

# Year 9

## Pathways for Success

### 2019



# Red Pathway



## A Message from the Headteacher

Middleton Technology School enjoys a fantastic reputation that we are proud of and our results last year again were exceptionally good. However, we always want our students to achieve as highly as they are able to; thus we have set ourselves **The 100% Challenge**. This means that we want to see every student make expected or better progress from when they came into the school to when they reach age 16.

Thus our Year 9 pathways package has been designed to make sure every student can do this by choosing carefully the courses that will suit them best and by following an appropriate pathway that will facilitate them in achieving highly.

This booklet is to help students make some very important decisions but it's not all we do to help. It is important to listen to advice from subject teachers, learning and progress coordinators, form tutors and other support staff like our IAG mentor Mr Gooding. (IAG means information, advice and guidance.)

Please take time to think things through carefully. There are many things to consider when making your choices:

- Am I good at that subject?
- Do I enjoy it?
- Will that subject give me good opportunities to progress into a course post 16 or training that I want?
- Do I fully understand what is expected of me if I take that subject?
- Am I prepared to work hard at that subject and show commitment for the next two years?
- How is the subject assessed? Is it coursework or mainly exams? Which of these will I be most successful at?

Students should have good reasons for making a particular choice. There are some bad reasons which should be avoided:

- I want to take that subject because all my friends are doing it.
- I like the teacher this year.
- I haven't really thought about it much, but I'll put it down anyway. I can always swap.
- I won't have much work to do in that subject.

Every KS4 course requires hard work and commitment. The only place that success comes before work is in a dictionary!

Yours sincerely



Janine Kellett  
Head Teacher

## What is expected of me at Key Stage Four?

At Middleton Technology School we strive to ensure that everyone makes excellent academic progress and that everyone is work/college ready.

Therefore:

- All classwork, homework and coursework to be completed as required
- Excellent attendance
- Mature and responsible behaviour
- Best effort at all levels of ability
- Remember our school's 'Rights and Responsibilities':
- Attendance at extra lessons

### Everyone has **Rights**

- Everyone has the right to learn
- The teacher has the right to teach
- Everyone has the right to be respected
- Everyone has the right to feel safe

### Everyone has **Responsibilities**

- We listen to and follow staff instructions the first time they are given
- We raise our hand if we want to speak to staff and wait for permission
- We talk and work quietly
- We stay in our place unless asked to move
- We treat other people as we would like to be treated
- We treat property, as we would like our property to be treated.

**Subject Leaders (see below) or subject teachers in Year 9**

- Ask them questions about the Key Stage 4 courses
- Ask to see examples of the work that will be completed in Key Stage 4
- Make certain they explain how courses are assessed during Key Stage 4.

**Core:**

English	Mr Davies
Mathematics	Mrs Davies
Science	Miss O'Fay

**Pathways Subjects:**

Technology	Mr Royales
Art	Mrs Irlam
Business Studies / Enterprise	Mrs Wright
Drama	Miss Daly
Engineering	Mr Royales
Geography	Mr Elms
German (MFL)	Mrs Lane
History	Mr Swift
Health and Social Care	Ms McNie
Computer Science	Mr Briggs
Music	Mr Withington
PE	Mr Palmer
Cultural Studies	Mrs Lowe

**Learning and Progress Co-ordinator and Mentor**

Contact for general enquiries regarding Yr9 Pathways.

Mrs Jackson-Horner – Learning and Progress Co-ordinator

Mrs Westbury – Learning and Progress Mentors

**Mr Coe – Deputy Head Teacher**

Contact for enquiries regarding subject choices and pathways

**CEIAG Team**

**Mr Gooding** – office at the upstairs entrance to STEM C

**Mrs Fraser** – CEIAG Advisor

Middleton Technology School has developed three distinct pathways for pupils at Key Stage 4. These pathways are designed to ensure pupils achieve the best possible examination results.

Your child has been placed in the **Red** Pathway.

