

The West Grantham  
Church of England  
Secondary Academy

Year 9 Options Choices

2023-24



**WEST GRANTHAM**

Church of England Secondary Academy

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West Grantham Church of England Secondary Academy are delighted to present your son/daughter with their Key Stage 4 options for the 2023-24 academic year. We recognise that this is a significant and important moment in their educational journey and trust that the information found in this booklet, alongside the expertise and support offered by staff, will guide them into making reasoned and exciting choices that will continue to support their development as learners. We also appreciate that this may well be rather daunting for many students and with that in mind, as always, please reach out for us to best support you with the process.

All staff, regardless of role, have a strong belief that all our students are unique and talented in a variety of different ways. As such, we believe that our curriculum offer has something to suit everyone and marks a very exciting time for both students and staff in the Academy. The curriculum is broad, but at the same time balanced, allowing students to continue to develop key subjects whilst exploring courses that may ignite a passion or interest. Thought has also been given to next steps in reference to life beyond Key Stage 4 and certainly with possible future careers in mind.

Pupils follow a broad and balanced curriculum at GCSE, which enables them to learn key skills and knowledge in a range of subjects. Most pupils will follow courses leading to the award of eight or nine GCSEs or equivalent at the end of Year 11.

Please read through this booklet with your son/daughter before our Options' Evening on Thursday 23<sup>rd</sup> February. The information contained explains which courses are on offer and will ask relevant questions which all students will need to consider when deciding on their choices.

All of us at West Grantham Church of England Secondary Academy look forward to working collaboratively with you and our students to best support their progress and achievement over the coming years.



## THE GCSE CURRICULUM

At West Grantham Secondary Academy, we aim for all pupils to fulfil their learning potential. We will ensure that all pupils receive the support and guidance they need in order to make an informed decision about which combination of subjects to embark upon in Key Stage 4.

Compulsory subjects:

All pupils will study English Language, English Literature, Mathematics, Science and Religious Studies, and most pupils will study.

Other options:

Following the provisional choices, we will draw up option blocks to accommodate as many subject combinations as possible. The table below shows a POSSIBLE set of option blocks.

Block A	Block B	Block C
History	Spanish	Art
Geography	Art	Theology
Spanish	Creative Media	Construction
	Sport	Engineering
	Drama	Hospitality
	Business Studies	Music
	Health and Social	Sport

### ARE THERE CONSTRAINTS ON THE SUBJECTS THAT MAY BE CHOSEN?

Pupils can only opt for one subject in each block. Subjects may appear in more than one option block where they have been chosen by a large number of pupils and we need to create more than one teaching set. At West Grantham Secondary Academy, we believe it is important that pupils follow a balanced curriculum. We would recommend pupils opt for one creative subject, one of the humanities and one

language within their options so that they have the necessary breadth and balance.

**Please note:**

**The school endeavours to support as many options choices as possible by remaking the option blocks each year. However, we cannot guarantee that every combination of subjects will be possible. If we are unable to deliver a particular combination of subjects, we will inform you of this in due course.**

## ENRICHMENT

Enrichment provides learners with the opportunities to try new and varied activities that may not strictly fit into the National Curriculum, but that develop integrity, courage, love, belief, and ambition and encourage them to pursue wider goals.

Enrichment at the West Grantham Secondary Academy helps to teach life skills that benefit our learners far beyond the classroom and can develop an appreciation for cultural and community issues, teamwork and social responsibility.

Our enrichment program consists of a wide variety of options that pupils get to choose and experience every Friday during tutor time on a termly cycle. These include activities such as:

- Food club
- Archery
- Golf for beginners
- Sculpturing with clay
- Cycling repair and maintenance
- Asian culture
- Couch to 5K
- Making crochet blankets
- Bird Watching
- Exploring the outdoors
- Animal Welfare club
- Photography club
- Drama
- Chess and board games
- International film club

- Science club
- Song writing
- Yoga
- HIIT training
- Singing
- ...and many more!

### **CAN I CHANGE MY MIND?**

It is important to make an informed decision this term as opposed to waiting until later in the academic year. We will attempt to accommodate the option choices of all pupils, but it is inevitable that some combinations of subjects will not be possible.

**Please note: pupils will not be able to change subjects after the first two weeks of the Autumn term 2023 term if they find it difficult, or it is not what they were expecting.**

### **CHOOSING THE RIGHT OPTIONS**

With respect to suitability for different subjects, tutors and subject teachers are a valuable source of support and guidance for pupils and parents. The key questions to consider are as follows:

- What is the subject content?
- How is the subject assessed? (Examination, coursework, practical)
- Is the subject an essential requirement for a career aspiration? (e.g. medicine)
- Does the subject complement the other subjects chosen, and in keeping with Higher Education and career aspirations?

