
13-16 Curriculum

A Guide to Constructing your
child's Pathway 2020 - 2023



Contents

Contents	2
13 – 16 Education – Curriculum Pathways	3
13 – 16 Course Descriptions	3
The Process for designing your child's Curriculum Pathway	4
The 'Core' Curriculum	5
Key Stage 4 Curriculum	6
OCR Creative iMedia	7
GCSE Art & Design	8
GCSE Business Studies	9
GCSE Computer Science	10
GCSE Design and Technology	11
GCSE Drama	12
GCSE Geography	13
GCSE German	14
GCSE History	15
Physical Education	16
GCSE Philosophy and Ethics	17
GCSE Spanish	18
AQA Level 1/2 Technical Award in Performing Arts	19
NCFE Technical Award in Business & Enterprise	20
WJEC Level 1/2 Hospitality and Catering	21
My Individual Learning Pathway	22

13 – 16 Education – Curriculum Pathways

At Landau Forte College we offer a curriculum for our students that will provide progression from their studies in Year 8 and continuity through to Sixth form. We will provide a range of appropriate qualifications for students according to their individual needs and abilities. For the majority of students their studies will be recognised through GCSEs and for some, vocational qualifications.

All students will follow a core curriculum but will also have a degree of choice in additional areas of study.

We have designed a curriculum which will meet the requirements expected nationally and provide industrial, business and international contexts for learning. All students will experience work related learning through the curriculum and the Work Placement Programme.

Students in Year 8 have been given careers advice to help raise their awareness of the opportunities available. They have been introduced to the idea of a personalised curriculum, and have been encouraged to talk to their parents/carers, their tutors and friends. They have been advised to build a curriculum pathway that suits their learning style and will help them to fulfil their future ambitions.

Through the curriculum, students will develop extensive knowledge and understanding, increasing their competence in a wide range of skills, ensuring that they are equipped to progress into Sixth Form education and eventually higher education or employment.

Students will complete their pathway form on Monday 25 March 2019.

Parents/carers and students should read and discuss the following pages carefully. There will be an opportunity to ask any questions you may have at our Parents' Evening.

13 – 16 Course Descriptions

The Examination Course Descriptions are arranged as follows:

OCR Creative iMedia

GCSE Art & Design

GCSE Business Studies

GCSE Computer Science

GCSE Design and Technology

GCSE Drama

GCSE Geography

GCSE German

GCSE History

Physical Education (GCSE & Vocational)