### Course Content

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All pupils in the Red Pathway will take subjects in the **core curriculum**, which are compulsory for all pupils in Year 10 and 11.

#### The Core Curriculum

The Core Curriculum comprises the compulsory subjects that all pupils in Key Stage 4 have to study.

These are:

- English (Worth 2 GCSEs)
- Maths (Worth 1 GCSE)
- Physical Education (core not GCSE)
- Cultural Studies/Life Education

You will also study

- History or Geography

These subjects all carry on from Key Stage 3 and you will find the learning similar to the experiences you have had earlier in the school. The major differences will be that in a number of core subjects your work load will rise now that you are older.

Information about each of the examined core subjects are included in the Core Section.

As a technology school we know how important it is for students to study STEM (Science Technology, Engineering, Maths) subjects.

### GCSE Changes

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You may be aware that there have been and will continue to be some significant changes to the way GCSE results are reported. Your child will have numbered results rather than grades. Instead of the traditional A\*-G this will be replaced with 1-9. 1 will be the lowest and 9 the highest result. Our options pathways also reflect the changes to what students are expected to study. This will enable students from MTS to compete with students from across the country for the best jobs and college places.

**Thursday 28<sup>th</sup> February 2018 – Yr 9 Pathways Evening**

Yr 9 Pathways' interviews for pupils with a member of the Senior Leadership Team between **11<sup>th</sup>**  
**and 15<sup>th</sup> March**

**All Yr 9 Pathways slips to be handed in by 15<sup>th</sup> March**  
**To Mrs Westbury**

### Course Content

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GCSE mathematics continues to embed and develop the topics learnt in KS3. Students will continue to focus on the mathematical areas of: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

There is a big emphasis in GCSE Mathematics on applying knowledge and using mathematics to solve problems. To prepare students for this, lessons will continue to follow the Mathematics Mastery scheme of learning which places a greater emphasis on problem solving and mathematical thinking. Students will need to memorise important mathematical formulae by heart.

At Middleton Technology we follow the Edexcel specification for which there are two tiers of examination.  
Foundation tier – Grades 1 to 5,  
Higher tier - Grades 4 to 9

### Assessment

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There is no coursework element for GCSE Mathematics

Students will sit three exams, one non-calculator paper and two calculator papers.

Each paper is equally weighted and lasts 1 hour 30 minutes.

All examinations must be taken at the same tier and will take place at the end of year 11.

### Where next?

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GCSE Mathematics is vital for many professions or careers. It is also a requirement for most college courses.

Students can continue to study Mathematics at AS or A level.

Further information can be found at:

[www.mathscareers.org.uk](http://www.mathscareers.org.uk)

### Course Content

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English is a core subject and everybody takes it. You will work on the basic skills of reading, writing, speaking and listening; all of these components will be assessed by examination.

#### **What do you study?**

**Reading** – You will read and study a range of texts in English at KS4. You will also read shorter texts such as newspapers, advertisements, diary entries, letters and speeches. In addition to this, you will study a range of full texts: *Macbeth*, *An Inspector Calls*, *Jekyll and Hyde* and a collection of poems. Through examining story lines, characters and ideas you will develop, explore and express your own ideas and judgements about your reading. You will be guided how to approach a text analytically and explore how writers use form, structure and language to achieve effects.

**Writing** – You will develop your writing skills in both creative writing and non-fiction writing. As a writer in KS4, you will expand your vocabulary and use of technique, whilst developing your skills of sentencing and paragraphing. There is a strong focus on the correct use of spelling, punctuation and grammar.

**Speaking and Listening** – Your ability to speak and listen in a variety of situations will be assessed and recorded. You will be expected to respond individually, in pairs, in groups and in class situations. You will also be expected to take part in role-play and be fully aware of other people's feelings.

### Assessment

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#### **English Language**

Examination: 100%

#### **English Literature**

Examination: 100%

### Where next?

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Everyone needs a qualification in English.