Pupils are expected to discuss the courses that are of interest to them with teachers and parents, taking into consideration their areas of strength and interest. Staff will have more in-depth knowledge about the courses on offer and, if anyone needs more information than is contained in this booklet, we strongly encourage you to attend our Options' Evening on the 23<sup>rd</sup> February 2023. The more information pupils have, the more able they are to make the choice that is right for them.

### **WHAT IS THE DIFFERENCE BETWEEN A BTEC AND A GCSE?**

The Business and Technology Education Council is the British body which awards vocational qualifications. Such qualifications are commonly referred to as 'BTECs'. BTEC qualifications are undertaken in vocational subjects ranging from business studies to engineering. BTECs are worth the equivalent of 1 GCSE 9-4 but are assessed differently. Awards are Pass (4 grade), Merit (6 grade) and Distinction/Distinction\*. If students study a Level 1 qualification, then this is the equivalent of a 3-1 GCSE grade.

### **WILL I SIT ANY OF MY EXAMINATIONS EARLY?**

It is not current policy for pupils to sit GCSE examinations before the end of year 11. It is important that all pupils aim to achieve the highest grades possible.

### **LEARNING SUPPORT**

When pupils are seen to experience difficulty in their learning due to conditions such as dyslexia or dyspraxia, for example, we aim to be supportive in a holistic way across the curriculum. This means that pupils in particular need of Learning Support are integrated into ordinary classes where the teacher will be made aware of specific learning needs as they apply to individual pupils. Provision may be offered on a one-to-one basis or in small groups. These lessons will be timetabled and are taught by our Learning Support Department. Assessment is usually carried out within the Learning Support Department and may also include a consultation with an educational psychologist.

### **EAL**

When pupils have English as an additional language, we aim to be supportive in a holistic way across the curriculum. Additional language support lessons are available to pupils whose first language is not English and who need extra assistance in order to follow their chosen curriculum. The lessons will be aimed at improving pupils' ability to use English competently in their academic subjects and to communicate fully in an English-speaking environment.





## ENGLISH LANGUAGE

### POINT OF CONTACT

Ms. Kirstie Round

[kround@wgacademy.org.uk](mailto:kround@wgacademy.org.uk)

### Examining board

Eduqas

### Subject entry code

C700QS

### ASSESSMENT

Assessment is through two written examination papers taken at the end of year 11. Paper One is worth 40% of the qualification and Paper Two is worth 60% of the qualification.

There is a Spoken Language Assessment in the form of a presentation or speech which will be undertaken during Y10/Y11.

### COURSE

The GCSE English Language qualification is made up of two externally assessed examination components and one internally assessed non-examination component. The qualification is designed to help you engage with a wide range of 19th, 20th and 21st century texts (fiction and nonfiction) and to develop critical skills in reading, writing and spoken language.

Throughout the course you will learn how to read, understand, and analyse literary material from the 20th century as well as nonfiction texts from the 19th and 21st centuries including:

- extracts from literary prose
- letters
- reviews
- biographies
- autobiographies
- journalism

All reading texts in the examinations will be 'unseen'. This means that the texts on which you have to answer questions will not be ones you have studied in class. In preparation for this, you will be given opportunities to develop the skills necessary to respond to these unseen texts.

The course also provides opportunities for extended creative and non-fiction writing. Throughout the course, you will practise writing for a range of different audiences and purposes and in various formats including:

- narrative writing
- letters
- articles
- speeches
- reports
- reviews

The Spoken Language non-examination assessment is an endorsement which means it is a compulsory part of the qualification, but the assessment outcome will not form part of the 9-1 grade achieved at the end of the course. Instead, you will receive a separate grade for your performance in Spoken Language (Pass, Merit, Distinction or Not Classified) and this grade will be reported on your certificate.

The Spoken Language endorsement requires you to give a presentation in front of an audience and answer questions asked by the audience on your presentation. The topic for the presentation will be chosen by you with guidance from your teacher.

### CAREERS

#### ESSENTIAL FOR CAREERS IN

- Journalism
- Copywriter
- Teacher
- Law
- Marketing
- Editor

#### USEFUL FOR CAREERS IN

- Social Media Manager
- Public Relations (PR)
- Human Resources (HR)

## ENGLISH LITERATURE

### POINT OF CONTACT

Mrs. Andrea Mitchell

[amitchell@wgacademy.org.uk](mailto:amitchell@wgacademy.org.uk)

Examining board	Subject entry code
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Edexcel	1ETO
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### ASSESSMENT

Assessment is through two written examination papers taken at the end of year 11. Each paper is worth 50% of the qualification.

