



RESPECT | WISDOM | ASPIRATION | COMMUNITY



YEAR 9 PATHWAYS 2023+  
EBACC ROUTE



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### Personalised Key Stage 4 education

We believe you achieve better if your education is personalised. You have had the opportunity to study all subjects in-depth for 3 years at Key stage 3. Now you will be guided to make the best choices for your Key stage 4 qualifications based on **performance** and **future aspirations**

In addition to your **Core subjects**, a Humanities and a Language you will study **TWO options subjects**. You will be able to choose from a broad range of subjects that meet your needs and interests.

### A carefully designed curriculum

### Information, advice and guidance to help you choose wisely!

This is an exciting time of year for students about to enter Key Stage 4 at Barnhill. We know you are eager and ready to make choices about what you would like to study, and **with the right information, advice and guidance, you will choose subjects that fit with your goals and needs.**

Many of you will study the **English Baccalaureate**, but you will still be able to study a broad range of option subjects. Having a spread of different subjects across KS4 will help keep your options open for the Sixth Form.



You are about to make some very important decisions about your next two years of school. We hope you and your parents/carers attended the virtual Options Information Evening, but the information in this booklet gives you most, if not all of the information you need to make your option choices during your Key Stage 4 Options meeting.

You will have a personal mentor to help you make the right choices.

### PREPARING TO MAKE YOUR OPTION CHOICES:

Use the time between now and your Options Interview meeting to think about what you want to study and talk to your teachers about those subjects. If the subject is one you have not studied before, then please speak to the Head of the Department or a teacher within that curriculum area. There are some suggested Dos and Don'ts on page 9 to help you make your choices.

### HOW DO YOU MAKE YOUR OPTION CHOICES?

Students should choose option subjects that interest them as they will be studying these subjects for three years. We expect students to study a broad range of subjects, and students should also consider the balance of academic and more practical subjects.

You must choose a Humanities subject, a language, **TWO option subjects** plus **two RESERVE subjects**. Many students will be selecting a modern foreign language and a humanities subject as two of their four options in order to acquire the **English Baccalaureate** (see information on page 6).

**There are no guarantees about which option subjects you study over the next two years.** We will need to decide which you will do, based on what everyone has chosen and what fits. **In most cases we recommend carrying on with the Specialist and Professional Options you chose at the end of Year 8 as you have already started preparing for the Key stage 4 courses in these subjects.**

### CHOOSING A BROAD RANGE OF SUBJECTS

We have grouped subjects in such a way to support the principle of studying a broad range of subjects, which we expect of all students.

## OPTIONS TIMELINE

### OPTIONS INTERVIEW MEETING

Each student will have a personal options mentor. You will be notified of this by an appointment on Teams. In the meeting, your mentor will talk through what you want to do and why. We will make a note of what you want to do.

When everyone has had their interview and all the choices are in, we will look at what students want to do. We will then need to decide which subjects can run in each year and which subjects you personally will study. New courses will begin at the start of Year 10 although many of you will have started background learning for these courses in Year 9.

### OPTIONS TIMELINE

<b>OPTIONS STUDENT ASSEMBLIES</b>	February and March
<b>YEAR 9 PARENTS EVENING</b>	Thursday 23 <sup>rd</sup> March
<b>OPTIONS PARENTS' PRESENTATION VIRTUAL EVENING</b>	Thursday 9 <sup>th</sup> March
<b>EACH STUDENT MEETS WITH MR HILLMAN</b>	Ongoing
<b>FINAL DEADLINE FOR OPTION SUBMISSION</b>	Thursday 20 <sup>th</sup> April

## ENGLISH BACCALAUREATE (EBACC)

The English Baccalaureate recognises that students have successfully studied a specific collection of subjects: English, math's, sciences, modern foreign languages and humanities. **'Successfully studied'** means that students have achieved grades 5-9 in those subjects.