All aspects of English provide you with skills that can be transferred to different subjects



### Course Content

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Students that take Combined Science will achieve two GCSE grades by the end of year 11.

#### Year 10 – Combined Science Units 1

Students will study content from unit 1 for Biology (B1), Chemistry (C1) and Physics (P1). The Programme of Study also includes 8 required practical procedures to be undertaken in which pupils apply their knowledge, understanding and skills to a scientific context.

#### Year 11 – Combined Science Units 2

Students continue their studies covering content from unit 2 for Biology (B2), Chemistry (C2) and Physics (P2). The Programme of Study Also includes a further 8 required practical procedures to be undertaken. This course provides a firm foundation on which to study A level Sciences.

### Assessment

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Exam board: AQA. All examinations are taken at the end of year 11.

#### **How it's assessed**

6 x Written exams: 1 hour 15 minutes each.

Foundation and Higher Tier

70 marks for each paper.

#### **Questions**

Multiple choice, structured, closed short answer, and open response based on Biology, Chemistry, Physics and practical science.

#### **Where next?**

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This course ensures appropriate knowledge and skills are taught to enable a seamless progression to 'A-level' Science subjects.

### Course Content

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- 100% external assessment – all exam papers will be set and marked by the awarding organisation. There are no controlled assessments
- 25% assessment weightings per skill (listening, speaking, reading and writing).
- Tiered papers, Foundation and Higher.
- Short translations from and into German.
- Some questions in the reading and listening paper will be set and answered in German.
- Compulsory topics linked to: Identity and culture; Local, national, international and global areas of interest; and Current and future study and employment.

Students choosing this subject will receive 2 homework tasks per week of vocabulary learning and either a written or reading piece of work. The course is very intensive and students need to be aware that both the Speaking and Written assessments have to be completed from memory and require extensive vocabulary and grammar knowledge of German.

All students will be expected to attend extra lessons before or after school, either in groups or individually.

### Assessment

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#### **Unit 1- Listening. 25% of final mark.**

**Foundation 35 minutes**

**Higher 45 minutes**

Section A Questions and answers in German.

Section B Questions and answers in English.

#### **Unit 2- Speaking. 25% of final mark.**

**Higher 10-12 minutes**

**Foundation 7-9 minutes**

Task 1: Role play.

Task 2: Picture based task.

Task 3: General conversation.

#### **Unit 3- Reading. 25% of final mark.**

**Foundation 45 minutes**

**Higher 1 hour**

Section A Questions and answers in English.

Section B Questions and answers in German.

Section C Translation into English.

#### **Unit 4- Writing. 25% of final mark.**

**Foundation 1 hour**

3 writing tasks up to 90 words.

**Higher 75 minutes**

2 writing tasks of up to 150 words.

Translation into German.

### Where next?

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A German GCSE is required for students wishing to study German at A level.

On average people who use languages in their jobs earn 8% more than their non-linguist colleagues. German speakers are highly sought after by British employers. With a knowledge of German, you improve your employment opportunities. It is the most commonly spoken language in Europe.

If you learn German you could have a career in: car making, engineering, chemicals, medical technology, aerospace, logistics, biotech and genetic engineering, nanotechnology, travel, hospitality, the airline industry and journalism.

Germany is the UK's biggest trading partner.

### Course Content

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**What will I study?** The **AQA A Specification, GCSE GEOGRAPHY** is designed to provide a wide range of both Physical and Human geography. It allows students to explore real world issues that will affect us all in the future, using modern real life case studies to bring the subject to life. This course develops a wide range of **skills** including team working, creative thinking, critical thinking, research skills, project work, communication and technology, self-management and literacy & numeracy.

**What Fieldtrips will I go on?** Previous trips have included: Snowdonia National Park, Wales, the Holderness Coast-NE England, Albert Docks in Liverpool, Controlled Assessment Fieldwork Visits and we would love to arrange a trip to Iceland or Naples to look at tectonic activity if we can get the numbers – Visits may vary depending on new opportunities.