### COURSE

The GCSE English Literature qualification is made up of two externally assessed examination components. The qualification is designed to help you engage with a wide range of 19th, 20th and 21st century texts and to develop critical skills in reading and writing.

Throughout the course you will learn how to read, understand, and analyse literary material from a range of time periods. You will study:

- *Macbeth* by William Shakespeare
- *A Christmas Carol* by Charles Dickens
- *An Inspector Calls* by J.B. Priestley
- Power and Conflict Poetry Anthology

All reading texts in the examinations will be 'closed text'. This means that the texts on which you have to answer questions will not be in the exam hall with you. In preparation for this, you will be given opportunities to develop the skills necessary to respond to these texts with only extracts available to you.

### CAREERS

#### ESSENTIAL FOR CAREERS IN

- Journalism
- Copywriter
- Teacher
- Law
- Marketing
- Editor

#### USEFUL FOR CAREERS IN

- Social Media Manager
- Public Relations (PR)
- Human Resources (HR)



## MATHEMATICS

### POINT OF CONTACT

Mrs. Rose Dray

[rdray@wgacademy.org.uk](mailto:rdray@wgacademy.org.uk)

Examining board	Subject entry code
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AQA	8300
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### ASSESSMENT

Assessment is through three written examination papers taken at the end of year 11. Each paper is worth one third of the final total for the qualification and will be of 1 hour and 30 minutes duration.

There is no coursework or controlled assessment component for the GCSE in Mathematics.

### COURSE

The course gives a wide and balanced overview of the key concepts and ideas of the six central assessment objectives in mathematics – number, algebra, ratio and proportion, geometry and measures, probability, and statistics. The aim of the course is to develop a knowledge and understanding of mathematical concepts and methods to give pupils a foundation in mathematics for further study in the subject or related areas to enable pupils to have a positive attitude towards using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems, and to give pupils an appreciation of the importance of mathematics in society, employment and further study.

Pupils will sit the three Higher tier papers (one non-calculator, and two non-calculator papers) which are targeted at grades 4-9, with an allowable grade 3. Pupils who find the subject more challenging will be invited to sit three papers at Foundation level which are targeted at grades 1-5. Each paper will assess the full range of targeted grades with approximately equal marks available for each of the targeted grades. A calculator may be used in papers two and three.

## CAREERS

### ESSENTIAL FOR CAREERS IN

- Engineering
- Physics
- Chemistry
- Accountancy
- Computer Science
- Technology

### USEFUL FOR CAREERS IN

- Economics
- Biology
- Psychology
- Banking
- Sports Science
- Business

## COMBINED SCIENCE

### POINT OF CONTACT

Mr. Tom Butt

[tbutt@wgacademy.org.uk](mailto:tbutt@wgacademy.org.uk)

Examining Board	Subject Entry Code
AQA	8464

### ASSESSMENT

Candidates will sit 6 papers of equal weighting, each of duration 1hr 15mins. These consist of two Biology, two Chemistry and two Physics papers. As this is a double award, two grades are awarded at the end of the course.

### COURSE

Paper 1: Biology: Key concepts in biology; Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2: Biology: Key concepts in biology; Homeostasis and response; Inheritance, variation, and evolution; and Ecology.

Paper 1: Chemistry: Key concepts in chemistry; Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2: Chemistry: Key concepts in chemistry; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Paper 1: Physics: Key concepts of physics; Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2: Physics: Key concepts of physics; Forces; Waves; and Magnetism and electromagnetism

There is no coursework or controlled assessment component to the GCSE in Combined Science. Pupils will be taught practical skills as part of their study of the course and these skills are assessed in the written papers. The types of questions in each paper are a range from multiple choice, structured, closed short answer, and open response.

The course delivers a thorough grounding in all the sciences. This will cover a broad range of topics across all three areas of biology, chemistry, and physics, giving students a good foundation in knowledge and develop fundamental skills.

### CAREERS

#### ESSENTIAL FOR CAREERS IN

- Science
- Engineering
- Computer science
- Medicine
- Nursing
- Sport science

#### USEFUL FOR CAREERS IN

- Law
- Accountancy
- Banking
- Childcare



## RELIGIOUS EDUCATION SHORT COURSE

### POINT OF CONTACT

Mr. Stevie Thornton

[sthornton@wgacademy.org.uk](mailto:sthornton@wgacademy.org.uk)

Examining Board	Subject Entry Code
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AQA	8061
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### ASSESSMENT

Candidates will have one 1 hour 45-minute exam at the end of Year 11 that will assess the four units of work completed throughout Year 10 and Year 11. Students will receive a half-GCSE.