**At Barnhill, many students will take the option subjects required for the EBacc.**

**We believe this route is most suitable for pupils with aspirations of going on to 6<sup>th</sup> form and to study academic courses at University**

### ENGLISH BACCALAUREATE

Obtain 5 - 9 in the following

ENGLISH LANGUAGE /LITRATURE  
and  
MATHEMATICS

*Two Sciences:*

***EITHER***

**COMBINED SCIENCE**

***OR two of:***

**BIOLOGY**

**CHEMISTRY**

**PHYSICS**

**COMPUTER SCIENCE**

*One Modern Foreign Language:*

**FRENCH**

***OR***

**SPANISH**

*One Humanities subject:*

**GEOGRAPHY**

***OR***

**HISTORY**

Pupils need to **choose 1 Option** from each block.

Pupils need to **choose a 'Reserve' option** from **Block C and D** also.

**A**

- Spanish OR French

**B**

- History OR Geography

**C**

- Art & Design
- Photography
- Music
- RE
- Combined Science
- Triple Science
- Digital IT (If criteria met)

**D**

- Sport
- Performing Arts
- Dance
- Child Development
- Business
- Sociology
- Hospitality & Catering

### DO'S

- Think about what interests you and what you are good at.
- Think about what career or job you might want.
- Chose subjects that you have already chosen to study in more depth in Year 9 (from Block C and D).
- Think about what you might want to do in Sixth Form and at University as this might influence your choices at KS4.
- Read the course descriptions carefully and ask your teachers if the course is suitable for you and your plans.



### DONT'S

- Pick subjects just because you like the teacher – he or she might not be teaching that subject next year.
- Choose a subject because your friends are choosing it - they might not be in the same group as you and what they choose is not necessarily right for you.
- Make choices without fully understanding what the course is about or how you will be assessed.



### THINGS TO NOTE

- You must think about having a spread of different subjects across KS1.
- You may want to study certain subjects in KS4 if you are considering them for Sixth Form study.
- Some options require you to have achieved a certain level in your Year 9 studies (eg. Science and IT courses).
- When you have chosen your subjects, we will look at how well you have done this year and what sort of learner you are. Then we will put you on a course in that subject that we think best suits you.



University, a degree and a career may seem a long way off when you make your GCSE option choices, but your choices are important because they can directly impact which paths are open to you later down the line, whether this be applying for:

- Sixth form
- An apprenticeship
- A job

To help you with these decisions, you can discuss your option choices with the School Careers Adviser, Ms M Kindley - Deeks.

Parents can book an appointment by emailing

[\*\*\*mkindley-deeks@cft.com\*\*\*](mailto:mkindley-deeks@cft.com). Alternatively, students may call into the office (F27) to book an appointment.

### **CEIAG PROVIDES SUPPORT IN:**

#### **PSHE LESSONS & ASSEMBLIES**

Careers Education is fulfilled during weekly PSHE lessons from Year 8 onwards. Sessions include researching different industries, CV writing and interview preparation.

#### **VISITS TO LOCAL COLLEGES, UNIVERSITIES AND BUSINESSES**

Representatives from local further education colleges, training providers and universities are invited into school to speak to students. Also, we offer visits and internal workshops in collaboration with our partner universities (such as University of West London, Oxford University, Brunel University and Cambridge University) and partner businesses (such as FSL Aerospace, Royal Airforce, RBS, Barclays, Price Bailey Accountants and Fladgate law firm).

#### **PRACTICE INTERVIEWS**

All Year 10 and Year 11 students have the chance to attend a “practice interview” with an internal or external staff member.

#### **PARENTS’ EVENINGS**

The Careers Adviser is present at Parents’ Evenings to meet any parents who might wish to receive help, guidance and advice for their child.





## COURSES:

AQA GCSE English Language  
AQA GCSE English Literature



## WHY DO WE STUDY ENGLISH?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## OUTLINE OF UNITS

### KEY STAGE 4 – YEARS 9, 10 AND 11

#### Year 9

Autumn Term 1 : John Steinbeck's *Of Mice and Men* or Harper Lee's *To Kill A Mockingbird*

Autumn Term 2: Genre Studies: Dystopia and the Gothic

Spring Term 1: Women in Shakespeare'

Spring Term 2: Reading non-fiction (STEM themed)

Summer Term 1: Literary Shorts' (fiction)

Summer Term 2: Explorations of Poetry'