<u>Living with the physical environment</u>	<u>Challenges with the human environment</u>
Section A: The challenge of natural hazards	Section A: Urban issues and challenges
Section B: Physical landscapes in the UK	Section B: The changing economic world
Section C: The living world	Section C: The challenge of resource management

### Assessment

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**Unit 1:** Physical Geography  
Exam **35%** - 1 hour 30 minutes.

**Unit 2:** Human Geography  
Exam **35%** - 1 hour 30 minutes.

**Unit 3:** Skills & Fieldwork - Exam paper**25%**

### Where next?

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#### Future Education and Employment Opportunities....

**College/A-Level/Degree:** Geography, Environmental Science, Sociology, Politics, Leisure and Tourism, Business Studies.

**Employment:** Environmental, geology and marine scientist, International governmental organisations and overseas aid agencies, surveyor, climatology, cartography, politician, banking and finance, architecture and town planning & tourism management.

**Geography has been rated in the TOP 5 most employable degrees.**

#### Travelling and discovering the world.....

It is also an excellent subject to appreciate the culture and diversity of an increasingly connected world, if you are interested in travelling or taking a gap year.

### Course Content

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This new EDEXCEL SHP course is aimed at providing students with an in depth study of a wide variety of History and an opportunity to see how History may be used in the workplace.

**We are running a new GCSE history course which is accredited and highly regarded by colleges and universities. This Syllabus builds upon the successful and popular Schools History Project approach which looks at history in a number of different ways.**

Students will also be able to put real history into context through:

1. Investigating **Crime and Punishment in Britain** c1000-present, looking at what types of crime and methods of punishment and law and order changed and why they changed.
2. Conducting an in depth case study on **Whitechapel**, c1870-c1900, looking specifically at the impact of **policing** and the **inner city environment** on the **Jack the Ripper case**.
3. Investigating the reign of **Henry VIII** and looking in particular at the **impact of his ministers**, c1509-40.
4. Exploring the development of **The American West**, c1835-c1895.
5. Looking in depth at how and why life changed in **Weimar and Nazi Germany**, c1918-1939

The History GCSE requires a high level of literacy. We would strongly recommend that students only apply for this course if they are gaining a grade 5/6 in English by the end of year 9.

**This option is very popular and should only be considered if you have a passion for the subject.**

Over the course we will be developing the student's skills to help them in further education and employment.

As part of the course the students will have the opportunity to visit London Dungeons and the Ripper walk (Year 10) and a visit to the Infamous Auschwitz concentration camp in Poland in Year 11.

This course is an excellent bridge to a wide variety of further education courses such as law, media and journalism. It is held in high regard by all Universities.

### Assessment

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**Schools History Project – 100% examination over 3 exam papers.**

Unit 1H10 – Crime and Punishment – depth study of Whitechapel – **30%** 1 hour 15 minutes.

Unit 1H10 (B3/24/25) – Henry VIII and The American West – **40%** 1 hour 45 minutes.

Unit 3 – 1H10 (31) – Weimar and Nazi Germany, 1918-39 – **30%** 1 hour 20 minutes

### Where next?

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History is highly regarded as an academic subject at college and can link to almost all college courses as a stepping stone. It may lead to careers in law, politics, medicine, journalism and media.

### Course Content

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#### **EDUQAS Philosophy, Ethics and Religion**

This course allows you to investigate a wide variety of moral and philosophical issues that are encountered in everyday life in Modern Britain. You will look at ethical problems, how they are dealt with in society both historically and in the present day, and what different religions as well as atheists believe about key moral issues.

Using a wide variety of resources, you will consider moral questions such as:

- Is it ever right to fight in war and take a life?
- How should we deal with offenders and what are the real purposes of punishment?
- Is it wrong to be wealthy?
- Is religion out of date?
- Is abortion ever right?
- How and why do people suffer?
- Should capital punishment be allowed?
- What is extremism?