GCSE Philosophy and Ethics

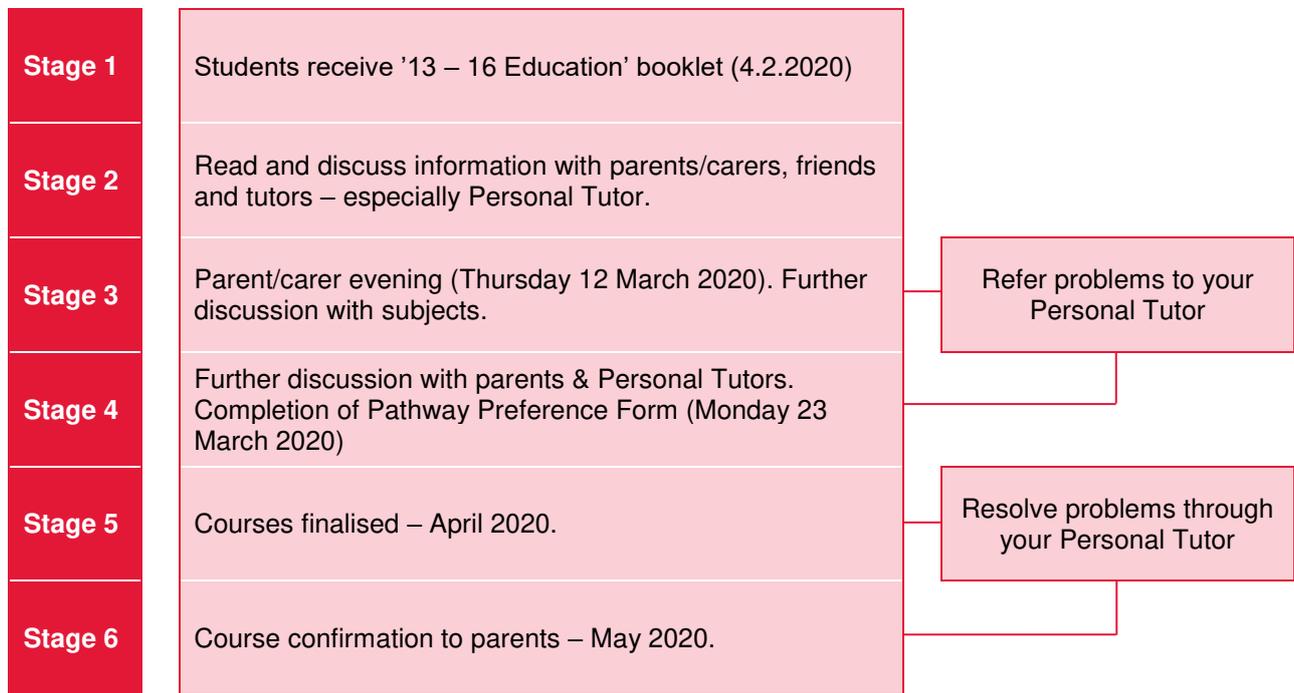
GCSE Spanish

AQA Level 1/2 Technical Award in Performing Arts

NCFE Technical Award in Business & Enterprise

WJEC Level 1/2 Hospitality and Catering

The Process for designing your child's Curriculum Pathway



Please use your Personal Tutor as the initial point of contact. They will find the necessary people within the College to help you to resolve any problems if required.

The 'Core' Curriculum

English & Mathematics

All students will continue to study English and Mathematics in Years 9, 10 and 11. Students will study both English Language and English Literature leading to the award of two separate GCSEs.

Science

All students will study the sciences in Year 9, 10 and 11.

All students will study Combined Science which includes aspects of Physics, Chemistry and Biology (leading to two GCSEs).

Some students will study separate Science, (which will lead to the separate awards of GCSE Physics, GCSE Chemistry and GCSE Biology). Final decisions as to whether your child will study separate Science will be made at the end of Year 9.

Enhanced Core Provision (Geography / History / Computing/ Spanish/ German)

Students will have the option to decide which two subjects will be part of their core curriculum from the list above.

Creativity – Year 9

All students will participate in a Creativity programme based around the subjects of Careers, Performing Arts and Technology. The purpose of this is to enable students to continue to develop important key skills and creative flair.

World Studies – Year 9

All students will participate in a programme based around our local community and national/global issues. Students will take part in collaborative projects (History and Geography) whilst also developing their understanding within Religious Education (Values).

Learning for Life

All students will take part in this programme, which includes: personal, social and health education, careers information education and guidance, religious and moral education and the Work Placement programme. The course includes a range of projects, guest speakers, charity work, educational visits and a one week Work Placement in Year 10. Students will be required to demonstrate initiative, planning and preparatory skills, teamwork and independence of thought. Each of the projects undertaken will be developed through student-led initiatives and ideas. It has a flexible approach to delivery allowing students to lead their own learning.

PE

Students will continue to take part in Physical Education including the opportunity to gain accreditation as a sports leader. There is the option for students to choose a GCSE PE pathway in additional to their core PE sessions.

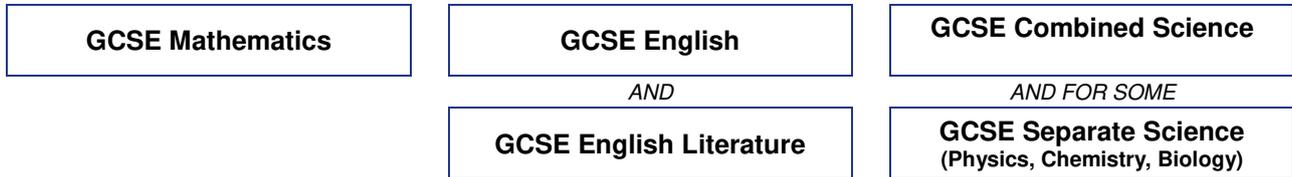
Personal Tutorial Programme

The student's Personal Tutor continues to be the first point of contact for parents. Organisation and time management are crucial in Year 9, 10 and 11, so it is vital that students plan their learning effectively.

