



ALEC REED ACADEMY

Year 9 Mastery Pathways

2024-2027



PROUD TO LEARN

January 2024

Dear Pupils and Parents/Carers,

Mastery Pathways

This booklet provides an overview of the KS4 subject choices for 2024-2027 we hope that you find the information, relevant, useful, and accessible. The Mastery Pathways have been designed to be interesting, stimulating, and exciting providing a broad and balanced curriculum that provides everyone a route to academic success and employment. The curriculum continues to place considerable emphasis on the core of English, Mathematics and Science and has three distinct pathways that enable pupils to have a tailored selection of courses that best meets their personal requirements.

When considering their choices, pupils should gather as much information as possible and carefully consider the views of their teachers and parents/carers. They should choose a combination of subjects that provides a balanced pathway taking into consideration their personal interests and abilities. Where possible they should pick subjects which they will enjoy and where they will achieve success. It is important that where pupils have formed clear aspirations for their future studies and career, that their choices support these goals.

Over the next couple of months, the academy will work closely with parents and pupils to arrive at the best possible personalised programmes of study to ensure the best outcomes at the end of KS4 for each individual child.

Yours sincerely,

The ARA Teaching Team

Some Tips for Making Good Choices

When considering your subject choices you should try to balance the following factors:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Do.....

- Choose courses you are interested in and which you are likely to enjoy
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents
- Choose courses in which you are likely to achieve success
- Choose courses that fit with your future needs
- Remember that the courses last for three years – you will not be able to change your mind at the end of Year 9 or Year 10!
- Find out more about careers you may be interested in
- Talk to your parents, your teachers and our Connexions Advisor. Although they will not want to make the decision for you they will each have an important perspective
- Try to be realistic in your choices; commitments out of school such as drama, music and sport are also important and should complement your subject choices and studies.

Don't.....

- x Choose subjects just because your friends are choosing them.
- x Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4. On the other hand, if your current teacher has inspired you with the subject, then choose it. Motivation is vital to success at any subject.



The Curriculum Offer and Pathways

At ARA we direct pupils to follow one of three pathways through KS4. They are named after precious stones as they all have value and are tailored to suit the needs of individuals. Each of the pathways has a common core that all pupils follow:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Double Science (equivalent to two GCSEs)
- PE (non-examined)
- PSHE (non-examined)

Ruby Pathway

Pupils that are placed on the Ruby pathway follow the English Baccalaureate (Ebacc) curriculum a combination of courses that means they are following a broad academic route that provides a good grounding for the study of a wide range of subjects at university. Some of which may place a higher value on these subjects and therefore pupils with high aspirations should be encouraged to take this route.

Pupils will follow the common core alongside a language (Spanish or French) and either history or geography.

They will then have two 'open' choices from all other subjects.

Sapphire Pathway

The Sapphire pathway is designed for pupils that are interested in a slightly less academic route which whilst maintaining breadth and balance allows a more significant amount of flexibility. It can still provide a pathway to A levels and university and a wide variety of specialist courses at Post 16.

Pupils will follow the common core alongside one of the following subjects: Spanish, French, Computer Science, History or Geography.

They will then have three further 'choices' from the open list of subjects.

Emerald Pathway

The third pathway is designed to provide a more tailored route for pupils that may find nine academic subjects challenging. This route still provides sufficient depth and breadth to enable pupils to excel in school and achieve great results but also delivers additional support in literacy, numeracy, life skills and employability.

Pupils will follow the common core alongside one of the following subjects: History, Geography. In one of their subject blocks they will receive specialist teaching to support the development of core skills and prepare them for employment. For some pupils, that are new to the country, this time may also be spent on the acquisition of English.

They will then have two further 'choices' from the open list of subjects.