You will also have the opportunity to conduct an in depth study into Christianity and one other religion, examining core beliefs and practices linked with God, the afterlife and worship.

By the end of the course you will have:

- An in depth awareness of the key ethical and moral issues encountered in life.
- A sound understanding of how different faiths and cultures make decisions about moral and ethical life issues in 21<sup>st</sup> Century Britain.
- The ability to formulate sound and balanced arguments based on evidence, the world around us and the viewpoints and beliefs of others.
- A detailed knowledge and understanding of Christianity and another world religion.

### Assessment

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Assessment is through 3 external examinations; all are taken at the end of Year 11.

#### **Philosophy, Ethics and Religion**

Is worth 50% of the mark and is assessed with a 2 hour exam.

#### **Christianity**

Is worth 25% and is assessed with a 1 hour exam.

#### **Religion 2**

Is also worth 25% and is assessed with a 1 hour exam.

There is no coursework requirement for this option.

### Where next?

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#### **Progression into Employment:**

A GCSE in Religious Studies is widely recognised and respected by employers. It demonstrates that you have an understanding of the diversity that exists in society, and are sensitive to the beliefs, practices and opinions of others.

## Drama

### Course Content

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This course is run by AQA. The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will be introduced to key practitioners, theoretical influences and influential playwrights whilst developing and building their core practical performance skills

To take Drama GCSE you must enjoy acting and performing in front of live audiences. You should be able to write essays confidently as required in the written examination. Good attendance is crucial since it is impossible to catch up with practical controlled assessments, and group members are dependent upon each other for their practical assessment marks.

<u>Component 1</u>	<u>Component 2</u>	<u>Component 3</u>
<b>Understanding drama</b>	<b>Devising drama (practical)</b>	<b>Texts in practice (practical)</b>
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Knowledge and understanding of drama and theatre</li><li>• Study of one set play</li><li>• Analysis and evaluation of the work of live theatre makers</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• Process of creating devised drama</li><li>• Performance of devised drama</li><li>• Analysis and evaluation of own work</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• Performance of two extracts from one play (Contrast of set play chosen for Component 1)</li></ul>

### Assessment

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**Component 1:** Written exam: 1 hour and 45 minutes

The work of theatre makers in a single live theatre production (30 marks)

**Component 2:** Devising log, Devised performance 40% of GCSE

**Component 3:** Scripted extract 20%

**NB All GCSE Drama students must perform as part of their assessment.**

### Where next?

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It is an ideal course for anyone wishing to work with the public, eg police, retail, travel and tourism, teaching, working with children, etc. The course builds on the key skills necessary for jobs where you work face to face with people.

It is a good starting point for anyone wanting to work in the acting or media industry or continue their studies into higher education. Local college courses include A Level Drama and Theatre Studies, A Level Musical Theatre and Performing Arts BTEC National Diploma

## Course Content

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BTEC Tech Award in Health and Social Care teaches young people about the work, values, and attitudes of the Health and Social Care sectors. It also raises awareness among learners of the range of rewarding career opportunities that exist with particular focus on those in the Care Industry and those in Early Years Services.

### Components of study include:

#### **Component 1: Human Lifespan Development - 30% of final grade – Internal assessment**

In this component, you will study how people grow and develop over the course of their life, from infancy to old age; this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

#### **Component 2: Health and Social Care Services and Values – 30% of final grade – Internal assessment**

At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. That means you have been given health care from a person who was trained to give you care – they are called 'service providers'. Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

#### **Component 3: Health and Well-being – 40% of final grade – External assessment**

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

## Assessment

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**Assessment:** Learners will be assessed in each component of study and graded 'Pass', 'Merit' or 'Distinction'. 'Distinction' in all three components will lead to an overall 'Distinction\*' being awarded.