#### Year 10

Autumn 1: Modern Fiction (Play): J.B. Priestley's *An Inspector Calls*

Autumn 2: 19th Century Novel: Charles Dickens' *A Christmas Carol*

Spring Term 1 William Shakespeare's *Macbeth*

Spring Term 2: GCSE English Language Paper 2

Summer Term 1: Power and Conflict Poetry

Summer Term 2: Power and Conflict Poetry: Comparative writing and Unseen Poetry

#### Year 11

Autumn 1: GCSE English Language Paper 1

Autumn 2: Revision: *A Christmas Carol* and *An Inspector Calls*

Spring 1: Revision: *Macbeth*

Spring 2: Revision: Poetry and Language Paper 2

Summer Term: Revision (topics to be decided by individual teachers to suit the needs of their students)

## COURSE:

Pearson EDEXCEL GCSE in Mathematics Level 1/Level 2



### WHY DO WE STUDY IN MATHS?

The aim and objectives of the Pearson Edexcel Level 1 / Level 2 GCSE (9—1) in Mathematics is to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and the aims and objectives of the Pearson Edexcel Level 1 / Level 2 GCSE (9 -1) in Mathematics is to enable students to:
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts  
Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The table illustrates the topic areas covered in this qualification and the weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

### OUTLINE OF UNITS

TIER	TOPIC AREA	WEIGHTING
FOUNDATION	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion & Rates of change	22 - 28%
	Geometry & Measures	12 - 18%
	Statistics & probability	12 - 18%
HIGHER	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion & Rates of change	17 - 23%
	Geometry & Measures	17 - 23%
	Statistics & probability	12 - 18%

### HOW WILL I BE ASSESSED?

The Pearson Edexcel Level 1 / Level 2 GCSE (9 - 1) in Mathematics is a tiered qualification. There are two tiers:

- Foundation tier - grades 1 to 5 available
- Higher tier - grade 4 to 9 available (grade 3 allowed)

The assessment for each tier entry consists of 3 externally examined paper, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series.

- Paper 1: 1MA1/1F or 1MA1/1H = 33.33% of the total GCSE.  
No calculator is allowed – 1 hour & 30 minutes (80 marks).
- Paper 2: 1MA1/2F or 1MA1/2H = 33.33% of the total GCSE.  
Calculator is allowed – 1 hour & 30 minutes (80 marks).
- Paper 3: 1MA1/3F or 1MA1/3H = 33.33% of the total GCSE.  
Calculator is allowed – 1 hour & 30 minutes (80 marks).

## COURSE:

**AQA GCSE Combined Science (Worth 2 GCSEs)**



Science at KS4 helps you to understand and explain how our lives and environment are governed by basic scientific principles. You will continue to develop your practical skills safely, and further develop your skills in experimental design and communication of ideas. It is important that all students study science, since it allows us to understand and give an informed view on the application of science in modern technological life.

## WHAT WILL I LEARN ABOUT?

Combined Science offers a balance across the three science disciplines of Biology, Chemistry and Physics. It is suitable for students who may consider studying a science at A-level or beyond. Combined Science offers a balance of theoretical and practical learning with subject specialist teachers and exploring interesting and relevant areas of modern science.

### BIOLOGY

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### CHEMISTRY

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Energy changes
5. The rate and extent of chemical change
6. Organic chemistry
7. Chemical analysis
8. Chemistry of the atmosphere
9. Using resources

### PHYSICS

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

## HOW WILL I BE ASSESSED

### 6 EXAM PAPERS, EACH WORTH 16.7%

Two papers for each of Biology, Chemistry, Physics. Each paper is 1 hour 15 minutes long and will assess knowledge and understanding distinct topic areas.

Higher and foundation tiers are available students will be entered for the correct tier as judged by their performance in PPE exams in Year 10 and 11.



## COURSE:

AQA GCSE Biology  
AQA GCSE Chemistry  
AQA GCSE Physics



## SEPARATE SCIENCES

It is important that all students study Science, since it allows us to understand and give an informed view on the application of science in modern technological life. The study of science helps all become informed citizens, but for those who continue to study science, it enables students to shape our everyday and future lives.