### COURSE

Religious Education develops the ability to explore belief systems within our modern society. The central focus is the study of Christianity and Islam. It also takes account of secular, scientific and those of no belief system. A breadth of beliefs, morals and teachings will also be explored. There are four units in total that include:

Christian Beliefs – Key beliefs (Nature of God, creation, afterlife) and Jesus Christ and salvation

Muslim Beliefs – Key beliefs (Shi'a and Sunni, Tawhid, angels, predestination) and sources of authority (Risalah, prophets, imamate)

Theme A: Relationships and Family – Sex, marriage, and divorce, Families, and gender equality.

Theme B: Religion, Peace, and Conflict – Religion, violence, terrorism and war, Religion, and belief in 21<sup>st</sup> century conflict.

## CAREERS

### ESSENTIAL FOR CAREERS IN

- Various religious roles
- Primary, Secondary, Higher Education teacher
- Police officer
- Solicitor
- Charity officer

### USEFUL FOR CAREERS IN

- Advice worker
- Archivist
- Charity fundraiser
- Civil service administrator
- Community development worker
- Editorial assistant
- Equality, diversity, and inclusion officer
- Mediator
- Newspaper journalist
- Youth worker

## ART CRAFT AND DESIGN

### POINT OF CONTACT

Mrs. Jacqueline Pearson

[jpearson@wgacademy.org.uk](mailto:jpearson@wgacademy.org.uk)

Examining Board	Subject Entry Code
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Edexcel	1AD0
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### ASSESSMENT

Candidates are assessed by 60% coursework and 40% practical exam.

Candidates are assessed on units: A01 artist research, A02 media experimentation, A03 drawing skills and ideas, A04 final piece.

### COURSE

The course includes developing skills in drawing, painting, printmaking, sculpture, and mixed media.

During year 10, candidates will complete coursework: 'Human Condition' completing above skills and units. Exam paper is given in the January of year 11 and the 10 hour exam is sat in the April that year.

This course gives students the opportunity to produce work that demonstrates the use of formal elements and creative skills.

Students' work will give form to individual thoughts, feelings, observations and ideas.

Students will study the work of others to support and develop their work researching contemporary and historical artists who specialises in portraiture: Augustus John, Fred Hatt, Mark Powell, Kathe Kollwitz, Francoise Neilly, Loui Jover, Lucian Freud, Vincent Van Gogh. Abstract artists: Franz Ackerman, Fiona Rae and First World War German Expressionism printmakers: Otto Dix and Max Beckmann.

### CAREERS

- Illustrator
- Fine Artist
- Fashion Designer
- Game Designer
- Milliner
- Graphic Designer
- Art Teacher
- Sculptor
- Art Specialist
- Gallery Curator
- Art Dealer
- Auctioneer
- Interior Design
- Architect



## SPANISH

### POINT OF CONTACT

Mrs. Hannah Lines

[hlines@wgacademy.org.uk](mailto:hlines@wgacademy.org.uk)

Examining Board	Subject Entry Code
Edexcel	1SP0

### ASSESSMENT

All exams will be taken at the end of Year 11 in listening, speaking, reading and writing. All contribute 25% each to your final examination grade in Spanish.

### COURSE

Spanish is the second most spoken language in the world, and if you can speak both Spanish and English you can communicate with 80% of the world. In Spanish, our aim is to enable students to communicate effectively and to their full potential using the target language so that they can be part of a global community. As part of the GCSE students cover a range of everyday topics and practice their skills in listening, speaking, reading, and writing to prepare them for using language in real-life situations. The topics covered include:

- Identity and culture,
- Local area, holiday, and travel
- School
- Future aspirations, study, and work
- International and global dimension

## CAREERS

### Essential for Careers In:

- Translating and Interpreting
- Travel and Tourism
- Hospitality
- National Intelligence and Security

### Useful for Careers In:

- Education
- Business
- Construction
- Sport
- Government
- Finance
- Media
- Armed Forces
- Sales
- Human Resources
- Customer Services

Speaking a foreign language is an advantageous skill today, whatever area of work you decide to go into.

Students choosing this subject will also be able to attend trips abroad.



## HISTORY

### POINT OF CONTACT

Ms. Rachel Atkins

[ratkins@wgacademy.org.uk](mailto:ratkins@wgacademy.org.uk)

Examining Board	Subject Entry Code
AQA	8145

### ASSESSMENT

#### Paper 1

- Period studies – Germany 1890-1945
- Conflict and tension between East and West, 1945-1972

#### Paper 2

- Thematic studies – Britain: health and the people c1000-present
- British depth study – Elizabethan England c1568-1603

## COURSE

GCSE (AQA) History at West Grantham Academy takes students through a journey of discovery to witness how History is continuously changing the world around us, and how past events have helped shape the society we live in today.

History appeals to people who have an enquiring mind, who want to know about the lives of real people and how their actions have shaped the world we live in today. If you want to answer important questions such as 'why do wars happen?' or 'how have we come to live in a multi-cultural society?', then History will help.

