASSESSMENT

Paper 1: Students will answer questions on Macbeth and A Christmas Carol. The paper is 1 hour and 45 minutes.

Paper 2: Students will have a section on An Inspector Calls, the poetry anthology (power and conflict) and Unseen Poetry. The paper is 2 hours 15 minutes.

Both papers will test students' ability to write analytically and formally, integrate historical, social and cultural context and form a clear line of argument to explore writer's intention.

PATHWAYS AFTER YEAR 11

Training Pathways
A Level English Language and Literature

CAREER ROUTES

Publishing
Law
Teaching Secondary and Primary
Media Management
Writer
Journalist
Editor

Enterprise

BTEC TECH AWARD IN ENTERPRISE

EXAMINATION BOARD: PEARSON

This is a very popular, active and enjoyable course aimed at students who are interested in the business world, possibly with ambitions of owning or managing a company in the future. This course gives students the opportunity to explore real business issues and how businesses work.

We look at a wide range of local, national and international businesses. BTEC Enterprise is a hands-on vocational subject exploring the important aspects of the Business world. You will cover the following aspects:

- The characteristics of different types of businesses and the factors that can impact their success
- The skills needed to be a successful entrepreneur
- How to plan for and pitch an idea for a small business
- The different promotional methods that a business can use.

HOW WILL YOU LEARN

You will develop the following skills:

- Research- you will carry out regular research into different businesses, entrepreneurs and events in the business world
- Report writing- this is an important skill that you will need in school and beyond! You will be supported into developing professional reports that explore business concepts supported by high quality research
- Critical thinking- you will consider issues and find solutions to problems that businesses can face
- Creativity- in developing your enterprise pitch you will use creative skills to make your ideas
- 'stand out from the crowd'
- Analytical and evaluative skills- you will dig deeper into the business concepts, considering questions such as 'Why do some businesses thrive during a recession when others fail?'

METHOD OF ASSESSMENT

Students will study three units of work:

Exploring Enterprises: This unit is assessed through coursework and examines two small/medium local enterprises, comparing how they work and what drives the entrepreneur to succeed. It examines the skills and characteristics that an entrepreneur must have and how they would use those skills.

Planning for and Pitching an Enterprise: Have you ever thought you could do better than some of the 'entrepreneurs in Dragons Den'? Well this is your chance! This unit is assessed through coursework again, but involves you selecting an enterprise idea, developing and presenting a 'pitch'. Completion of a Business Plan is an essential part of starting your own business/enterprise.

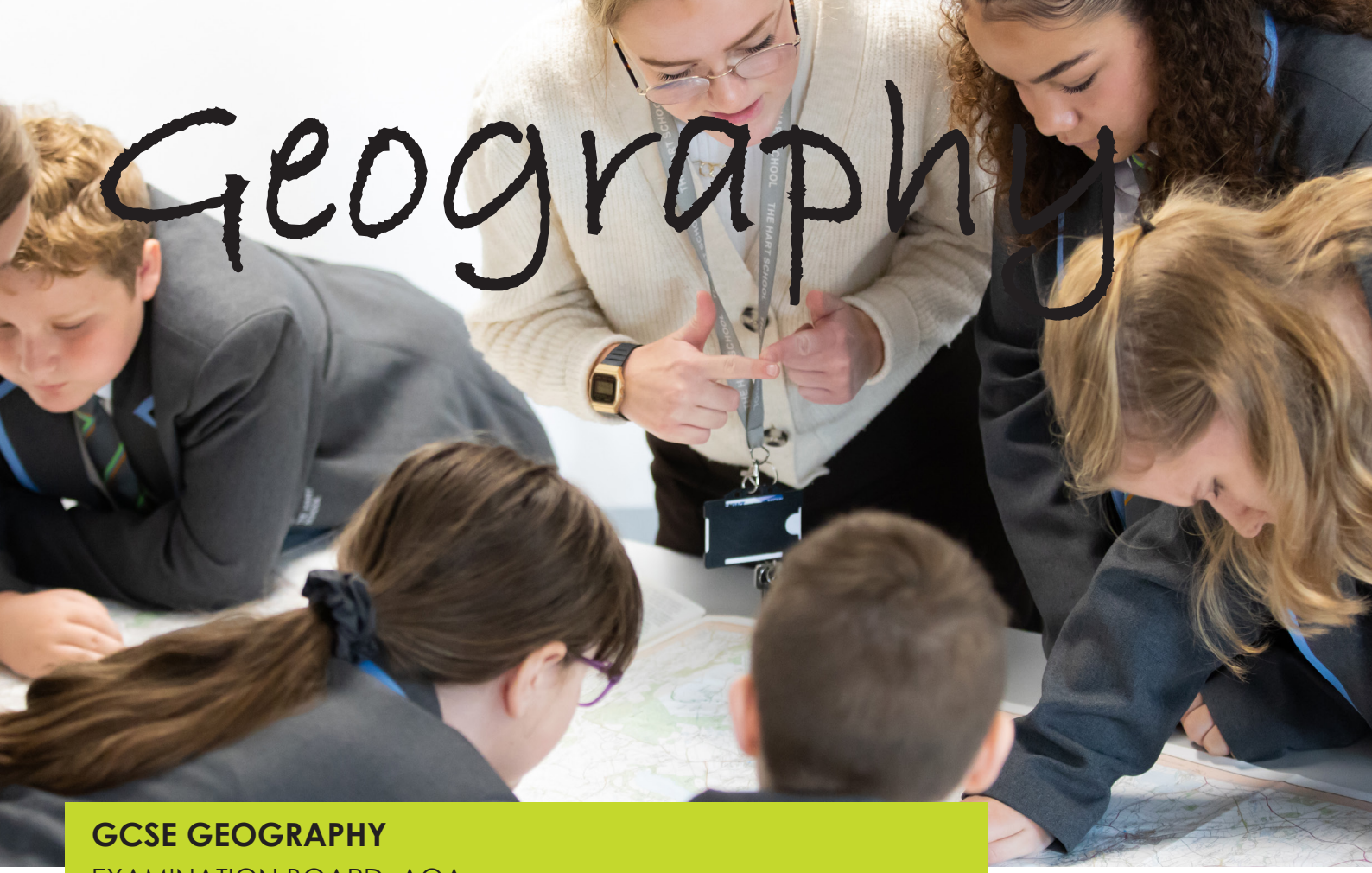
Promotion and Finance for Enterprise: This unit is assessed through an external examination, and encompasses the range of promotional methods used by business, and the financial methods used to determine success.