Key Stage 4 Curriculum

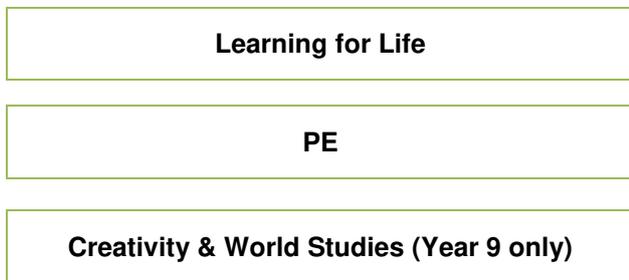
CORE

ALL study

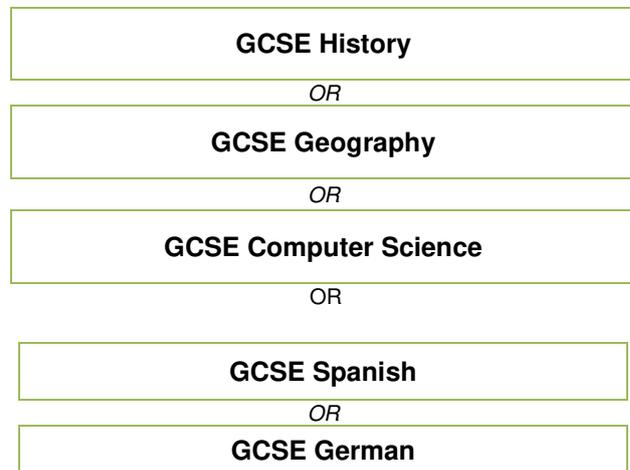


ENHANCED CORE

ALL participate



ALL study two from



ADDITIONAL

Choose four (in preference order) and you will be allocated two

- | | |
|----------------------------|--|
| OCR Creative iMedia | GCSE History |
| GCSE Art & Design | Physical Education (Vocational or GCSE) |
| GCSE Business Studies | GCSE Religious Studies |
| GCSE Computer Science | GCSE Spanish |
| GCSE Design and Technology | AQA Level 1/2 Technical Award in Performing Arts |
| GCSE Drama | NCFE Technical Award in Business & Enterprise |
| GCSE Geography | WJEC Level 1/2 Hospitality and Catering |
| GCSE German | |

OCR Creative iMedia

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. This course will interest and challenge you whilst equipping you with essential skills for your future career. It is equivalent to **one** GCSE.

iMedia is designed to engage and enthuse young people with an interest in creative computing, for example digital graphics, web development and computer games design. iMedia promotes the development of Digital Literacy Skills for the 21st Century.

Content

Students will study two mandatory and two optional units, these units are:

Unit 1: Pre-Production Skills:

This unit consists of a practical exam (30 GLH.) The weighting for this unit is 25%.

This unit will enable students to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Unit 2: Creating Digital Graphics:

The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop students' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

Unit 3: Creating a multipage website:

This unit will enable students to understand the basics of creating multipage websites. It will enable them to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

Unit 4: Designing a game concept:

This unit will enable students to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable students to understand the basics of planning and designing digital games for the creative digital media sector.

Learning

The combination of units will allow students to develop a wide variety of learning habits particularly perseverance, independence and resilience through a number of challenging tasks.

Students will also learn transferable skills that will serve them well in any workplace, such as team work, communication and problem solving.

Assessment

25% of the assessment is through an externally assessed examination. The remainder of the course is assessed through the production of a portfolio of work that is externally moderated.

Unit 1 - Exam paper - 25%

Unit 2, 3 & 4 - Coursework - 75%

Future Pathway This course provides a suitable progression onto the full range of ICT courses at Post-16 and will also allow students to make an immediate contribution to employment

GCSE Art & Design

This course can provide you with a visual vocabulary, artistic skill and an awareness of the art of different ages and cultures.

Content

You will be introduced to a wide variety of working processes and media.