Curriculum Offer and Pathways

Number of lesson per week

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Ruby	Maths				English				Science				MFL		Geography or History		Open Choice 1		Open Choice 2		PE		PSHE		
Sapphire	Maths				English				Science				MFL, History, Geography or Comp Sc		Open Choice 1		Open Choice 2		Open Choice 3		PE		PSHE		
Emerald	Maths				English				Science				Geography or History		Open Choice 1		Open Choice 2		Literacy, Numeracy & life skills		PE		PSHE		

Non Examined Subject

PSHE:

In Year 9 PSHE continues to be an important part of school life supporting the development and wellbeing of pupils. Pupils are given a range of opportunities to engage with education centred around citizenship; careers and futures; and their personal and social health including Relationships and Sex Education.

To augment this, we are also fortunate to receive a number of visiting speakers who present pupils with stimulating talks, aimed at educating pupils on a broad range of issues, from the risks of alcohol and drugs, to positive mental wellbeing and self-esteem.

Year group teams also play a vital role in upholding our values and ensuring that pupils receive a fully rounded education, exploring pertinent issues in a tutor group context.

PHYSICAL EDUCATION:

We try to encourage pupils to lead healthy and active lives and taking part in sport is a key element of this. All pupils will take part in an hour per week of core PE as part of their school studies.

The following pages provide some information regarding the subjects that are available to help pupils make appropriate choices. An electronic form will be distributed to collect preferred subject choices by email, it is very important that you **follow the instructions** on the application form and **meet the deadline**.

Once all the forms have been collated, we will work out the subject classes; we do it in this order so that we can maximise the number of pupils who get the subjects they want. It is not possible for every child to get their top choices, some of the courses offered may not run if we do not have sufficient pupil number to make them viable, other subjects may be oversubscribed. Where this is the case decisions about who should study the course will be taken by the relevant teachers and senior staff. These decisions will be based on teacher assessment, along with consideration of any other factors we believe relevant in determining a pupil's suitability for a particular course. Behaviour record and past effort may be relevant.

Frequently Asked Questions

Why do I have to make choices?

We want you to concentrate on subjects that are (i) vital to your future – this is why you all continue to study Maths, Science, PE and English, and (ii) interesting and relevant to your future; you have the chance to 'specialise' a little bit.

What is the core curriculum that all pupils take in Years 10 and 11?

All pupils continue to study English, mathematics, science, PSHE and PE.

How many open subject choices do I have?

This depends on which pathway you are following. Some pupils will have one open subject choice others will have three. You will all end up studying nine subjects.

How much time does each subject get?

That depends on the subject. Open subject choices receive 5 hours over a fortnight in Year 9 and 10 but 6 hours in Year 11. Maths, English and Science receive more curriculum time than this.

Is PE in the core, or an open subject to choose?

All pupils have core PE. It is also possible to opt for a qualification in PE (where you will study BTEC Sport).

How do I know what subjects to take?

There is lots of guidance. Read the 'Mastery Pathway' brochure, watch the subject videos, come to the Parents' Evening and talk to your teachers and parents! As a general rule, choose the subjects which you like most and work hardest in, whilst aiming to keep a broad range.

What happens after I have submitted my online form?

All the forms are collected and everybody's subject choices are entered into a computer. We then use this to work out the 'best fit' model for the classes. Every year, however, we have to speak to a few pupils because of the following issues:

- Perhaps not enough people want to study a subject so we cannot make a class
- Perhaps too many people want to study a subject and we haven't got enough teachers to put on an extra class
- Perhaps somebody has made option choices that are inappropriate for them



Key Dates

January

Subject Assemblies

Mastery Pathways Information Evening – Tuesday 23rd January 2024:

- A presentation for parents and students
- The chance to speak to subject teachers about the courses you are interested in studying in Years 9 and to ask them questions.
- Forms emailed to parents within 48 hours of information evening.

Monday 26th February 2024

This is the **final deadline** for your completed Option Pathways forms to be completed on.

Option Pathways forms will then be processed for timetabling purposes. Unfortunately, any subjects which are under-subscribed may have to be withdrawn from the timetable.