PATHWAYS AFTER YEAR 11

Training Pathways
BTEC Level 3 Business

CAREER ROUTES

Accountancy
Marketing
Personnel
Retailing
Banking
Manufacturing
Public Relations
Publishing
Management,
Entrepreneur
Retail
International Business
Teacher
Business Law
Economist
Recruitment



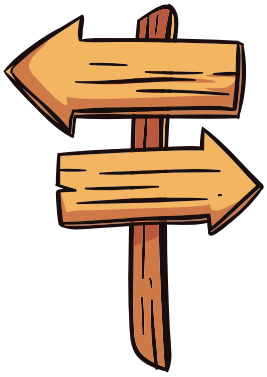
Geography

GCSE GEOGRAPHY

EXAMINATION BOARD: AQA

Geography is a relevant, hands on subject that helps you to make sense of the world around you. At GCSE level a vast variety of topics are studied across both human and physical geography that help to tackle some of the most pressing challenges facing the world today.

Geography GCSE will deepen your understanding of geographical processes, the impact of complex people-environment interactions, the dynamic links between places and environments, and develop your ability to use a wide range of geographical investigative methods and approaches. Geography enables you to become globally and environmentally informed and thoughtful, enquiring citizens.



PATHWAYS AFTER YEAR 11

Training Pathways
A Level Geography,
A Level Travel & Tourism

CAREER ROUTES

Environmental Consultant
Town Planner
Tourism Officer
Conservation Officer
Cartographer
Recycling Officer
Journalism
Teaching
Marketing

HOW WILL YOU LEARN

Learners will learn in a variety of different ways including:

- Enquiry and problem solving
- Research skills that will help set you up moving to higher education and beyond
- Fieldwork skills- including two UK based field trips
- World citizenship and global vision skills- understand your place in the world!

METHOD OF ASSESSMENT

Paper 1: Living with the physical environment- 35% of the GCSE, 1hr 30 minutes

Paper 2: Challenges in the human environment- 35% of the GCSE, 1hr 30 minutes

Paper 3: Geographical Applications- 30% of the GCSE, 1hr 15 minutes

All papers will consist of a range of multiple-choice, short and longer 9 mark questions.

Health and Social Care

BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

EXAMINATION BOARD: PEARSON

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, health care providers, local authority services. It introduces students to health and social care sector and the role it plays in the health, well-being and care of individuals across all age ranges in society.

The BTEC Tech Award for Health & Social Care is a hands-on course that gives learners a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. With the new BTEC Tech Award in Health and Social Care, learners can get to know the core care values, develop valuable skills and explore potential careers.