### BIOLOGY

#### WHAT WILL I LEARN ABOUT

A GCSE in Biology will allow you to study the key concepts in the subject to greater detail. It is perfect for students with a keen interest in and passion for science and for those planning to pursue a career in the scientific industry. Learning will be theoretical and practical, with assessment including multiple choice, structured, closed short answer and open responses.

#### OUTLINE OF UNITS

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

#### HOW WILL I BE ASSESSED?

**Two 1 hour 45 minute exam papers,** each worth 50% of the GCSE qualification. Each of the papers will assess knowledge and understanding from distinct topic areas. Higher and foundation tiers are available, and students will be entered for the correct tier as judged by their teachers.

### CHEMISTRY

#### WHAT WILL I LEARN ABOUT

A GCSE in Chemistry will allow you to study the key concepts in the subject to greater detail. It is perfect for students with a keen interest in and passion for science and for those planning to pursue a career in the scientific industry. Learning will be theoretical and practical with assessment including multiple choice, structured, closed short answer and open responses.

#### OUTLINE OF UNITS

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Energy changes
5. The rate and extent of chemical change
6. Organic chemistry
7. Chemical analysis
8. Chemistry of the atmosphere
9. Using resources

#### HOW WILL I BE ASSESSED?

**Two 1 hour 45 minute exam papers,** each worth 50% of the GCSE qualification. Each of the papers will assess knowledge and understanding from distinct topic areas. Higher and foundation tiers are available, and students will be entered for the correct tier as judged by their teachers.

### PHYSICS

#### WHAT WILL I LEARN ABOUT

A GCSE in Physics will allow you to study the key concepts in the subject to greater detail, including space physics, which is completely unique to GCSE Physics. Learning will be theoretical and practical, with assessment including multiple choice, structured, closed short answer and open responses. It is perfect for students with a keen interest in and passion for science and for those planning to pursue a career in the scientific industry.

#### OUTLINE OF UNITS

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

#### HOW WILL I BE ASSESSED?

**Two 1 hour 45 minute exam papers,** each worth 50% of the GCSE qualification. Each of the papers will assess knowledge and understanding from distinct topic areas. Higher and foundation tiers are available, and students will be entered for the correct tier as judged by their teachers.

## COURSE:

### AQA GCSE Art and Design



GCSE Art and Design provides the opportunity to develop an adventurous, creative and inquisitive approach to your learning. Through studying both historical and contemporary art practice you will develop the skills to formulate and express your own ideas and make some exceptional artwork as a result. You will produce personal responses which embrace a range of ideas devised from your inspiration and imagination. Due to the fast-paced nature of the course your skills and knowledge will develop quickly, and staff always endeavor to make your projects varied and exciting. Through the support of your teacher you will develop a working knowledge of the materials, practices and techniques used within the creative industries. The GCSE in Fine Art follows on from what you have been doing at Key Stage 3 (Years 7 - 9). The emphasis in this GCSE is on the process of developing your own ideas and work. Central to this is your sketchbook where you will record your artistic journey.

#### WHAT WILL I LEARN ABOUT?

You will enjoy drawing and painting and learning about different styles and ways of recording your ideas and your observations of the world around you. The course is designed to develop your skills in a range of techniques:

- Drawing with different mediums
- Painting in various styles
- Sculpture in a range of materials

It is an opportunity for you to be imaginative and to produce exciting pieces of artwork. It is a chance for you to explore other artists and styles of working such as:

- Abstract
- Expressive
- Representational
- Modern Art
- Traditional Art

It is a fun and exciting course, an ideal chance for you to be imaginative and experiment!

#### HOW WILL I BE ASSESSED?

There are two units:

- Coursework - 60% of the final grade
- External Assessment - 40% of the final grade





## COURSE:

### AQA GCSE Photography



Key Stage 4 Photography is an art course which uses Photography and other light-based media to create original art influenced by artists and photographers. You will benefit from this course if you are interested in art, photography and using computer software to make exciting new images. Consider all the visuals you see on film and television. You will learn about visual literacy; how to read and interpret images and ideas. A Photography qualification is useful when applying to work as a designer of computer games, a fashion photographer, a journalist, an engineer, an architect and many other exciting professions.