May 2024

A confirmation letter will be sent home as a record of the choices made. This letter will also contain information on what to do if you change your mind about any of your choices.

Computer Science

Exam Board: OCR

Syllabus Code: J277

Qualification: GCSE

About the course

Computers are synonymous with modern day living and are often so well integrated into the world around us that they go unnoticed. This course lifts the lid on the silicon chip and traces its history from its very beginnings to the present day. Students will learn to:

- develop their understanding of current and emerging technologies and apply this knowledge in a wide range of contexts
- acquire and apply knowledge, technical skills and an understanding of algorithms in digital solutions to solve problems using programming
- use their knowledge and understanding of computer technology to become independent and discerning users of ICT, able to make informed decisions about its use, and have an awareness of the implications of different technologies.

- acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts
- develop computer programs to solve problems
- develop the skills to work collaboratively
- evaluate the effectiveness of computer programs/solutions and the impact of and issues related to the use of computer technology in society.

How it will be assessed

Computer Systems: Written paper - 50%

Computational thinking, algorithms and programming: Written paper - 50%

Who should choose this course? Students should consider Computer Science/DIT if they:

- enjoy modern technology and how it is used in society.
- are competitive in problem solving and enjoy challenges.
- are keen to work independently to explore technologies to design practical solutions.
- are persistent in achieving goal even when facing difficulties.

Geography

Exam Board: AQA

Syllabus Code: 8035

Qualification: GCSE

About the course

Living with the physical environment:

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: Physical landscapes in the UK
- 3.1.3 Section C: The living world

Challenges in the human environment:

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Geographical applications:

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

Geographical skills:

- 3.4 Geographical skills

How it will be assessed

Living with the physical environment

Written paper - 35%

Challenges in the human environment

Controlled assessment - 35%

Geographical applications

Written paper - 30%

Who should choose this course?

Students should consider geography if they:

- enjoy studying about people, their societies, culture, economies and the environment.
- are interested in topical subjects that are in the news.
- are keen to learn in the field, not just in the classroom.
- are keen to learn a wide range of skills

History

Exam Board: Edexcel

Syllabus Code: 1H10

Qualification: GCSE

About the course

GCSE History looks in detail at a diverse range of topics, including:

- a thematic study spanning medieval, early modern and modern history
- a period study covering at least 50 years
- a British depth study **and** a non-British depth study from different eras (modern, early modern and medieval)
- a study of the historic environment

How it will be assessed

Crime and punishment in Britain, c1000–present with Whitechapel, c1870–c1900: crime, policing and the inner city

Written Paper – 30%

Anglo-Saxon and Norman England, c1060–88 and British America, 1713–83: empire and revolution

Written Paper – 40%

Weimar and Nazi Germany, 1918–39

Written Paper – 30%

Who should choose this course?

The most important qualification for GCSE History is enthusiasm and curiosity. Good verbal and written communication skills are also important. It is essential that candidates possess an inquiring mind, an interest in the past, and the ability to communicate this effectively.

Successful History students will become practiced in the analytical research, and study skills that are useful in Higher education and in the workplace. History is a well respected discipline and is invaluable to any student intending to follow an academic subject. Those who wish to enter into the professions of accountancy, law, journalism, medicine and teaching will find that admission tutors look favourably upon History.

Spanish

Exam Board: AQA

Syllabus Code: 8698

Qualification: GCSE

About the course

This GCSE course is divided into three main subject areas called Themes.

Identity and culture;

Local, national, international and global areas of interest;

Current and future study and employment.

Each theme is divided into four Topics, making a total of twelve topics to study during the course.

How it will be assessed

Assessment is divided up according to the four Language Skills: Listening, Speaking, Reading and Writing. Each skill is worth 25%.

Each skill has its own separate exam that will make up the final GCSE grade.

Who should choose this course?