HOW WILL YOU LEARN

- Individual research skills: investigating care settings and the role of care professionals
- Group practical work to encourage teamwork, problem solving and communication skills
- Observation skills in a range of care settings
- Visiting speakers: care practitioners from a range of health and educational professions.
- Use of case studies and presentational work
- Vocational visits to local care settings: health and education.

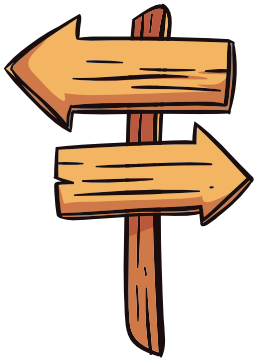
METHOD OF ASSESSMENT

The course has two internally assessed components, and one that's externally assessed: These components build on each other to motivate learners by helping them put what they've learned into practice and grow in confidence.

Component 1 – Human Lifespan Development
- Weighting: 30% Aim: understand how we grow and develop throughout our lives.
- Assessment: internally assessed assignments

Component 2 – Health and Social Care Services and Values
- Weighting: 30% Aim: get to know how the Health and Social Care sector works and the care values that underpin it.
- Assessment: internally assessed assignments

Component 3 – Health and wellbeing (External exam) Weighting: 40% Aim: help improve someone's health and wellbeing.



PATHWAYS AFTER YEAR 11

Training Pathways
BTEC Level 3 Health and Social Care

CAREER ROUTES

Adult/Child Nursing
Teaching
Care Assistant
Dental Nurse
Paramedic
Social Worker
Mental Health Worker
Working with Children

History

GCSE HISTORY

EXAMINATION BOARD: EDEXCEL

GCSE History is a fascinating subject exploring human behaviour throughout time. This course inspires students' enthusiasm for History. They develop their understanding of the present by studying significant periods and themes from the past at a local, national and global level, engaging with a range of contemporary sources and later interpretations.

The structure and content selection in History ensures that all learners study a variety of periods from a variety of perspectives.

You will study:

- Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city.
- Anglo-Saxon and Norman England, c1060-88.
- The American West, c1835-1895.
- Weimar and Nazi Germany, 1918-39.

PATHWAYS AFTER YEAR 11

Training Pathways
A-Level History, other A levels such as Philosophy, Psychology, Economics, Languages, Media and Degree courses in History, Archaeology, Economics, Classics, English, Politics.

CAREER ROUTES

Police
Law
Heritage Manager
Museum Curator
Academic Librarian
Archivist
Teaching
Forensic Science
Journalism
Criminology
Civil Service

HOW WILL YOU LEARN

You will be taught by History specialist teachers. During lessons and homework, you will:

- Develop and extend knowledge of a range of historical periods, key events of both British and world history.
- Engage in historical enquiry to develop as independent learners and critical, reflective thinkers.
- Develop the ability to ask relevant questions about the past, through discussion based activities.
- To investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Preparatory reading and I or research to enable you to construct knowledgeable and informed arguments regarding historical interpretations.
- Good literacy is essential for the effective study of History.

METHOD OF ASSESSMENT

There will be three papers, which will be answered through a variety of essay style questions.

Paper 1: 30% of the qualification- 1 hour 15 minutes: Crime and Punishment c1000-present and Whitechapel c1870-1890.

Paper 2: 40% of the qualification- 1 hour 45 minutes: Anglo Saxon and Norman England and the American West c1835-1895.

Paper 3: 30% of the qualification- 1 hour and 20 minutes: Weimar and Nazi Germany

Hospitality

WJEC LEVEL 2 IN HOSPITALITY AND CATERING

EXAMINATION BOARD: WJEC

The course is a vocational (work related course) where you can learn about the hospitality and catering industry and the potential it can offer you for your career or further study. It is most suitable as a foundation for further study, it will provide you with a core depth of knowledge and a range of specialist and general skills that will support your progression to further learning and employment.

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars, airlines, tourist attractions, hospitals and sports venues. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

HOW WILL YOU LEARN

During the course you will be given the opportunity to practise a wide range of practical skills along with having a greater understanding of nutrition, the science behind food as a material and the wider environmental aspects associated with food.

The course is taught in a very "hands on" practical way and so consequently the weekly purchase of ingredients is essential; therefore, time to collect ingredients and the cost of them will need to be considered. But if you are worried about this then you can discuss this with your Design Technology teacher.

METHOD OF ASSESSMENT

There are two units, both of which are structured to closely reflect current practice in industry.