#### WHAT WILL I LEARN ABOUT?

You will already be interested in taking photographs and using computer software to enhance and change images. The course is designed to develop your skills considering:

- Composition
- Lighting
- Angles
- Manipulation

It is an opportunity for you to be imaginative and produce exciting photographs. It is a chance for you to explore both historical and contemporary artists and photographers. It is a fun and exciting course which can give you many skills for careers such as advertising, media, fashion photography, journalism and game design.

#### HOW WILL I BE ASSESSED?

There are two units:

- Coursework - 60% of the final grade
- External Assessment - 10 hr (exam) 40% of the final grade





COURSE:  
EDEXCEL GCSE in Business Level1/Level 2



## WHY STUDY BUSINESS STUDIES?

If you are interested in the way that businesses work and what to expect when you eventually begin working for a business or are interested in setting up your own business, then GCSE Business would be a great subject choice for you. Business has always been a popular choice of subject for Barnhill students and those who choose it do enjoy it. You should be aware that this subject involves a significant amount of written work and subject content which you need to learn in preparation for the exams.

**Important:** We will judge whether you will be able to cope successfully with the demands of GCSE Business Studies. It is only suitable for students who have a good level of written English and Maths. This is due to the extensive amount of written work and calculations which needs to be done.

## WHAT WILL I LEARN ABOUT?

### Theme 1: Investigating small business

In Theme 1 you will learn about entrepreneurs and enterprise, you will understand what it takes for someone to run their own business and the risks and rewards associated with starting your own business. You will study marketing, business plans and business finance, including break-even and cash flow forecasting. You will also study the external economic environment that all businesses need to operate within.

### Theme 2: Building a business

In Theme 2 you will examine how a business develops beyond the start-up phase. You will focus on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

## HOW WILL I BE ASSESSED?

### Theme 1: Investigating small business 50% of the qualification

The paper is split up into 3 sections and consists of multiple choice, short answer and extended-writing questions. Sections B and C will be based on small business contexts that are given in the paper.

- The assessment is 1 hour and 30 minutes.
- The assessment is out of 90 marks.

### Theme 2: Building a business 50 % of the qualification

The paper is split up into 3 sections and consists of multiple choice, short answer and extended-writing questions. Sections B and C will be based on large business contexts that are given in the paper

- The assessment is 1 hour and 30 minutes.
- The assessment is out of 90 marks.

## COURSE:

AQA BTEC Tech Award in Child Development Level 1/ Level 2



The Level 2 BTEC Tech Award in Child Development at KS4 is designed to provide focused and specialist work-related qualifications in a range of sectors. On successful completion of this course, students may progress to study level 3 Health and Social Care where upon completion they can gain employment or continue their study in University. The essential skills learnt in this subject area are communication, problem solving, ICT and people skills.

### WHY STUDY THIS COURSE?

There is a demand for people to work with children in this country, whether it be Foster Care or as Nanny, Nursery Nurse or Child Minder. The sky is the limit as to the number of occupations that can be had from studying this course or progression to higher levels such as Diploma or Degree.

### WHAT WILL I LEARN ABOUT?

This qualification is built on the two core units that form the fundamental knowledge and understanding of child development through play. This qualification also contains two mandatory units which explore children's growth and development. (2) Learning through play. (3) external unit Supporting children to play, learn and develop. This course will enable the student to gain a better understanding of early years sectors, including health and safety, supporting children's language and literacy development, nutrition for children, as well as roles, responsibilities and career pathways in the sector.

### HOW WILL I BE ASSESSED?

In this course there are 2 internally assessed and 1 externally assessed units. Centre assessment will be externally verified through the national standard sampling process. The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

- 75% coursework
- 25% exam

All work is assessed at either Pass (equivalent to C at GCSE), Merit, Distinction or Distinction\*. A Level 1 award is available for students who do not achieve one of the above grades.



## COURSE:

### BTEC Tech Award in Digital Information Technology Level 1/Level 2



The Edexcel BTEC Level 1/Level 2 Tech Award in Digital Information Technology is taught over 120 guided learning hours (GLH). There are 3 mandatory components. Students must complete component 1, 2 and 3 to reach a total of 120 GLH. This BTEC First Award has units that your school assesses (internal) and one unit that Edexcel sets and marks externally

## WHAT WILL I LEARN ABOUT?

By studying this course, you will learn to:

COMPONENT NUMBER	COMPONENT TITLE	GLH	LEVEL	ASSESSMENT
1	Exploring User Interface Design Principles and Project Planning Techniques	36	1/2	Internal
2	Collecting, Presenting and Interpreting Data	36	1/2	Internal
3	Effective Digital Working Practices	48	1/2	External Synoptic

## HOW WILL I BE ASSESSED?

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2.