These include:

- Primary visual research including photography
- Drawing and painting
- Printing
- Exploring 2D, 3D and mixed media

Learning

In Year 9&10 you will develop the use of materials, techniques and processes together with knowledge and understanding of Fine Art. This will be delivered through extended projects. Before you move into Year 11, you will select one of these to develop into your Portfolio of practical work.

There are four main areas of study:

- Exploring others' work
- Experimentation, development & refinement
- Visual Recording
- Making final outcomes

Assessment

You will submit evidence for all of the areas shown above. At the end of the two years you will display all your best work to determine your final grade.

60% Portfolio, 40% External Set Task (10 Hours)

Future Pathways

Students will be equipped to progress onto A Level Art & Design.

GCSE Business Studies

Content

During the course, you will study two main units:

- **UNIT 1 - Investigating Small Business**
 - Enterprise and entrepreneurship
 - Spotting a business opportunity
 - Putting a business idea into practice
 - Making the business effective
 - Understanding external influences on business
- **UNIT 2 - Building a Business**
 - Growing the business
 - Making marketing decisions
 - Making operational decisions
 - Making financial decisions
 - Making human resources decisions

Learning

You will have the opportunity to:

- **Carry out Group Research Tasks**
For example, market research, collecting information from local businesses and potential consumers.
- **Use Information Technology**
For example, for secondary research, to create questionnaires and to create exciting marketing concepts.

Assessment

- 100% examination – 2 written examinations of 1 hour and 30 minutes.

Future Pathways

Students will be equipped to progress onto A Level Business Studies.

GCSE Computer Science

Computer Science gives learners a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and employment in Computer Science and develops critical thinking, analysis and problem-solving skills.

Content

A GCSE in Computer Science will encourage students to be inspired and challenged and will enable candidates to:

- Develop their understanding of computer systems and computational thinking including system architecture; security; software as well as, the understanding of networks and ethical, legal, cultural and environmental concerns.
- Acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. Students will develop their knowledge and understanding of computer technology to become independent and discerning users of IT.
- Make informed decisions about the use, and be aware of the implications, of different technologies, acquiring and applying creative and technical skills, knowledge and an understanding of computer science in a range of contexts.
- Create computer programs to satisfy a range of end user criteria while developing the skills to work collaboratively. Students will in addition, evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

The material studied will cover the fundamentals of a computer system: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers; System security, System software and Ethical, legal, cultural and environmental concerns. In addition, the course will cover the use of computational thinking in developing the understanding of: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages and Data representation.

Learning

This course will cover a wide variety of theoretical and practical learning activities and will develop programming and thinking skills alike. It will have a strong Mathematics focus and will link academic principles to real world systems in an exciting and challenging manner.

Assessment

The Computer Science course is assessed by two written paper (1 ½ hours), which have a mixture of short and long answer questions, some of which require students to write program code. Also there is a compulsory 20 hour programming project relating to a task provided by OCR that will be completed as an extended class project within session in Year 11.

Future Pathways

This offers suitable progression onto the full range of ICT and Computer Science courses in Sixth Form, including AS and A Level Computer Science and the BTEC Level 3 courses in ICT.

GCSE Design and Technology

This Design and Technology course will focus on the use of resistant materials such as wood, metals, plastics and modelling materials combined with the use of modern technologies such as CAD CAM and traditional technologies to create innovative products.

Design and Technology covers concept generation and development, manufacture, evaluation and testing. The role of a product designer covers many characteristics of the marketing manager, product manager, industrial designer and design engineer.

Content

The role of the product designer combines art, science and technology to create physical three-dimensional products. This ever changing role has been facilitated by the use of ICT that now allow designers to rapidly communicate, visualize and manufacture ideas in a way that would have taken greater manpower in the past. You will study the role of modern product designers and the decisions that they have to make along with the materials and processes available to them.

The course is practical and creative in nature and will enable you to develop these skills through working with a range of materials, including wood, paper, fabric, card, metal, plastics and modelling materials. No matter which material you decide to work with you will be involved in the process of designing and making quality products for a client or situation.

Learning

The process of 'design and make' will require you to research, investigate, design, problem solve, plan, evaluation and work as a member of a team. All of these skills are highly valued by employers.