- **Unit 1** - Hospitality and catering industry: focuses on learning about different types of providers (employers), legislation, food safety and the roles and responsibilities within the sector. This unit is assessed with a written or on-line formal examination.
- **Unit 2** - Hospitality and catering in action: develops your practical skills for planning, preparing, cooking and presenting nutritional dishes to meet the needs of a specific client. You will cook a variety of dishes in Year 10 to practice and master cookery skills so that you can apply them to this piece of work in Y11.

PATHWAYS AFTER YEAR 11

Training Pathways
There are a range of options to study food further at college level including, A level Food Technology, NVQ Catering, Sports and Nutrition

CAREER ROUTES

Dietician
Nutritionist
Food buyer
Product development
Product Testing
Chef/ Baker/ Caterer
Food Journalist
Environmental Health Officer
Packing Technologist
Teacher

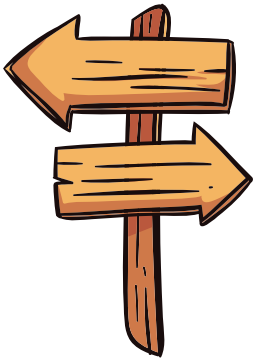
OCR CAMBRIDGE NATIONAL IN CREATIVE IMEDIA

EXAMINATION BOARD: OCR CAMBRIDGE NATIONAL

The OCR Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. Creative iMedia focuses on the creative use of IT to produce media products such as websites, graphics, interactive displays, apps, movies, games and much more…

PATHWAYS AFTER YEAR 11

Training Pathways
This qualification supports further study in level 3 qualifications in media, IT, and creative media. It also provides a grounding for those wishing to go into employment in the digital creative field.



CAREER ROUTES

Advertising Manager
Animator
Art Director
Computer Programmer
Graphic Designer
Digital Imaging Manager
E-business Consultant
Public Relations Manager
Project Management
Social Media Content
Web Developer

HOW WILL YOU LEARN

Specifically, this qualification aims to:

- Equip you with the knowledge, understanding and skills you need to design and make, effective digital products for other people to use
- Encourage you to use digital tools as a means of expression to inform, persuade and entertain
- Support your creativity and develop independent learning skills
- Challenge you to reflect on what you produce
- Increase your awareness of your responsibilities in the digital world and respect of other people's rights
- Equip you with professional, real-world skills in planning, project management and communication
- Give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

METHOD OF ASSESSMENT

Made up of the four units:

- **Unit R093**: Creative iMedia in the Media Industry - This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.
- **Unit RO94:** Visual Identity and Digital Graphics - This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.
- **Optional Unit:** There are five optional to chose from. Each optional unit has the same structure to your learning, but the conventions and practical skills are tailored to the media product being studied.

GCSE MATHEMATICS
EXAMINATION BOARD: AQA

GCSE Mathematics is an essential discipline in today's world. It is a powerful tool for understanding the world around us and our perspective of the important issues facing us as individuals, others around us, businesses, and Global Communities.

You will develop knowledge in the following 5 areas:

- Number
- Algebra
- Ratio & Proportion and rates of change
- Geometry
- Statistics and probability

HOW WILL YOU LEARN

Learners will build upon their current skills through a range of independent work, group work and rich investigation and problem solving tasks. Your teachers will support you in deepening your understanding and provide challenging tasks to help you develop your critical thinking.

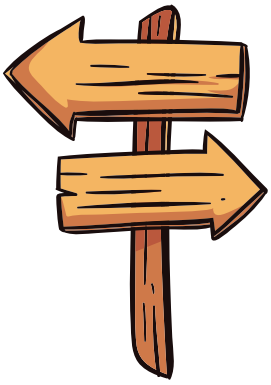
You will learn how to apply the skills you are learning to problems which you will face outside of the classroom through real-life problems.

METHOD OF ASSESSMENT

GCSE Mathematics has a Foundation tier (grades 1 - 5) and a Higher tier (grades 3- 9). Students must take three question papers at the same tier. Each paper is equally weighted.

Paper 1: 80 marks (Non-Calculator)- 1 hour 30 minutes
Paper 2: 80 marks (Calculator)- 1 hour 30 minutes
Paper 3: 80 marks (Calculator)- 1 hour 30 minutes

All three papers will consist of a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.