If you have an interest in developing a range of handy skills which will help you in the world of work or with further study, then studying History is a great opportunity to do this. You will need to want to develop your communication and written skills, be keen to gain ideas on how to construct an argument and be ready to interrogate and interpret sources.

## CAREERS

### Essential for Careers In:

- Academic Researcher
- Archivist
- Heritage Manager
- Historic Buildings Inspector/Conservation Officer
- Museum Education Officer
- Museum/Gallery Curator
- Museum/Gallery Exhibitions Officer
- Secondary School Teacher

### Useful for Careers In:

- Academic Librarian
- Archaeologist
- Broadcast Journalist
- Civil Service Administrator
- Policy Officer
- Politician's Assistant
- Solicitor

## GEOGRAPHY

### POINT OF CONTACT

Ms. Rachel Atkins

[ratkins@wgacademy.org.uk](mailto:ratkins@wgacademy.org.uk)

Examining Board	Subject Entry Code
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AQA	8035
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### ASSESSMENT

Paper 1- Living with the physical environment.

- Natural hazards – earthquakes and volcanoes
- Weather hazards – tropical storms and UK weather events such as the Beast from the East
- Climate change
- Ecosystems including tropical rainforests and cold environments.
- UK physical landscape – including rivers and coasts.

### Paper 2 - Challenges in the human environment

- Urbanisation
- Urban issues and challenges including a case study on Rio de Janeiro and Nottingham
- Urban sustainability
- Development including a case study on Nigeria.
- Changes in the economy of the UK
- Resource management – including food, water and energy.

### Paper 3 - Geographical applications

- Issue evaluation – this includes looking at materials pre-released by the exam board to allow students to immerse themselves in the issue.
- Fieldwork – students must complete two fieldwork enquiries as part of the course and therefore this allows us the opportunity to take the students off site to see some Geography in action and develop their fieldwork techniques.



## COURSE

GCSE (AQA) Geography at West Grantham Academy explores several geographical topics discovering both the geography of the UK and the rest of the world. Geographers will be encouraged to use enquiry learning to develop a deep understanding of the world around them.

Geography will appeal to students with a genuine interest in how the world works both in natural and human terms. If you want to understand the planet you live on, the impact it has on our lives and the impact we have on the planet, then geography is the course for you. Geography is also great for students who like to think critically and want to better understand the world they live in.

## CAREERS

### Essential for Careers In

- Architectural technologist
- Business analyst
- Cartographer
- Data analyst
- Environmental consultant
- Geographical information systems officer
- Marketing executive
- Secondary school teacher
- Social researcher
- Town Planner

### Useful for Careers In

- Construction manager
- Landscape architect
- Market researcher
- Nature conservation officer
- Political risk analyst
- Sustainability consultant
- Transport planner



## THEOLOGY, PHILOSOPHY AND ETHICS (TPE)

### POINT OF CONTACT

Mr. Stevie Thornton

[sthornton@wgacademy.org.uk](mailto:sthornton@wgacademy.org.uk)

Examining Board	Subject Entry Code
AQA	8062

### ASSESSMENT

Candidates will have two 1 hour 45-minute written exams at the end of Year 11 based on material taught in Year 10 and Year 11. They will be assessed on Christian and Muslim Beliefs and Practices as well as a Thematic unit. The Thematic unit covers the following:

- Relationships and Family
- Religion, Peace, and Conflict
- Religion and Life
- Religion, human rights, and social justice.

### COURSE

Theology, Philosophy, and Ethics (TPE) is an extension of the Religious Education short-course GCSE that all pupils complete, by developing skills and content linked to the study of Theology, Philosophy and Social/Human Science. Pupils who choose to complete the course will gain a GCSE in full-course Religious Education, but the content and delivery will be such to prepare pupils for further study in KS5 and beyond. As with the short-course GCSE, pupils will look at Christian and Muslim Beliefs and Teachings but will also study the Practices of each religion and gain insight into the impact of religion in day-to-day life as well as celebrations, rituals, and pilgrimages. Religious belief and non-belief will be both considered and evaluated. A breakdown of the additional units is below:

Christian Practices – Worship and Festivals, Prayer, Sacraments, The role of the church in the local and worldwide community.

Muslim Practices – Worship, The Five Pillars, Jihad, Duties and Festivals.

Theme C: Religion and Life – Abortion, Euthanasia, Animal experimentation, the origins and value of the universe, the origins and value of human life

Theme F: Religion, human rights, and social justice – Status of women in religion, the use of wealth, freedom of religious expression, Human Rights, wealth, and poverty.