### Internal Assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of different types of user interfaces, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions
- The development and application of skills such as project planning, iterative design of a user interface, using data manipulation tools to create a dashboard, interpreting and drawing conclusions from data
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback on their design for a user interface and to identify areas for improvement.

### External synoptic assessment

There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Effective Digital Working Practices requires learners to apply performance skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience.

### After BTEC Level 1/Level 2

The Edexcel BTEC Level 1/Level 2 Tech Award in Digital Information Technology provides the skills, knowledge and understanding for level 2 learners to progress to:

- Other level 2 vocational qualifications
- Level 3 qualifications, such as the Edexcel BTEC Level 3 Nationals in IT or an IT/ Creative Media apprenticeship.
- Academic qualifications, such as GCSE or GCE A Level in ICT or Computing.
- Employment within the information technology and/or areas within the creative industries, such as electronic publishing or multimedia production.
- Learners who achieve the qualification at Level 1 may progress on to the Level 2 Award or onto academic or other vocational Level 2 qualifications.

## COURSE: OCR GCSE Computer Science



OCR's GCSE (9–1) in Computer Science will encourage you to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

### WHAT WILL I LEARN ABOUT?

#### Computer systems

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

#### Computational thinking, algorithms and programming

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

### HOW WILL I BE ASSESSED?

Two written exam papers at the end of the course in year 11.

COMPONENT	MARKS	DURATION	WEIGHTING	Calculators not allowed
Computer systems (01)	80	1 hour 30 mins	50%	
Computational thinking, algorithms and programming (02)	80	1 hour 30 mins	50%	

### AFTER GCSE COMPUTER SCIENCE

You could continue to study or gain an apprenticeship

- Academic qualifications, A Level in computer science and then University
- Apprenticeship level 3

## COURSE: EDEXCEL GCSE French



Knowing a language increases your chances of communicating in a non-English speaking country. Language training develops many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc. Having studied a language at KS3, you are well prepared to do a GCSE course. You will be able to share your interests, ideas and opinions with other people. Finally, you will add an international dimension to your choice of GCSE subjects, which is something many future employers and universities will be looking for.

### WHAT WILL I LEARN ABOUT?

The GCSE French course will build on the language skills and knowledge at key stage 3 and introduce you to a wider range of language structures and vocabulary. It will give you the opportunity to develop skills in listening, reading speaking and writing. You will also develop a greater awareness of culture of French-speaking communities and countries. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

#### Theme 1: Identity and culture

1. Who I am?
2. Daily life
3. Cultural life

#### Theme 2: Local area, holiday and travel

1. Holidays
2. Travel and tourist transactions
3. Town, region and country

#### Theme 3: School

1. What school is like
2. School activities

#### Theme 4: Future aspirations, study and work

1. Using languages beyond the classroom
2. Ambitions
3. Work

#### Theme 5: International and global dimension

1. Bringing the world together
2. Environmental issues
3. Qualification GCSE
4. Exam Board Edexcel



### HOW WILL I BE ASSESSED?

**Paper 1** — Listening and understanding - 25% Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple response and short-answer open response questions based on a recording featuring male and female French speakers. Students must answer all questions in both sections.

**Paper 2** — Speaking in French - 25% Internally conducted and externally assessed. Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings. There are three tasks which must be conducted in the following order:

**Task 1:** a role play based on one topic that is allocated by Edexcel.

**Task 2:** questions based on a picture stimulus based on one topic that is allocated by Edexcel

**Task 3:** conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Edexcel.

**Paper 3** — Reading and understanding - 25% Students are required to respond to multiple responses and short answers questions based on a range of texts.