PATHWAYS AFTER YEAR 11

A Level Mathematics
Training Pathways

CAREER ROUTES

Engineering
Statistician
Teaching
Nursing
Medicine
Insurance
Accountancy
Risk Assessment
Consultancy

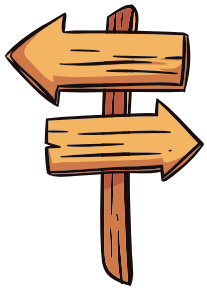
Music

BTEC TECH AWARD IN MUSIC PERFORMANCE

EXAMINATION BOARD: PEARSON

You will begin your music journey assessing your current skills and what musical path you are most interested in. Are you a performer, composer or a producer? You will take part in class workshops in all areas to understand all the areas. You will continue on the course discovering a variety of styles of music, their musical features and how to perform, compose and produce in them. You will also learn how to share music across all three disciplines. You will create your own development pathway as a musician devising your own targets and documenting your improvement.

Finally, you will create your own assessed piece in your chosen area as a performer, composer or producer. The course is a mix of both practical and written. You need to be willing to learn as a class and independently.



PATHWAYS AFTER YEAR 11

BTEC Level 3 Nationals/
A Level in Performing Arts
and Music courses.

CAREER ROUTES

Music Performer
Session Musician
Music Producer
Studio Engineer
Sound Technician
Music Teacher,
Songwriter
Composer
Music Therapist
Music Journalist
Broadcaster
Promotions/Marketing
A&R Representative

HOW WILL YOU LEARN

BTEC (Level 2)- The grades that you can achieve are Distinction*, Distinction, Merit or Pass.

Learners will study 3 units in total.

Mandatory units:

- **Component 1**: Exploring Music
- **Component 2**: Developing Skills and Techniques in Music
- **Component 3**: Performing to a Brief

You would need to be:

- Enthusiastic about Performing Arts and be willing to perform regularly
- Be good working with others
- Be good at working independently and to a tight timescale
- Be willing to work outside of class time when necessary
- Be open to new experiences and ideas.

You will perform regularly in front of a paying audience and be expected to take an active role in the wider performing arts extra curriculum.

METHOD OF ASSESSMENT

You will be required to do one set assignment brief set by the exam board. Additionally, you will be required to complete two further internally set briefs. The assessments are split into the following three components:

- Component 1: Exploring Music
- Component 2: Developing Skills and Techniques in Music
- Component 3: Performing to a Brief

Performing Arts

BTEC TECH AWARD IN ACTING OR BTEC TECH AWARD IN MUSICAL THEATRE

EXAMINATION BOARD: PEARSON

BTEC Tech Award in Performing Arts is mainly a coursework based active learning experience in a vocational and practical context. Students provide evidence in a variety of ways, both written and practically. In selecting BTEC Performing Arts it is essential that you: are committed to Acting/Musical Theatre; always commit to improving your performing skills; have a good idea what is expected of you as there will be written requirements; and have an interest in Performing Arts outside of school, either participating, watching or a possible career.

HOW WILL YOU LEARN

BTEC (Level 2) - The grades that you can achieve are Distinction*, Distinction, Merit or Pass.

Learners will study 3 units in total.

Component 1: Exploring the Performing Arts
In this component, you will explore three contrasting styles of theatre, and present your findings on the creations of these plays and performances.

Component 2: Developing Skills and Techniques in the Performing Arts
You will then hone in on one particular style, performing a play in the style of that practitioner or company, and present your findings.

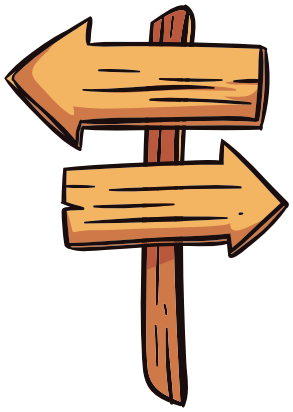
Component 3: Performing to a Brief
In this final component, in which you will be assessed externally, you will work as a team to devise and shape your own piece of drama in response to a stimulus set by the exam board.

You would need to be:
- Enthusiastic about Performing Arts and be willing to perform regularly
- Be good as working with others
- Be good at working independently and to a tight timescale
- Be willing to work outside of class time when necessary
- Be open to new experiences and ideas.

You will perform regularly in front of a paying audience and be expected to take an active role in the wider performing arts extra curriculum.

METHOD OF ASSESSMENT

You will be required to do one set assignment brief set by the exam board. Additionally, you will be required to complete two further internally set briefs. The assessments are split into the following three components:
- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Performing to a Brief



PATHWAYS AFTER YEAR 11

Training Pathways
BTEC Level 3 Nationals in Performing Arts or on to A Level courses in Drama and Theatre Studies.