- All interested in understanding and communicating in the second most spoken language in the world.
- All interested in liaising with Latin America, now emerging as on one of the global markets of the 21st century.
- All interested in developing their communication skills, vital for success in the world of work and also interested in giving themselves a broader outlook on life.
- All interested in going to University as an additional language is increasingly seen as an important entry qualification for university.

French

Exam Board: AQA

Syllabus Code: 8658

Qualification: GCSE

About the course

Speaking French can open doors to a whole new world! In the multilingual society in which we live, employers are increasingly aware of the advantages of recruiting people with language skills. Furthermore, many top universities look favourably on students with qualifications in languages and some are now demanding a GCSE in a language as an essential entry requirement. Although students do not need to be completely fluent in French to obtain the GCSE, they do need to be able to communicate in the four different skills of: speaking, writing, listening and reading.

Themes include: Media and Culture; Sport and Leisure; Travel and Tourism; Business, Work and Employment; Out and About; Customer Service and Transactions;. Personal Information; Future Plans, Education and Work.

How it will be assessed

Students will be assessed in the four different linguistic skills as follows: Speaking (25%), Writing (25%), Listening (25%) and Reading (25%).

Who should choose this course?

- those interested in adding an international dimension to their choice of GCSE subjects, thereby making themselves more employable
- those willing to create greater opportunities for themselves to work for companies with international links or abroad.

The Open Choice Curriculum

You will be asked to show your order of preference for your open choices. This will be explained on your option form. You will also have to provide reserve choices as we cannot guarantee everybody will be able to follow their preferred options.

You will need to make 2 reserve choices in case your main choices cannot be timetabled.

You will need to put a 1 next to your first choice and a 2 next to your second choice. Then you will need to put 3 next to your first reserve choice and 4 next to your second reserve choice. It is important that you do not choose two subjects marked with the same symbol * or ~ or

Art & Design - Art, Craft & Design

Exam Board: AQA

Entry Code: 8201

Qualification: GCSE

QAN code: 601/8088/2

About the course

Students are introduced to a wide variety of experiences that explore a range of both two-dimensional and three-dimensional media, processes, and techniques. This GCSE course strongly encompasses the specialisms of Fine Art and Three-Dimensional Design, promoting a breadth of activities, knowledge and the creative learning practices of painting, drawing, mixed media, sculpture, ceramics, installation & printmaking. Critical and

contextual studies of original artworks and practices provide direct engagement and deeper understanding of the visual language, connecting with the different domains of Art, Craft & Design.

How it will be assessed

Coursework - 60% of final mark

Controlled Test - 40% of final mark

Who should choose this course?

This course will appeal to you if you:

- have high aspirations and a strong desire to start your creative journey
- want to explore different ways of working using two-dimensional and three-dimensional experiences
- are interested in developing visual language skills as a way of communicating and connecting with others
- enjoy focused work within a collaborative community of artists and creative learners

Art and Design – Graphic Communication

Exam Board: AQA

Syllabus Code: 8203

Qualification: GCSE

QAN code: 601/8088/2

About the course

The GCSE Art and Design: endorsed Graphic Communication course allows students to work within many areas of the Graphics spectrum, for example illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based design, film,

animation, video and photography.

How it will be assessed

Coursework - 60% of final mark

Controlled Test - 40% of final mark

Who should choose this course?

This course will appeal to you if you:

- Have a keen interest in acquiring a job in the Graphic design industry, such as architecture, App and website design, marketing, print and film and TV
- Want to develop skills using computer software such as Illustrator, Photoshop and InDesign.
- Are interested in developing an understanding about visual communication
- Enjoy problem solving and designing on the computer

Art and Design – Photography

Exam Board: AQA

Syllabus Code: 8206

Qualification: GCSE

QAN code: 601/8088/2

About the course

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Photography students will demonstrate the ability to use photographic techniques and processes, for example: lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes, use media and materials, graphic media, storyboarding, planning and constructing shoots.

How it will be assessed

Coursework - 60% of final mark

Controlled Test - 40% of final mark

Who should choose this course?