There are three sections:

**Section A** is set in English. The instructions to students are in English.

**Section B** is set in French. The instructions to students are in French.

**Section C** includes a translation passage from French into English with instructions in English.

**Paper 4** — Writing - 25% Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. Students must answer all questions.

**Foundation tier** — three extended response questions and one translation into French.

**Higher tier** — two extended response questions and one translation into French.



## COURSE: EDEXCEL GCSE Spanish



Knowing a language increases your chances of communicating in a non-English speaking country. Language training develops many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.

Having studied a language at KS3, you are well prepared to do a GCSE course. You will be able to share your interests, ideas and opinions with other people. Finally, you will add an international dimension to your choice of GCSE subjects, which is something many future employers and universities will be looking for.

### WHAT WILL I LEARN ABOUT?

The GCSE French course will build on the language skills and knowledge at key stage 3 and introduce you to a wider range of language structures and vocabulary. It will give you the opportunity to develop skills in listening, reading speaking and writing. You will also develop a greater awareness of culture of French-speaking communities and countries. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

#### Theme 1: Identity and culture

1. Who | am?
2. Daily life
3. Cultural life

#### Theme 2: Local area, holiday and travel

1. Holidays
2. Travel and tourist transactions
3. Town, region and country

#### Theme 3: School

1. What school is like
2. School activities

#### Theme 4: Future aspirations, study and work

1. Using languages beyond the classroom
2. Ambitions
3. Work

#### Theme 5: International and global dimension

1. Bringing the world together
2. Environmental issues
3. Qualification GCSE
4. Exam Board Edexcel
5. How will | be assessed?

### HOW WILL I BE ASSESSED?

**Paper 1** — Listening and understanding - 25% Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to multiple response and short-answer open response questions based on a recording featuring male and female French speakers. Students must answer all questions in both sections.

**Paper 2** — Speaking in Spanish - 25% Internally conducted and externally assessed. Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings. There are three tasks which must be conducted in the following order:

**Task 1:** a role play based on one topic that is allocated by Edexcel.

**Task 2:** questions based on a picture stimulus based on one topic that is allocated by Edexcel

**Task 3:** conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Edexcel.

**Paper 3** — Reading and understanding - 25% Students are required to respond to multiple responses and short answers questions based on a range of texts. There are three sections:

**Section A** is set in English. The instructions to students are in English.

**Section B** is set in Spanish. The instructions to students are in Spanish

**Section C** includes a translation passage from Spanish into English with instructions in English.

**Paper 4** — Writing - 25% Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish.

The instructions to students are in Spanish. Word counts are specified for each question. Students must answer all questions.

**Foundation tier** — three extended response questions and one translation into Spanish.

**Higher tier** — two extended response questions and one translation into Spanish





## COURSE: AQA GCSE Geography



You will study a range of topics which will equip you to have a better understanding of the world.

### Geographers can:

1. Make a concise report
2. Handle data
3. Ask questions and find the answers
4. Make decisions about an issue
5. Analyse material
6. Manage themselves
7. Solve problems

### Geographers are:

1. Good communicators
2. Spatially aware
3. Socially and environmentally aware
4. Problem solvers
5. Well rounded, flexible thinkers

Statistics show that compared to other subjects Geography graduates are among the most employable. This is presumably because they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts.

### WHAT WILL I LEARN ABOUT?

The course has 3 distinct sections:

**Challenges in the Human environment** where you will study the world and how it develops. You will study across a range of scales from urban growth and how it is to live in cities around the world to our reliance on resources and the future security of the food we eat.

**The Physical geographical element** where you will study the world and how it develops naturally. You will study a range of issues from those with a global significance like changing weather and climate change to the contrasts between the rainforests and the poles.

**In the geographical skills** section which underpins the course, you will learn about how as geographers we incorporate a range of analytical, statistical and visual elements in analysing issues around us. There is also a compulsory fieldwork element.