CAREER ROUTES

Drama therapist
Theatre-in-Education
Touring Performer
Theatre Director
Screenwriter
Stage Manager
Actor

Photography

GCSE PHOTOGRAPHY

EXAMINATION BOARD: AQA

Photography is about developing the ability to see things in a new and interesting way and translating visual ideas into successful outcomes, through the combination of skill and imagination.

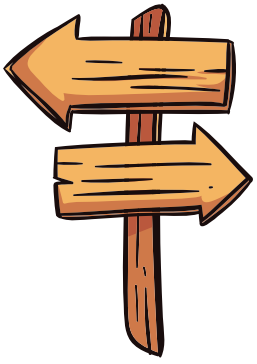
This course provides a practical introduction to photography and will benefit students who wish to learn about a range of photographic practices including working in colour and black and white.You will learn how to control the Digital and Traditional DSLR cameras to gain creative images under a range of lighting situations. You will learn how to use a camera to create a range of images, including portraits, landscapes, close-ups, abstract and action photographs.

Although it would be useful to own a DSLR camera it is not essential. Homework shoots can be taken on a phone/camera as long at students have a way of uploading to the school system. Adobe Photoshop skills are taught as a tool enabling students to alter their pictures or create new images Students will study the different genres of photography and get inspiration from traditional as well as contemporary photographers.

PATHWAYS AFTER YEAR 11

Training Pathways
A-Level Photography as well as vocational pathways.

CAREER ROUTES



Photojournalism
Commercial Advertising
Fashion
Forensic
Architecture
Travel
Teaching
Television or Film
Medical
Police
Illustration
Graphic Designer

HOW WILL YOU LEARN

The course is intended to:

- Encourage imagination and independence
- Develop skills that you have learnt at key stage 3 as well as being taught new skills
- Reflect upon own work and work of photographers/ artists, art movements and cultures
- Create portfolios and the making of final pieces
- Develop knowledge and understanding through a number of set projects and opportunities to work in a variety of materials and ways.
- Experiment with opportunities in portraiture, location photography, studio photography, experimental photography, installation, documentary photography, photojournalism, moving image or fashion photography.

An emphasis is placed upon students' personal experience and response when producing work. To aid student progress, individual feedback is given by staff.

METHOD OF ASSESSMENT

Component 1: Portfolio 60% of qualification, 1 project and supporting work

Component 2: ESA (externally set assignment) 40% of qualification, 1 project

For the ESA you will have the choice of 7 topics, of which you choose 1 to create a personalised project for. The ESA is finalised with a 10 hour practical exam in year 11 (across a minimum of 2 days) where you will create a personal response/final piece.

GCSE TRIPLE SCIENCE

EXAMINATION BOARD: AQA

Triple Science GCSE (Three separate GCSEs in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content.

This must be chosen as an option choice.

METHOD OF ASSESSMENT

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in June of Year 11.

SPECIAL FEATURES

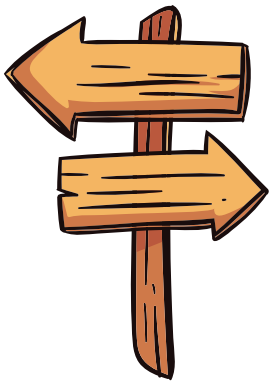
If you have a particular aptitude for Science then it is possible to take the separate science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A Level and beyond, but taking Combined Science does not prevent further study of the sciences at A Level.

WHY STUDY BIOLOGY, CHEMISTRY AND PHYSICS?

Science is a subject with many areas of interest. It forms the basic grounding for most areas of work including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology… the list is huge! Studying Science will allow you to make choices about your future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A Level in any or all of the three sciences.

PATHWAYS AFTER YEAR 11

A Level Biology, Physics, Chemistry



CAREER ROUTES

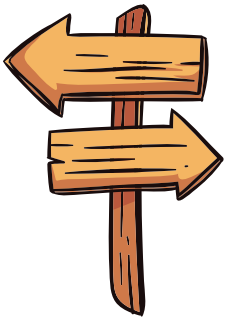
Engineering
Medicine
Electronics
Environmental Science
Nursing
Ecology
Zoology
Biotechnology
Sports Science

Science

GCSE COMBINED SCIENCE

EXAMINATION BOARD: AQA

This course uses different contexts to relate science concepts to their applications. Focusing on scientific explanations and models, it gives learners an insight into how scientists help develop our understanding of ourselves and the world we live in. There are six exams papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each exam will be 1hr 15mins.