This course will appeal to you if you:

- Have a keen interest in acquiring a job in the Film industry, graphic design, architecture, App and website design, marketing, print and TV
- Want to develop skills using photographic processes & computer software such as Illustrator, Photoshop and InDesign.
- Are interested in developing an understanding about visual communication
- Enjoy problem solving and manipulating images on the computer

Art and Design – Textile Design

Exam Board: AQA

Syllabus Code: 8204

Qualification: GCSE

QAN code: 601/8088/2

About the course

The GCSE Art and Design: endorsed Textiles course allows students to work within many areas of the textile spectrum, for example printmaking, dying, batik, free-hand machine embroidery, fashion, domestic Textiles and craft.

It is about having an adventurous and enquiring approach to Textiles and developing the skills to express it. Students will develop an understanding of past and contemporary Textiles and be able to produce a personal response embracing a range of ideas.

How it will be assessed

Coursework - 60% of final mark

Controlled Test - 40% of final mark

Who should choose this course?

This course will appeal to you if you:

- Have a keen interest in art, design and textiles
- or further education in either art, design or textiles
- Enjoy practical work and independent experimentation
- Are imaginative and creative

Business Studies

Exam Board: WJEC

Syllabus Codes: 4080

Qualification: GCSE

About the course

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. The focus of the specification is to introduce and nurture an enthusiasm for studying business in a range of contexts.

Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective. Learners will also have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

Prior Learning and Progression

There is no specific requirement for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1-3 in a wide range of subjects.

Qualification Purpose

Following a course in GCSE Business Studies should encourage students to:

- be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors

- make informed decisions about learning opportunities and career choices

Specification Content

The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human Resources

How it will be assessed

Written paper - 75% (2 hours) 100 marks

Controlled Assessment Coursework - 25% 60 marks

Who should choose this course?

Business Studies is a contemporary and “real world” subject that is academically rigorous and challenging, which introduces pupils to the dynamics of how a business is set up and organised. It puts individuals in a much better position to enter the world of work within some form of business organisation. Business Studies also helps develop a range of important and transferable skills: data skills; presenting arguments and making recommendations on the basis of the available evidence; problem solving; ICT, team working and communication skills. Candidates who have taken this course gained the necessary knowledge, understanding and skills needed to progress on to study business and related courses within further and higher education institutions.

Cambridge Nationals in Enterprise and Marketing Level 1/2

Specification Code: J819

Qualification: 603/0646/4

About the course

Cambridge National in Enterprise and Marketing gives pupils the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that pupils can put their learning into practice while also developing valuable transferable skills.

This qualification is for pupils aged 14-16 who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare pupils for further study of qualifications in enterprise, marketing or business. For example, pupils may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

What will the pupil study as part of this qualification?

All pupils will study three mandatory topics as follows:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

Design & Technology

Exam Board: AQA

Syllabus Code: 4555

Qualification: GCSE

About the course

Design and technology (Product Design) is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between designing and making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating written documentation and people's opinions, but also investigating proportions, colour, structures, circuits and materials through practical modelling work.

This specification will allow candidates to specialise in the focus area of product design where you will learn about a range of materials, manufacturing processes, techniques and technologies – and be able to use them as appropriate to the “design and make” process.

Project Examples:

- Project 1: Design and make an item of furniture – lighting, chairs, tables etc
- Project 2: Redesign, conceptualise, modify and improve existing products
- Project 3: Design and make an artefact using mechanisms - cranks, gears, pulleys and levers

How it will be assessed

Unit 1: Written Paper (2 hours) 50% of the overall mark.

Approximately (45 hours) 50% of the overall mark

Unit 2: Design and Making (Practical Task).