You will have the opportunity to use some of the most advanced equipment and software available to colleges/schools including CNC laser cutters, routers, milling machines and rapid prototyping machines

Assessment

Students will be assessed in two units, one of which is externally examined and the other a controlled assessment for which there will be some choice from a list of approved tasks provided by the examination board.

- **Unit 1**
Written Paper – *2 Hours*
50% of total marks
- **Unit 2**
Design and Making Practice – *35 Hours (Approx.)*
50% of total mark

Future Pathways

Students who complete this course will have the skills and knowledge to progress onto the A Level course in Design and Technology and will have gained some transferable skills that would allow them to access a vocational pathway in Design or Engineering.

GCSE Drama

Content

Unit 1: Understanding drama

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

Unit 2: Devising drama (practical)

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

Unit 3 Texts in practice (practical)

- Performance of 2 extracts from 1 play (different to play studied for unit 1)

The knowledge and understanding of drama and theatre gained through unit 1 is ideal for supporting all of the practical performance work. If you love drama, then this course is definitely for you!

Learning and Assessment

Unit 1: Understanding drama

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Unit 2: Devising drama (practical)

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

Unit 3 Texts in practice (practical)

- Performance of extract 1 (20 marks) and extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

Future Pathways

This course will allow students to progress to a Drama and Theatre Studies or Performing Arts course at A Level.

GCSE Geography

This new GCSE Geography course follows a distinctive problem solving approach to the study of interactions between people and the environment. Learners will develop skills of interpretation, analysis and evaluation when they collect primary data and are presented with reported evidence and information. Learners will become informed and reflective citizens when they consider a range of viewpoints, values and attitudes which are held by stakeholders on a number of key geographical issues. By analysing the evidence and viewpoints learners will develop the ability to solve problems and justify their decisions. In this way, GCSE Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Content and Assessment

You will be assessed on your exam performance only, not your coursework. You will take three exams: One on *Investigating Geographical Issues*, one on *Problem Solving Geography* and one an *Applied Fieldwork Enquiry*. All of the exams will take place at the end of the course.

Component 1: Investigating Geographical Issues

Three structured data response questions. The final part of each question will require an extended response.

- **Question 1** will assess aspects of Theme 1, Changing Places - Changing Economies.
- **Question 2** will assess aspects of Theme 2, Changing Environments.
- **Question 3** will assess aspects of Theme 3, Environmental Challenges.

Written Examination: 1 hour 45 minutes. 40% of GCSE

Component 2: Problem Solving Geography

This component will assess content from across the themes using a variety of structured data response questions.

- **Part A** will introduce an issue and set the geographical context.
- **Part B** will outline a number of possible solutions to the issue.
- **Part C** will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

Written Examination: 1 hour 30 minutes. 30% of GCSE

Component 3: Applied Fieldwork Enquiry

A written examination in three parts using a variety of structured data response questions some of which will require extended responses.

- **Part A** will assess approaches to fieldwork methodology, representation and analysis.
- **Part B** will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- **Part C** will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

Written Examination: 1 hour 30 minutes. 30% of GCSE

Future Pathways

Students will be equipped to progress onto studying A Level Geography. However, GCSE Geography uses a range of skills such as decision making, collaboration, presentations, research and GIS. All of these are useful and relevant for **any** future career or course of study.

GCSE German

After two years of studying German, you already have a great deal of knowledge of this subject. All of the topics and grammar you have covered so far are relevant for GCSE.

Content

Having a language on your CV might give you the competitive edge you need to secure a job or a promotion. Employers recognise that once you have learnt one language then it is easier to learn a second, or a third one. Where will your language learning take you?

The GCSE focuses on three key areas, building on the topics that you have already covered in Key Stage 3:

- 1 Identity and Culture**
Family, festivals, technology and free time
- 2 Local, national, international and global areas**
Holidays, health, house and home, social issues and environment
- 3 Current and future study and employment**
School, jobs.

Learning

The most important attribute is enthusiasm. If you are keen to develop your knowledge of German and German speaking countries, then this is for you! Learning a language helps develop your confidence as a communicator and if you want to work in one of the following areas (Engineering, Computing, Business, Tourism, Marketing, The Theatre, Journalism and many more) GCSE German will help you get ahead. During the course, you will develop further your speaking, writing, listening and reading skills.