### CAREERS

#### ESSENTIAL FOR CAREERS IN

- Various religious roles
- Primary, Secondary, Higher Education teacher
- Police officer
- Solicitor
- Charity officer

#### USEFUL FOR CAREERS IN

- Advice worker
- Archivist
- Charity fundraiser
- Civil service administrator
- Community development worker
- Editorial assistant
- Equality, diversity, and inclusion officer
- Mediator
- Newspaper journalist
- Youth worker

## BUSINESS ENTERPRISE

### POINT OF CONTACT

Mr. Stevie Thornton

[sthornton@wgacademy.org.uk](mailto:sthornton@wgacademy.org.uk)

### Examining Board

Pearson

### Subject Entry Code

603/7063/4

### ASSESSMENT

This is a vocational course, most of the work that you complete during the lessons and at home will be assessed by your teacher. You will produce a variety of work including written reports and presentations.

The unit Promotion and Finance for Enterprise is externally assessed. This is an exam lasting 2 hours. In this exam, you will use knowledge and skills developed throughout the course to answer questions which focus on different areas of Enterprise.

### COURSE

You will learn about the ideas, mindsets and successes of enterprises and entrepreneurs. You will learn about planning and finance, including cash flows, and how to take a product to market. You will develop an idea for a small enterprise of your own and plan how best to set it up and fund it. You will work with others in order to run a small enterprise, using your knowledge and building your business skills. During the course you will also develop important skills that are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.

The course is split into three components.

#### **Component 1:** 30% - Exploring Enterprise

You will examine different local enterprises to develop your knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

#### **Component 2:** 30% - Planning for and Pitching an Enterprise Activity

You will individually select an idea for a micro-enterprise activity to plan and pitch. You will individually pitch your business plan to an audience and then use the feedback to review your plan and pitch.

#### **Component 3:** 40% - Promotion and Finance for Enterprise

You will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. You will explore financial documents and how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success.

### CAREERS

Business-related professions such as

- Accountancy
- Law
- Marketing
- leisure and tourism industry
- Accountant.
- Business adviser.
- Business Development manager
- Consultant.
- Corporate investment banker.
- Data scientist.
- Stock market analyst.

## CREATIVE MEDIA PRODUCTION

### POINT OF CONTACT

Mr. Lee Hulse

[lhulse@wgacademy.org.uk](mailto:lhulse@wgacademy.org.uk)

Examining Board	Subject Entry Code
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Pearson	603/7053/1
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### ASSESSMENT

This qualification takes a fully practical and skills-based approach to learning and assessment, with no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to stimulate creative ideas.

#### **Component 1: Exploring Media Products (30% of overall qualification)**

Learners will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.

#### **Component 2: Developing Digital Media Production Skills (30% of overall qualification)**

Learners will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

#### **Component 3: Create a Media Product in Response to a Brief (40% of overall qualification)**

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a brief.

### COURSE

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector – transecting many exciting and vibrant industries such as film; television; games, web and app development, and publishing – giving students an introduction that keeps all of their

options open and allows them to make an informed decision about their future learning and career.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop and apply knowledge and skills in the following areas:

- development of key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production, and post-production of media products.
- processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication
- knowledge that underpins an effective use of skills, processes, and attitudes in the sector, such as production processes and techniques.

This Tech Award complements the learning in GCSE programmes such as Design and Technology and Art and Design, by broadening the application of ‘design and make’ tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

### CAREERS

- Graphic Design
- Copywriting/Editing
- Art Editor
- Audio/Visual
- Photography
- Lighting Technician
- Sound Engineer
- Media Research
- Camera Operator
- TV and Film Directing



## HEALTH AND SOCIAL CARE

### POINT OF CONTACT

Miss. Ruth Allery

[rallery@wgacademy.org.uk](mailto:rallery@wgacademy.org.uk)

Examining Board	Subject Entry Code
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Pearson	603/7047/6
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### ASSESSMENT

The course is made up of three components:

Component 1 and 2 are coursework controlled assessments sat at school. These are internally assessed, and each component is worth 30% of the final grade. Component 3 is an externally assessed paper and is worth 40% of the final grade.

### COURSE

The course covers some of the fundamental aspects of health and social care and gives learners a broad introduction to a sector that covers a wide range of careers. The course uses realistic vocational contexts in a way of looking at different healthcare scenarios and analysing them. Learners will explore a range of healthcare conditions and social care needs and will consider how the different health and social care services available can help meet individuals' needs. It is structured into three components:

#### Component 1 – Human Lifespan Development:

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional, and social development and how individuals cope with and are supported through changes caused by life events.

#### Component 2 – Health and Social Care Services and Values:

Learners will explore health and social care services and how they meet the needs of service users. They will also duty the skills, attributes and values required when giving care. This is internally assessed is worth 30% of the overall mark.