PATHWAYS AFTER YEAR 11

A Level Biology, Physics, Chemistry

CAREER ROUTES

Scientific Research
Medicine
Astronomy
Forensic Science
Chemical Engineering
Geneticist
Nuclear Engineering
Astrophysics
Pharmacy
Dentistry
Marine Scientist
Microbiologist
Engineering
Teaching
Veterinary

HOW WILL YOU LEARN

The Sciences require students to develop the skills, knowledge and understanding of working scientifically.

- Scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

METHOD OF ASSESSMENT

Combined Science: Trilogy (2 GCSEs)
Paper 1 and 2 for Biology, Chemistry and Physics (6 exams in total)
Each written exam 1 hour 15 minutes

Triple: Biology/Chemistry/Physics (3 GCSEs)
Paper 1 and 2 for Biology, Chemistry and Physics (6 exams in total)
Each written exam 1 hour 45 minutes

Spanish

GCSE SPANISH

EXAMINATION BOARD: AQA

The Spanish GCSE is made up of the four language skills of listening, speaking, reading and writing. We teach many topics, such as sport & leisure, home life and media & culture, in order to prepare you for your final exams. During the two year course you will work on all four language skills. Learning vocabulary and speaking with correct pronunciation are a constant focus of the course. You will also learn Spanish grammar such as the use of adjectives, verb patterns, tenses and word order. You will learn how speech and writing change in different situations.

The Spanish GCSE enables students to develop:

- An understanding of Spanish in a variety of contexts
- A knowledge of Spanish vocabulary and structures
- Transferable language learning skills
- The ability to communicate effectively in Spanish
- Awareness and understanding of countries and communities where Spanish is spoken

HOW WILL YOU LEARN

There are 3 main themes, which have cross curricular links.

Theme 1: identity and culture

- Me, my family and friends, Technology in everyday life, Free-time activities, Customs and festivals in the target language - speaking countries/ communities

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

- Home, town, neighbourhood, and region, Social issues, Global issues, Travel and tourism

Theme 3: current and future study and employment

- My studies, Life at school/college, Education post-16, Career choices and ambitions

METHOD OF ASSESSMENT

Students follow a 2 year course with assessments at the end of year 11. We prepare students to take the AQA exam which consists of the following:

Listening 25%: Foundation tier: 35 minutes, Higher tier: 45 minutes

Reading 25%: Foundation tier 45 minutes, including reading tasks and a translation into English, Higher tier: 1 hour, including reading tasks and a translation into English

Speaking 25%: Foundation: 7-9 minutes, including a photo task, a role play and general conversation, Higher: 10-12 minutes, including a photo task, a role play and general conversation

Writing 25%: Foundation tier: 1 hour, including a picture task, 40 word task, translation into Spanish and a 90 word task, Higher tier: 1 hour 15 minutes, including a 90 word task, translation into Spanish and a 150 word task

PATHWAYS AFTER YEAR 11

A Level Spanish, Spanish language degree- with options to combine with business, law, politics, TEFL, English, another foreign language...

CAREER ROUTES

Translator
Interpreter
International Business
Law
Teaching
Banking Sector
Journalism
Tourism and Hospitality
Technology
Export/ Import

Health & Fitness

TECHNICAL AWARD IN HEALTH AND FITNESS

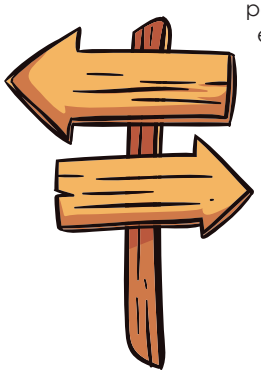
EXAMINATION BOARD: NCFE

The Level 1/2 Technical Award in Health and Fitness is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress onto further study. In this qualification you will.

- The structure and function of body systems
- The effects of health and fitness activities on the body
- Health and fitness and the components of fitness
- The principles of training
- The impact of lifestyle on health and fitness
- Testing and developing components of fitness
- Health and fitness analysis and setting goals
- Planning, developing and taking part in a health and fitness programme and understanding how to prepare safely.