## Where next?

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### Higher/Further Education and Pathways:

Learners who are successful in this course may progress to the Level 3 BTEC in Health & Social Care. Alternatively, the BTEC Tech Award in Health and Social Care is a good foundation from which to begin a career in the Health and Social Care sector

Note: Although this course can provide a foundation to careers working with children and young people

**It is not a Child Development Course.**

### Course Content

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Exam Board: Edexcel

The course enables students to have an insight into various aspects of Engineering and related industries. There are 3 coursework units to complete, with 1 unit being an externally assessed examination.

1. Exploring Engineering sectors and design – Internal assessment
2. Investigating an engineering project - Internal assessment
3. Responding to an Engineering brief - Externally assessed.

This is a varied course that explores the cycle of manufacturing products in industry i.e.

The practical application of health and safety regulations and law.

Computer Aided Design and Drafting.

CNC – Laser cutting, 3D Printing and routing

Electronics - Circuit Design

Secondary machining techniques.

Exploring the world of Engineering in an industrial context, this enables students to work with local small, medium and large engineering companies.

### Assessment

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The course is split into up to 3 units; each consists of passes, merits and distinctions. Unit 3 is completely assessed via the exam board. All other units are internally assessed with samples sent off to the exam board.

Students are awarded

Distinction \*

Distinction

Merit

Pass

### Where next?

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The course will provide a firm foundation for anyone who wishes to embark on a career in engineering, manufacturing or design environments.

Engineering Sector Apprentice

A-level – Design related course

Engineering Level 3 B-TEC

NVQ - Engineering



### Course Content

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The hospitality and catering course:

Students will complete two assessment tasks over a two year period. Assessment 1 worth 50% and is an external exam that students sit in the June of year 10. The will test students' knowledge of the hospitality industry.

Assessment 2 is worth 50% this collates all the skills and knowledge they have gained over the two years and allows them to create dishes that showcase their skills. The assignment is catering based.

Students will be encouraged to investigate ingredients, cooking methods and learn new skills related to food preparation and production.

Students will be required to provide their own ingredients.

Single Tier: Level 1/2 - Pass, Merit, Distinction and Distinction \*

Example coursework brief Assessment 2:

You have been asked to plan some of the dishes for the new menu of a small cafe. The dishes can be starters, main courses or desserts. The apprentice must be able to prepare and cook at least two of those dishes. You therefore need to ensure the dishes allows them to demonstrate three skills in cooking and three in preparation. To help the apprentice you also need to produce a plan that he/she can follow to cook two of the dishes. To make sure your plan works you should also prepare and cook the two dishes.

### Assessment

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The course is split into two parts

- 1 written exam
- 1 controlled Assessment unit.
- Each unit is equally weighted at 50% of the GCSE.
- Practical cookery skills are a key part in the course and contribute towards the end grade.

### Where next?

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The course will provide a firm foundation for anyone who wishes to embark on a career in Catering or food. It will also lead on to further education course in Hospitality and catering.

Hospitality Diploma  
NVQ in Catering and Hospitality

### Course Content

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This course is designed to allow students to gain skills and knowledge in all areas of design technology. Students will experiment with the working characteristics of wood, metal, plastics, card and fabrics.

In year 11 they will select one discipline area to specialise in for the portfolio which is equivalent to 50% of their GCSE grade. Students will choose one of the design briefs below and create a final product that reflects the brief.

The exam covers all discipline areas.

The school provides some basic materials for products. Where the standard type or amount of material is not suitable a contribution may be required from students.

### **SINGLE Tier : 1 - 9**

#### **Example Coursework Briefs-Pupils choose one in Yr11**

1. **SUSTAINABILITY AND OUR FUTURE NEEDS-** Look at an everyday product and consider how it could be redesigned using recycled or waste materials.
2. **IMPROVING THE DAILY LIFE OF ELDERLY PEOPLE –** Look at the specific needs of elderly people and design a unique product that would support their everyday lives.
3. **OUTDOOR PURSUITS AND PHYSICAL FITNESS –** Look at outdoor activities and physical fitness and consider the needs and wants of people who do such activities.