#### Component 3 –Health & Wellbeing:

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

### CAREERS

The BTEC Tech award in Health & Social Care will appeal to students with an interest in working in one of the fastest growing sectors in the UK: Health & Social Care.

#### ESSENTIAL FOR CAREERS IN

- Physiotherapy
- Nursing
- Care and support for the elderly
- Occupational therapist
- Care worker
- Hospital Technician

#### USEFUL FOR CAREERS IN

- Childcare
- Social worker
- Community support and outreach worker
- Support worker





## HOSPITALITY AND CATERING

### POINT OF CONTACT

Mrs Kirsty Kuffour

[kkuffour@wgacademy.org.uk](mailto:kkuffour@wgacademy.org.uk)

### Examining Board

WJEC

### Subject Entry Code

603/7022/1

### ASSESSMENT

Unit 1	Written Examination	1 hr 20 minutes	80 marks 40% of qualification
Unit 2	Controlled assessment	Approximately 12 hours	120 marks 60% of qualification

### COURSE

**Unit 1** – The UK is currently perceived to offer the friendliest hospitality service in Europe. For the majority behind this vibrant industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity - a form of 'art.' For the public, dining out is not just 'eating,' it is a whole experience, a time to let go and encounter new senses. The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all.

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

The topics covered in unit 1 are:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

**Unit 2** – In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook, and present dishes. They will also learn how to review their work effectively.

This unit is synoptic and draws upon the knowledge gained in Unit 1.

The topics covered in unit 2 are:

- The importance of nutrition.
- Menu planning.
- The skills and techniques of preparation, cooking and presentation of dishes.
- Evaluating cooking skills.

### CAREERS

#### ESSENTIAL FOR CAREERS IN

- Chef
- Restaurant manager
- Sommelier
- Food safety standards
- Food manufacture
- Food Science
- Teaching

#### USEFUL FOR CAREERS IN

- Environmental health
- Dietary Advisor
- Food Microbiology
- Hotel manager
- Marketing

## SPORT

### POINT OF CONTACT

Miss. Ruth Allery

[rallery@wgacademy.org.uk](mailto:rallery@wgacademy.org.uk)

### Examining Board

Pearson

### Subject Entry Code

BTEC Tech Award

### ASSESSMENT

The course is made up of three components:

Components 1 and 2 are coursework-controlled assessments sat at school. These are internally assessed, and each component is worth 30% of the final grade. Component 3 is an externally assessed paper and is worth 40% of the final grade.

## COURSE

This qualification enables learners to develop sector-specific skills such as sports analysis and sports leadership, along with personal skills such as communication, planning, time management and teamwork. This is done through a practical and skills-based approach to learning and assessment. It is the starting point of a vocational career that can be continued and extended at college and then, if desired, at university too. You must enjoy taking part in a wide range of physical activities but also be prepared to spend a substantial amount of time in the classroom studying the theory of PE & sport.

**Component 1** – Preparing Participants to Take Part in Sport and Physical Activity: Learners will explore the different types of provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.



**Component 2 – Taking part and Improving Other Participants Sporting Performance:** Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

**Component 3 – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity:** Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

#### **USEFUL FOR CAREERS IN**

- Coaching
- PE Teaching
- Sports development
- Gym instruction
- Physiotherapy
- Sports journalism



## CONSTRUCTION AND THE BUILT ENVIRONMENT

### POINT OF CONTACT

Mr. Wayne Martini

[wmartini@wgacademy.org.uk](mailto:wmartini@wgacademy.org.uk)

Examining Board	Subject Entry Code
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Pearson	603/7051/8
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### ASSESSMENT

This course is assessed over three components. The first component is externally assessed at the end of the course and makes up 40% of the grade. Components 2 and 3 make up 30% of the grade each and are assessed through non-exam-based tasks. The three components focus on the assessment of applied knowledge, skills, and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification

### COURSE

**Component 1** - In understanding how to set up a site you, will examine the information that must be completed before starting work, along with the infrastructure you will need to put in place to run the job efficiently and safely. You will develop a detailed understanding of how walls, floors, roofs, and external works are constructed, and you will be able to name each component part, along with its functions. This will change with each different type of construction method that can be employed in a building.

**Component 2** - This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials to safely produce quality outcomes. In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You

will also have to analyse hazards and risks and then complete some practical work in one of two craft areas: brickwork and carpentry and joinery.

**Component 3** - Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints. Upon completion of this component, you will be able to create a developed design brief and generate several concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise several graphical communication methods, including sketching skills. The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training.