PATHWAYS AFTER YEAR 11

Level 3 qualifications
sport and physical activity
personal training and behaviour change
exercise science and personal training
health, fitness and performance
physical activity and exercise science



CAREER ROUTES

Coaching
Teaching
Fitness instructor
Police
Armed forces
Physiotherapy
Medicine

HOW WILL YOU LEARN

Learners will develop the following skills that will inform future training and work in the health and fitness sector:

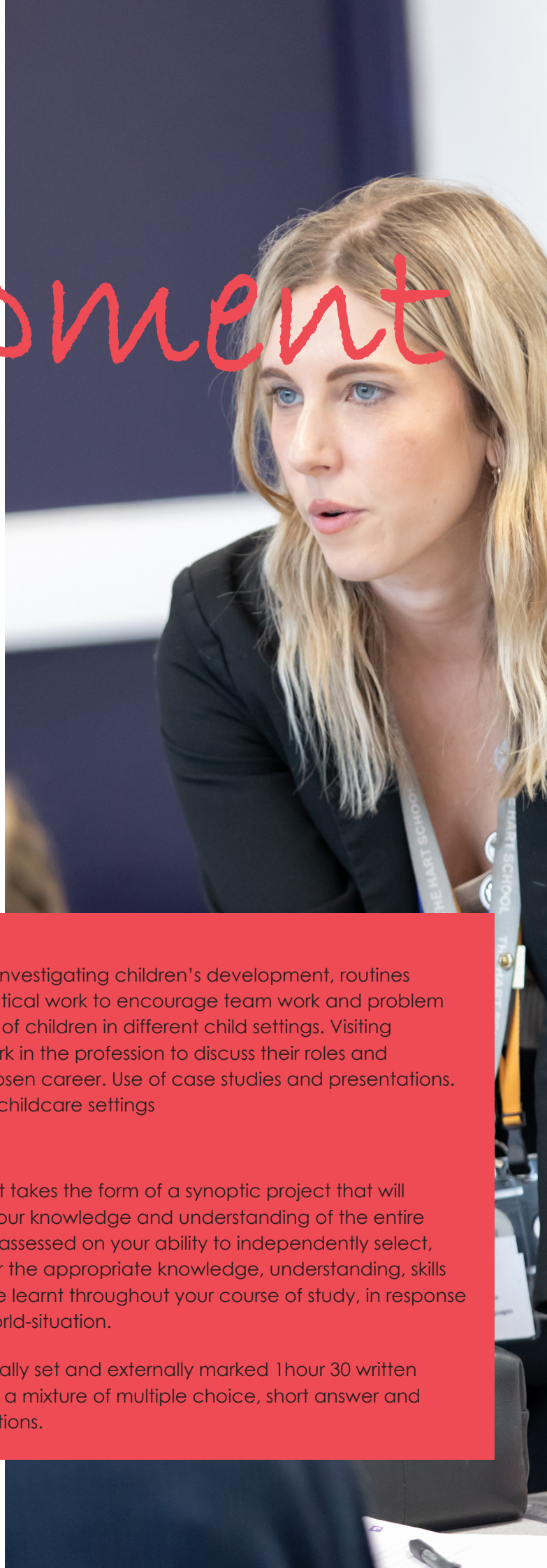
- Decision making
- Observation
- Resourcefulness
- Problem solving
- Planning
- Evaluation
- Reflection
- Interpersonal skills
- Professional behaviours
- Respect and appreciation of others
- An ability to reflect upon their preferred learning style and identify relevant study skills

METHOD OF ASSESSMENT

Non-Exam Assessment: Externally set scenario, internally marked and externally moderated.

Exam: Externally set and externally marked 1hour 30 written exam.

Child Development



TECHNICAL AWARD IN CHILD DEVELOPMENT AND CARE IN THE EARLY YEARS

EXAMINATION BOARD: NCFE

This qualification focuses on an applied study of child development and care in the early years and learners will gain a broad knowledge and understanding of working in the sector.

The study of child development and care in the early years involves gaining an understanding of child development in the early years, influences on a child's development, care routines, early years provision, legislation and the role of observations and planning.

PATHWAYS AFTER YEAR 11

Level 3 courses in
Child development
Health and social care
Apprenticeships

CAREER ROUTES

Primary Teaching
Nursery nurses
Teaching assistants
Family support workers
Working with children
Children's charities
Health visitors
Engineering
Teaching
Veterinary

HOW WILL YOU LEARN

Individual research skills, investigating children's development, routines and support. Group practical work to encourage team work and problem solving skills. Observation of children in different child settings. Visiting speaker; people who work in the profession to discuss their roles and responsibilities in their chosen career. Use of case studies and presentations. Vocational visits to local childcare settings

METHOD OF ASSESSMENT

Non-Exam Assessment: It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification. You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

Exam Assessment: Externally set and externally marked 1hour 30 written exam. Which will contain a mixture of multiple choice, short answer and extended response questions.

WE CAN

open-up more opportunities

WE WILL

set your sights even higher

WE DO

achieve the unimaginable

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