Approximately (45 hours) 50% of the overall mark



Drama

Exam Board: Edexcel

Syllabus Code:

Qualification: BTEC Level 2 Tech Award in Performing Arts

About the course

The BTEC Tech Award in Performing Arts is a course that is both a practical and academically analytic response to the creation and performance of Drama. In addition to developing subject specific skills and knowledge in creating, performing and responding to live theatre, the course will build key social and personal skills that are essential to any career. The course will help students become more self-confident and improve self-presentation and communication skills. Students will gain a greater understanding of the world and the people within it which helps students to deal with a range of different situations and people. Students are also required to see professional performance work which will complement the work done in lessons.

Component 1: Exploring the Performing Arts

Component 2: Developing Skills and Techniques in the Performing Arts

Component 3: Responding to a Brief

How it will be assessed

The course is assessed in lesson time through the setting of three assignments in Year 10 and 11. Component 1 is teacher assessed and requires the pupils to research the creative process of three professional performances and culminates in either an essay or presentation. In Component 2 students work as a performer and apply the skills and techniques to produce and interpret a live performance that is assessed by the teacher. For Component 3 pupils have the opportunity to respond to a brief set and examined by the exam board. The brief outlines the performance and requirements and that asks that students work as part of a group to consider their target audience and to start the creative process. Students develop their ideas for a workshop performance and apply skills and techniques communicating their creative intentions the chosen audience.

Who should choose this course?

This qualification would be suitable for students who have enjoyed Drama during Years 7 & 8 and wish to develop their devising, improvisation, acting and performance skills at a higher level post Year 11 and/or at university. It would also be suitable for students wishing to continue a career in drama, theatre, TV/ film and/or any of the related industries.

Health and Social Care

Exam Board: Edexcel

Syllabus Code: 600/4782/3

Qualification: BTEC Level 2 TECH Award in Health and Social Care

About the course

The course is made up of three components: two internally assessed and one that's externally assessed.

Core Units:

- **Human Lifespan Development** - Internally assessed assignments, 30% of the total course.
- **Health and Social Care Services and Values** - Internally assessed assignments, 30% of the total course
- **Health and Wellbeing** - Externally assessed task, 40% of the total course

How it will be assessed

The BTEC Level 2 TECH Award Qualification in Health and Social Care is graded at Pass, Merit, Distinction and Distinction*.

Who should choose this course?

This course is suitable for all individuals thinking of a career supporting people in the Health or Social Care sector e.g Early Years care,

nursing, paediatrics, midwifery, social work, teaching and similar careers, police service, probation service, paramedic, health visiting

mental health, counselling, occupational Health, physiotherapy, youth work etc. The course will give pupils the knowledge, understanding and skills to help prepare them for employment or to lead on to further areas of study.

Music

Exam Board: Eduqas

Qualification: GCSE

About the course

The Level 2 RSL course is an equivalent course to GCSE and is aimed at inspiring and encouraging students to actively engage in the study of, and performance of, music. Students will learn to understand and appreciate a range of different kinds of music, and will gain cultural understanding, emotional awareness, creative thinking and self-confidence.

The course is split into three units:

Unit 201ta:

The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language whilst drawing upon knowledge learned within this unit. Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.

Unit 202ta

Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry. The rehearsal elements of the unit are designed to develop the learner's ability to rehearse effectively. Learners will develop their planning, organisation, communication, and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.

Unit 205ta

Unit 205ta: The aim of this unit is to facilitate an awareness of compositional protocols in a specific musical style. The purpose of the unit is to create music which is reflective (a pastiche) of existing work in the chosen style. Students will get to compose music of various genres using industry standard software in the Alec Reed Academy Mac Suite.

Who should choose this course?

RSL Level 2 is a suitable choice for students who wish to experience many different types of music, have enjoyed Music during Years 7 & 8 and wish to develop their composition, performance, listening skills at a higher level. It is also suitable for those wishing to continue a career in music. The course is also excellent in developing key life skills such as confidence, teamwork, communication skills and reflection skills, so is appropriate for all students who have an interest in music.