### Assessment

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The course is split into 2 sections

- A written exam - 50%
- Coursework – Practical and theory portfolio which equates to 50% of the qualification.

### Where next?

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The course will provide a firm foundation for anyone who wishes to enter product design and textiles further education and careers in the design field.

A - Level courses for Product Design, Graphics or Textiles.

B-TEC Level 3 Art and Design.

B-TEC – Level 3 3D Design.

Game Design.

### Course Content

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#### **Brief outline of the course -**

The BTEC Tech Award in Sport (Level 1/2) is a new qualification for September 2018. The new BTEC is designed to get a taste of what the industry of sport is like to gain skills and confidence that will help them in the world of sport and prepare them for their future. The BTEC Tech Award in Sport is made up of three components, two which are internally assessed via assignments which are set, marked and verified in school and one which is externally assessed.

The three components are:

**Explore** the sports sector

**Develop** knowledge skills and best practices within the sports sector

**Apply** knowledge, skills and best practices within the sports sector

#### **Assessment**

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The BTEC Tech Award in Sport is made up of three components, two of which will be internally assessed via assignments which will be set, marked and verified within school. One assessment will be assessed externally.

Assessment will be ongoing throughout the qualification and students will be graded a level 1 or a level Pass/Merit/Distinction/Distinction\* as an overall grade.

#### **Where next?**

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The course leads onto the Level 3 BTEC qualifications which are equivalent to A level standards and as such carry UCAS points towards university entry.

Employment opportunities can include recreational management, leisure activities, coaching, the fitness industry, the armed forces and the civil service.

Alternatively it can lead onto a work based qualification for example an apprenticeship in the leisure industry

## Course Content

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### Examination Board: Edexcel

BTEC First Award in Music allows the opportunity to develop as an all-round musician, making the absolute most out of your practical skills. Through the course you will develop your performing and composing skills and will learn about the music industry to you can start thinking about a potential career in music from the very start.

**You will study four units throughout the course. These are:**

#### **Unit 1: The Music Industry**

In this unit you will learn about the music industry, exploring different job roles and organisations and thinking about how they work together to create music in a professional way. You will consider not only the musical aspects of work, but all of the other roles which are needed, for example working with the law, accounting and those with technical responsibilities.

#### **Unit 2: Organising a Musical Product**

In this unit you will work as part of a team to create a recording of various musicians. You can perform the music yourself or record others. In addition to the musical work, you will consider how the product could be promoted and marketed and between you, you will cover all of the roles necessary to do this effectively, reflecting the work undertaken by the music industry.

#### **Unit 4: Introducing Music Composition**

In this unit you will work on your own music. You will use Garageband to compose brand new music which will start from small ideas and develop into a whole piece. You will be set assignment from the exam to complete which will essentially allow you to compose four short ideas, of which two you will extend into longer pieces using compositional devices. For the final part of the work you will compose an entire piece of music which you will develop from one of your extended ideas.

#### **Unit 5: Introducing Music Performance**

In this unit you will develop your performance skills. You need to perform two pieces in front of an audience and keep a diary to show how you are progressing from lesson to lesson. Your rehearsal management skills will also be assessed during this module to show how you effectively manage your time in a professional setting.

### Course Content

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Students are required to develop knowledge, understanding and skills relevant to their chosen theme through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media.

60% of the GCSE is assessed through a portfolio of work; the portfolio must include one sustained project from start to finish. The rest of the portfolio is made up of smaller projects relating to different themes and ideas. 40% of the GCSE is assessed by the exam, students will select a question which has been set by the exam board, and students will complete preparatory work and then sit a 10 hour controlled assessment.

Throughout the course students must provide evidence of drawing in both their portfolio and controlled assessment. Written annotation is also required throughout; students must record their ideas, observations and insights both visually and through written annotation using specialist vocabulary.