Assessment

You will be assessed in all four skill areas: Listening, Speaking, Reading and Writing.

All four skills are assessed in a formal examination at the end of the course. Each examination is worth 25% of the final grade.

Future Pathways

With so few students nationally learning a language at GCSE, you will be setting yourself apart in the job market and with your university application. The course will encourage you to develop your communication skills in both speech and writing and will broaden your outlook and horizons. All of these qualities will enhance your future prospects.

Students will be equipped to progress on to A Level German.

GCSE History

'Historians are dangerous people. They are capable of upsetting everything' - Nikita Khrushchev

Do you like to question? Do you like to know 'why'? Then History is the subject for you!

Content

Your GCSE course will give you the chance to study and understand what has driven historical change in the history of Britain and the wider world. For the first time you will have the chance to study a GCSE programme that covers a wider and more varied range of topics gaining valuable, transferable skills along the way. The course includes the following topics:

- **Germany, 1890-1945: Democracy and Dictatorship**
 - We look at the fall of the Kaiser, the Weimar Republic and its fall. We track the rise of the Nazi's and look at Hitler's influence. This is supported by our Conflict and Tension Unit.
- **Conflict and Tension, 1918-1939**
 - We look at the consequences of the First World War and why there was a World War Two taking in another dictator – Hitler – on the way.
- **Britain: Health and the people: c1000 to the present day**
 - We track and look to explain developments in medicine and public health in Britain drawing on developments in the wider world too. Lots of blood and gore to be had here!
- **Medieval England – the reign of Edward I, 1272-1307**
 - We look at the major events of Edward's reign taking in his military campaigns in Wales and Scotland. Within this section you will also study the historical environment, examining a specific site from the period in depth.

Learning

- History at GCSE is your opportunity to:
 - Build on what you have learned at Key Stage 3 and consider new topics and develop a questioning mind that looks to discover and understand more about the world.
- History offers exciting opportunities for:
 - Investigation and using evidence, discussion and debate, looking into cause and change, and identifying trends, understanding why people in the past have felt and acted as they have and finding out why our world is the way it is today.
- History is best suited to students that:
 - Enjoy writing and reading, are willing to think for themselves and puzzle problems out and are inquisitive and want to explain what they find out

Assessment

The course is **100% examination** with both exams being at the end of Year 11

Revision for GCSE in Year 11 will be supported by a visit to watch an historical theatre group!

Future Pathways

Students will be equipped to progress onto A Level History as well as the opportunity to achieve a grade in a subject that is well thought of by future employers and opens the door to a number of exciting and well paid careers, for example, law, media and management

Physical Education

Students will follow the same programme of study at year 9, at the end of this year students will be placed into two groups suited to their strengths. Therefore, in years 10 and 11 students will either follow the GCSE course or the vocational course.

This course provides an engaging and stimulating introduction to the world of sport and exercise through a variety of theoretical and practical experiences.

Course Aims

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Learners will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Learners will develop their ability to analyse and evaluate to improve performance in physical activity and sport. The WJEC Eduqas GCSE in Physical Education requires learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Assessment

EDUQAS GCSE	EDUQAS VOCATIONAL
Physical Education Theory Written Examination 2 Hours 60% of Qualification	Improving Sporting Performance Coursework 30% of Qualification
Practical Performance 3 Sports (1 individual, 1 team and 1 free choice) 30% of Qualification	Fitness for Sport Written Examination 2 Hour 40% of Qualification
Performance Analysis and Evaluation Coursework 10% of Qualification	Coaching Principles Coursework 30% of Qualification

Future Pathways

Students who complete this course may wish to progress onto qualifications such as A Level Physical Education. Alternatively it would also be possible to follow the BTEC/Cambridge Technical Level 3 courses in Sports and Exercise (equivalent to A Levels). Students will also be equipped to make an immediate contribution to employment.

GCSE Philosophy and Ethics

Content

This is an opportunity for students to debate, discuss and explore a range of ethical, moral and religious issues. These include abortion, euthanasia, war and violence, poverty, environmental issues, terrorism and crime.

In this course students will explore the teachings and practices of Christianity and Islam. They will develop their knowledge and understanding of the basis of these faiths, diversity within these traditions, and the way beliefs, teachings and practices are understood and expressed.