GCSE Physical Education

Exam Board: AQA

Syllabus Code:

Qualification: GCSE

About the course

New and contemporary topics help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

How it will be assessed

Paper 1

The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE

Paper 2

Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE

Non-exam assessment

Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

Assessed by teachers

- Moderated by AQA
- 100 marks
- 40% of GCSE

Religious Studies

Exam Board: AQA

Syllabus Code: 8062

Qualification: GCSE

About the course

Religious Studies allows all students, believers and nonbelievers, to think about the ways in which religion can affect issues in our everyday lives. This course will provide students with the opportunity to develop their knowledge and understanding of religion by exploring the significance of the beliefs and practices of religious believers. It encourages candidates to reflect upon ultimate questions about the meaning and purpose of life, and to develop their own reasoned response to those questions.

In the examination, candidates will be expected to illustrate their answers by reference to actual arguments put forward by philosophers in relation to the issues. We live in a multicultural society that includes people from many religious and cultural backgrounds. Religious Studies is relevant to everyone, no matter what students want to do in the future. It provides students with opportunities to discuss moral issues and events that are happening. Religious Studies equips students with life skills and an understanding of other cultures which will prove valuable in any work environment.

How it will be assessed

The course is assessed by two exam papers of 1 hour **45** minutes each. There is no coursework. Both exams will be taken at the end of Year 11.

Paper 1

Christianity

- Beliefs and teachings
- Practices
- Worship and Festivals

Judaism

- Beliefs and teachings
- Practices
- Worship and Festivals

Paper 2

- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment

GCSE Religious Studies Specification B offers students the opportunity for the thematic study of Religion and religious responses to fundamental questions of life. This specification is suitable for candidates of any religious persuasion or none.

This specification encourages students to:

- develop their interest and enthusiasm for the study of Religion and the relationship between Religion and the wider world
- develop their knowledge, skills and understanding of Religion by exploring the impact of beliefs, teachings, practices, ways of life and forms of expressing meaning
- express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments

Study of Religious Studies Specification B lays a good foundation for further study of Religious Studies at A-level and complements other related A-level subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology and English Literature.

Sport Studies

Exam Board: Edexcel

Qualification No: 600/4779/3

Qualification: BTEC First Award in Sport

About the course

BTEC First Awards are primarily designed as an introductory course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study (Level 3 or A Level Physical Education) and, in due course, prepare learners to enter the workplace.

BTECs are vocational qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team-working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression to further study and responsibility in the workplace.

Key features include:

- Is a Level 1/Level 2 qualification; the grades range from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result
- Is a 120-guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, relevant contexts

Who should choose this course?

BTEC Firsts are for Students who:

- Wish to gain a detailed understanding of Sports and the sports industry
- Recognise the implementation of science and how developments in technology can impact on sports
- Have a desire to perform, improve and analyse performance through the study of Biomechanics and Anatomy and Physiology
- Have a deep interest in the sporting and physically education context
- Have a serious ambition to move into employment in the sports world be that intellectually or as a performer, coach, leader or teacher
- Have previously shown dedication and desire when taking active roles within physical education lessons or when representing the school

Travel and Tourism

Exam Board: Edexcel/Pearson

Syllabus Code: 603/3038/7

Qualification: Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

About the course

The BTEC Level 1/Level 2 Tech Award in Travel and Tourism is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

Core Units and How it will be assessed

Learners are required to complete and achieve all the components included in the qualification:

1. Travel and Tourism Organisations and Destinations (Internally assessed)
2. Influences on Global Travel and Tourism (Externally assessed)
3. Customer Needs in Travel and Tourism (Internally assessed)

The BTEC Tech award is a level 2 qualification, graded at Pass, Merit, Distinction and Distinction*.

Why choose this course?

The travel and tourism sector is the UK's third-largest employer, accounting for 9.5 per cent of total employment. This Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts. The course will give pupils the knowledge, understanding and skills to help prepare them for employment or to lead on to further areas of study. The outlook for the travel and tourism sector remains robust and it will continue to be at the forefront of wealth and employment creation in the global economy



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