All students have to attend extra art lessons after school, in order to enhance skills and develop ideas.

GCSE Art and Design is very comprehensive, requiring dedication and application especially regarding homework, and should not be undertaken lightly. Students will be expected to complete work in their own time.

### Assessment

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#### **Portfolio of work = 60% of GCSE**

Portfolio of work is completed as coursework and must cover the four assessment objectives. The portfolio must include a sustained project from start to finish and then a selection of other works.

#### **Exam set by AQA = 40% of GCSE**

Students respond to their chosen starting point and evidence work covering all four assessment objectives.

#### **Preparatory time followed by a 10 hour exam**

### Where next?

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Did you know that Arts and Media is the single biggest employer in the world?

GCSE Art lays an appropriate foundation for further study of Art and Design or related subjects at A-level.

GCSE Art leads well into careers involved in design, such as graphic, fashion, textiles,, games and web design, 3D design (product, furniture, jewellery) architecture, photography , therapy, teaching, and any career where creativity and imagination is required.

**Course Content**

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The Edexcel BTEC Level 1/Level 2 Tech Award in Enterprise is an insightful and engaging introduction into the exciting world of Business. Learners gain foundational knowledge about the inner working of commercial enterprises with a particular focus on small and medium size enterprise (SME's). Students will study factors that contribute to an enterprises success; seek to understand the role of market research when building knowledge about customers and competition and analyse the importance of a customer-orientated approach to business.

Once students gain a theoretical grounding of how a business operates, they will then be given the chance to plan and pitch a business of their own making. This practical part of the course mirrors an almost "Dragon's Den" like approach, which not only allows them scope to think like a real-world business person but also seeks to refine their presentation skills.

The third and final component of the course is the only part which will be assessed by way of examination; the previous two components being assessed by submitting coursework. It studies the financial aspects of an enterprise and delves into promotional strategies commonly used by businesses to remain competitive. Students will aim to understand the need for financial records and learn how such data can be used to make forecasts, predictions and recommend promotional strategies in order to boost sales and growth of an enterprise.

It is important to note at this juncture, that whilst Business Studies is a subject that requires some use of ICT, the use of computers and computer design software is by no means an integral part of the course.

**Assessment**

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Component 1: Exploring Enterprises [coursework assessed] 30%

Component 2: Planning for and Pitching an Enterprise Activity [coursework assessed] 30%

Component 3: Promotion and Finance for Enterprise [examination] 40%

**Where next?**

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Successful completion of this course will enable students to progress onto A-Level Business Studies or fast track students onto an Extended Diploma in Business/ Extended Certificate in Business at a further education institution, (on the condition that all entry requirements are met.)

Alternatively, it will provide good preparation for employment or self-employment. Students can use the qualification that they have gained to pursue careers in a wide range of industries. Some of which might include:

- Retail
- Manufacturing
- Food
- Sales
- Marketing/Advertising
- Starting your own business

## Red Pathway Option Choices

Name:

Form:

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All Students must choose **1** subject from each box. A reserve for each box must also be stated below in case your first choice is full up. Where option subjects are full we will look at the current grades of students wishing to select the subject.

<b>Core Option</b>	<b>1<sup>st</sup> choice</b>	<b>2<sup>nd</sup> choice</b>
Engineering		
Tech - Product Design		
Tech - Textiles		
Hospitality & Catering		

<b>Option A</b>	<b>1<sup>st</sup> choice</b>	<b>2<sup>nd</sup> choice</b>
History		
Geography		

<b>Option B</b>	<b>1<sup>st</sup> choice</b>	<b>2<sup>nd</sup> choice</b>
Art		
Drama		
Enterprise (Business)		
Geography		
Health and Social Care		
History		
Music		

<b>Option C</b>	<b>1<sup>st</sup> choice</b>	<b>2<sup>nd</sup> choice</b>
Health & Social Care		
PE (Sport)		
Drama		
Art		
Enterprise (Business)		
Cultural Studies		
German		