### CAREERS

- Builder
- Joiner
- Electrician
- Plumber
- Site manager

*PLEASE NOTE – PLACES ON THIS COURSE ARE VERY LIMITED AND MAY INVOLVE AN INTERVIEW*

## ENGINEERING

### POINT OF CONTACT

Mr. Tom Butt

[tbutt@wgacademy.org.uk](mailto:tbutt@wgacademy.org.uk)

Examining Board	Subject Entry Code
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WJEC	5799QA
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### ASSESSMENT

There are three units on this course which students will be assessed on.

Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. This will be assessed through a controlled assessment (20 hours) based on an assignment brief, provided by the exam board.

Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1. Unit two will also be assessed through a controlled assignment (10 hours) following an assignment brief.

Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. It is assessed by written examination.

### COURSE

This Vocational Award in Engineering will develop students' knowledge and understanding of the engineering sector and provide them with opportunities to develop associated practical skills. It covers manufacturing engineering products, designing engineering products and solving engineering problems which focuses on how modern engineering has had an impact on modern day life at home, work and in society in general.

We are proud to be working hand-in-hand with engineering firms in Grantham. Students will split

their time on this course between lessons in school and practical work in local engineering workshops.

### CAREERS

Engineering deals with the design, development, installation, operation, and maintenance of anything that has moving parts. Because of this, you'll find relevant opportunities in a range of sectors, including:

- aerospace engineering
- automotive engineering
- construction
- energy
- manufacturing
- mechanical engineering
- medicine
- railway engineering
- sport.

*PLEASE NOTE – PLACES ON THIS COURSE ARE VERY LIMITED AND MAY INVOLVE AN INTERVIEW*

## PERFORMING ARTS

### POINT OF CONTACT

Miss. Chloe Blencowe

[cblencoerenwick@wgacademy.org.uk](mailto:cblencoerenwick@wgacademy.org.uk)

### Examining Board

Pearson

### Subject Entry Code

603/7054/3

### ASSESSMENT

Assessment is 100% coursework, assessed through three components. The first two pieces are internally assessed with the third being assessed externally.

### COURSE

This course gives students the opportunity to develop their acting skills and techniques. These will range from the use of voice and physical movement, to building characters for performance. Students will work on extracts of published texts and on an extended production where they will learn about the performance industry and other roles within the industry such as set design, costume design, lighting and directing.

**Component 1 - Exploring the Performing Arts:** In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

**Component 2 - Developing skills and techniques in the Performing Arts:** In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical, and interpretative skills

through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

**Component 3 - Responding to a brief:** In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

### CAREERS

#### ESSENTIAL FOR CAREERS IN

- Acting
- Directing
- Scriptwriting

#### USEFUL FOR CAREERS IN

- Designer
- Choreography
- Dancing
- Singing

## MUSIC

### POINT OF CONTACT

Mr. Rob Charlton

[rcharlton@wgacademy.org.uk](mailto:rcharlton@wgacademy.org.uk)

### Examining Board

Pearson

### Subject Entry Code

603/7055/5

### ASSESSMENT

This is a vocational course, most of the work that you complete during the lessons and at home will be assessed by your teacher.

For your assessments, you will produce a variety of work helping you acquire technical knowledge and technical skills through vocational contexts by exploring and developing your musical skills and techniques, and by responding to a music industry brief. This will be done through various means including research presentations and recorded workshops.

### COURSE

The course consists of three components, two of these components are internally assessed and externally moderated, which is completed within a given assignment window. These two components will build skills in performing, producing and composing. The other component is externally assessed and again is completed at a given time. In this component you are given a brief and you choose which of the three musical skills from performing, producing and composing you will use.

It is ideal if pupils can play an instrument / use a DAW / sing and have basic knowledge of music theory, but not essential.

#### Component 1 30% – Exploring the Music Industry

Exploring different styles and genres of music and take part in practical workshops to understand.

- the music creation process
- Learn about the different roles within the music industry.
- Investigate relationships between different areas of the music industry

#### Component 2 30% – Developing Music Skills

- Reflect on your musical progress, and on areas for improvement.
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of musical skills.
- Apply skills and techniques in a music performance, creation, or production.

#### Component 3 – Responding to a Music Brief

Choose an area of the industry that excites and intrigues you (composer, performer, or producer)

- Explore the brief and consider possible responses and ideas.
- Use relevant resources, skills, and techniques to develop and refine musical material.
- Present final response, either solo or in a group
- Review and reflect on your approach to the brief.

BTEC Music Performance students benefit from taking a hands-on course that gives them a taste of what the music sector is like, as well as the skills and confidence to succeed in their next steps.

### CAREERS

The music industry is full of jobs and opportunities, for example:

- Sound Technician
- Music Producer
- Recording Engineer
- Artist Manager
- Tour Manager
- Booking Agent
- Music Publicist
- Composer
- Music Arranger
- Teacher