Students will develop skills in explanation, analysis and evaluation in order to offer reasoned and supported arguments about the key issues within Christianity and Islam.

Relationships and families; marriage, family, relationships, role of men and woman, equality, gender.

The existence of God; concept of God, nature of reality, experiencing God.

Religion, peace and conflict; violence and conflict, peace and peace-making, forgiveness and reconciliation.

Dialogue between religious and non-religious beliefs and attitudes; challenges for religions, dialogue within and between religious groups.

An understanding of the diversity of perspectives within Christianity is essential in order to be able to offer reasoned and supported arguments in discussions.

Learning

Students will have the chance to debate and discuss, and present their knowledge and understanding in a formal and informal way. Various educational visits and guest speakers will enhance the learning experience of the students.

Assessment

- **Beliefs and teachings & Practices (Unit J625/01)**
Christianity
25% GCSE – 1 h written paper
- **Beliefs and teachings & Practices (Unit J625/03)**
Islam
25% GCSE – 1 h written paper
- **Religion, philosophy and ethics in the modern world from a Christian perspective (Unit J625/07)**

Relationship and families, existence of God, religion, peace and conflict, dialogue between religious and non-religious beliefs and attitudes.

50% GCSE – 2 h written paper

Future Pathways

Students will be equipped to progress onto A Levels, including Religious Studies. This course would suit students wanting to go into law, medicine, public sector, social work, and education.

GCSE Spanish

After two years of studying Spanish, you already have a great deal of knowledge of this subject. All of the topics and grammar you have covered so far are relevant for GCSE.

Content

Having a language on your CV might give you the competitive edge you need to secure a job or a promotion. Employers recognise that once you have learnt one language then it is easier to learn a second, or a third one. Where will your language learning take you?

The GCSE focuses on three key areas, building on the topics that you have already covered in Key Stage 3:

- 1 Identity and Culture**
Me, my family and friends, technology and free time
- 3 Local, national, international and global areas**
Social issues, global issues and travel and tourism
- 3 Current and future study and employment**
My studies and life at school

Learning

The most important attribute is enthusiasm. If you are keen to develop your knowledge of Spanish and Spanish speaking countries, then this is for you! Learning a language helps develop your confidence as a communicator and if you want to work in one of the following areas; Engineering, Computing, Business, Tourism, Marketing, The Theatre, Journalism and many more. GCSE Spanish will help you get ahead. During the course, you will develop further your speaking, writing, listening and reading skills.

Assessment

You will be assessed in all four skill areas: Listening, Speaking, Reading and Writing.

All four skills are assessed in a formal examination at the end of the course. Each examination is worth 25% of the final grade.

Future Pathways

With so few students nationally learning a language at GCSE, you will be setting yourself apart in the job market and with your university application. The course will encourage you to develop your communication skills in both speech and writing and will broaden your outlook and horizons. All of these qualities will enhance your future prospects.

Students will be equipped to progress on to A Level Spanish.

AQA Level 1/2 Technical Award in Performing Arts

If you enjoy all the Performing Arts or would like to specialise in Dance and/or Music then this course would suit you!

During Years 7 and 8 you will have already developed your Dance, Drama and Music skills in learning sessions and this course will allow you to develop your skills even further.

Content

Unit 1: Unlocking creativity – 30%

In this unit you will develop practical and theoretical skills in your chosen art form and develop skills in a production role of your choice such as lighting, sound, marketing, song writing, directing and choreography. You will learn how to organise and plan a performance from a brief given by the examination board and then produce a 'pitch' to present as a group.

Assessment is through a portfolio of work and a practical pitch which must include a performance in your chosen art form.

Unit 2: The Production/Performance – 30%

This unit a practical unit where you will develop skills and perform in your chosen art form. You will cover areas such as exploring the different production roles in the performing arts industry and learn how to evaluate your skills. You will work towards a performance based on a brief set by the examination board.

Assessment is through a practical performance in your chosen art form, logbook and three self-assessments.

Unit 3: The Performing Arts Experience – 40%

This is a written examination that tests your knowledge and understanding of the Performing Arts Industry as a whole. This unit will draw on your experiences from Units 1 and 2 alongside developing your understanding of many areas including live performances that you have seen or performed in. You will also need to know about design and technical elements, marketing, health and safety, job roles, venues and the process of creating, performing and evaluating work.

Assessment is through a written examination paper - 1 hour 30 minutes.

Future Pathways

This course would allow you to progress onto a Performing Arts course at sixth form.

NCFE Technical Award in Business & Enterprise

This course provides you with an engaging and stimulating introduction to the world of business. This is equivalent to 1 GCSE.

Content

During the course, you will study two units of work:

- **Introduction to business and enterprise**
Externally assessed written examination
- **Understanding resources for business and enterprise planning**
Internally assessed project

Learning

This course will suit you, if you can:

- Plan and organise your work.
- Research topics independently and in groups.
- Communicate with people in business and the general public.

Assessment

Unit 1: Introduction to business & enterprise will be externally assessed through an examination. Unit 2 will be assessed and graded through assignment work. 40% of the qualification is based on the external examination. The remaining 60% is based on coursework.

Future Pathways

Students who complete this course may wish to progress on to further vocational qualifications such as the BTEC Nationals in Business or Enterprise. They may wish to enter employment in areas such as accounting, administration, customer service, finance, IT, personnel or sales. Alternatively, it would also be possible to follow the A Level pathway.

WJEC Level 1/2 Hospitality and Catering

Hospitality and catering is all about providing people with food, drink and accommodation. The sector offers a variety of interesting jobs in all sorts of settings ... restaurants, bars, hospitals, hotels, pubs, airlines, tourist attractions, sports venues...the list is endless.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups (according to a report by People 1st)

Content

WJEC Vocational Award in Hospitality and Catering

Learners must complete both units

Unit number	Unit title		Assessment	GLH
1	The hospitality and catering industry	Mandatory	External	48
2	Hospitality and catering in action	Mandatory	Internal	72

Learning

The WJEC Vocational Award in Hospitality and Catering supports learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Assessment

Grading is as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

Future Pathway

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- | Level 2 Diploma in Professional Cookery
- | Level 2 Certificate in Hospitality and Catering Principles (professional cookery)
- | Level 2 Diploma in Hospitality and Catering Principles (professional cookery).

Where the WJEC Vocational Award in Hospitality and Catering is achieved together with other relevant Level 2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- | WJEC Applied Certificate / Diploma in Food, Science and Nutrition
- | Level 3 Diploma in Hospitality and Tourism Management
- | Level 3 Diploma in Hospitality, Supervision and Leadership principles
- | Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- | Level 3 Award in Practical Food Safety Supervision for Catering.

My Individual Learning Pathway

You will complete an electronic online preference form to indicate in order of preference which subjects you would like to study. You will complete this in the presence of your Personal Tutor having discussed your subject preferences with your parent/carer.

The process of completing the online form (in order)

1. You will be asked for your first name and last name and your Personal Tutor.
2. You will enter details about the two subjects from the enhanced core curriculum that you would most want to study.
3. You will enter a third and fourth subject that you would **most** like to study.
4. You will enter a further two subjects in preference order.
5. You will then be asked to provide some information about any career and education intentions that you may have once you have completed Year 11.
6. The final page will indicate the selections that you have made. Please print this page so that you, your Personal Tutor and your parent/carer have a copy.

Where to find the online form

You will find the online form on the start menu of the college IT system in the survey folder. It is called 13 – 16 Curriculum.

From March 2019 there will be a test form for you to practice with, so that you know how to complete the actual one with your Personal Tutor the following week. Anything that you enter on this form will not be saved so you can try as many combinations of subjects as you wish.

Please take the time to practice using the form and remember that these are important decisions that you are making about the next three years of your education.

The online form will go live from Monday 25 March 2019 and any selections that you make will be saved. Please do this in the presence of your Personal Tutor so that no mistakes are made. Once you complete this form, and are subsequently issued with your chosen pathway, changes will only be made in exceptional circumstances.

Remember who can offer advice

Good luck with making some key decisions about the next phase of your learning and don't forget who is around to offer advice:

- Personal Tutor and Learning Tutors.
- Parents/Carers.
- Students in Year 9 and above who are in your tutor group.