#### Living With the Physical Environment

1. Global Hazards
2. Weather and Tectonic Hazards
3. Changing climate
4. Past climate change & 21st Century impacts
5. Distinctive Landscapes
6. Coasts and Glacial environments
7. Sustaining Ecosystems
8. Tropical and Polar environments
9. Fieldwork and Geographical Skills

#### Challenges in the Human Environment

1. Urban Futures
2. Urbanisation and ways of life in a city
3. Dynamic Development
4. Uneven development around the world
5. Changing Places
6. How perception of place can change over time
7. Resource reliance
8. Food security and what does it mean for us
10. Fieldwork and geographical skills

#### Geographical

1. Research and evaluation of issues from both units
2. Geographical skills

### HOW WILL I BE ASSESSED?

Three examinations:

#### Living with Physical Environment

Examination (worth 35%) (88 marks in total; 90mins)  
2 sections -

- A) Questions on all topic areas
- B) Physical Geography fieldwork questions

#### Challenges in human environment:

Examination (worth 35%) (88 marks in total; 90 mins)  
2 sections -

- A) Questions on all topic areas
- B) Human geography fieldwork questions

#### Geographical Exploration

Examination (worth 30%)  
2 sections -

- A) Questions that cover all the topics from sections 1 & 2
- B) Decision Making Exercise with pre-release material.



COURSE:

EDEXCEL GCSE History



Studying History helps you gain knowledge of and an understanding of the most complex living thing in the universe: us. At GCSE History you will learn about carefully chosen and exceptionally planned topics that are relevant to you, and help you develop your knowledge of enduring human issues like migration, empire, government, religion, identity, society and the economy. The department consistently gets outstanding results and has fantastic progression routes in A-Level and beyond.

*‘A people without knowledge of their past history, origin and culture is like a tree without roots.’* Marcus Garvey

## WHAT WILL I LEARN ABOUT?

### Paper 1, Migrants in Britain, c.800-present day and Historic Environment Study: Notting Hill, c.1948-1978

This exciting course offers a fascinating insight into the experiences of migrants who have come to Britain over the years, and the important contributions they have made to our society. You'll learn about the challenges they faced, the discrimination they overcame, and the ways in which they have helped to shape our nation. With a focus on the vibrant community of Notting Hill, this course will take you on a journey through time, exploring the past and present of this unique and important area.

### Paper 2, The Reigns of King Richard I and King John, 1189-1216

The Reigns of King Richard I and King John, 1189-1216, is an engaging topic that will take students on a journey through one of the most turbulent periods in English history. From the crusades to the signing of the Magna Carta, students will explore the complex personalities and politics of these two influential monarchs. Richard I and King John both have very different reputations. Are they deserved?

### Paper 2, The American West, c.1835-c.1895

In this course, you'll delve into the lives of pioneers, outlaws, and settlers as you examine the impact of westward expansion on the indigenous peoples of the region. With engaging content and a range of assessment methods, this course offers an exciting opportunity to explore a key period of American history and develop your analytical and critical thinking skills.

### Paper 3, Weimar and Nazi Germany, 1918-1939

Are you interested in learning about one of the most tumultuous periods in modern history? This topic provides an in-depth examination of the political, social, and economic changes that shaped Germany during this period. From the rise of Hitler and the Nazi party to the impact of the Treaty of Versailles, this course will provide you with a comprehensive understanding of how and why fascist dictatorships can happen. Through engaging lessons and stimulating discussions, you will develop critical thinking and analysis skills examining historical interpretations, while gaining a deeper appreciation for the complexities of this historical era.

## HOW WILL I BE ASSESSED?

**Paper 1:** 30%, 52 marks. 1 hour 15 minutes

**Paper 2:** 40% 64 marks, 1 hour 45 minutes

**Paper 3:** 30%, 52 marks, 1 hour 20 minutes

COURSE:  
AQA GCSE Dance



### WHAT WILL I LEARN ABOUT?

In KS4 dance lessons, students will understand how to explore different professional work and develop their analysis skills of professional repertoire. They will be introduced to new professional works and also many dance style such as contemporary, ballet, jazz, hip hop, capoeira and many more. The students will also start to develop their physical and technical skills as a performer. In KS4 dance lessons, students will start to focus on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of nonverbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities.

Dance develops creative, imaginative, physical, emotional and intellectual capacities. The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

#### Extra-Curricular Opportunities:

Students will have the opportunity to be part of Barnhill Dance Company where they will refine their physical, technical and performative skills. They will also have the opportunity to perform in various dance events. The students will also be taken on trips to develop their knowledge and understanding of practitioners' work. They will also be taken to various universities that offer dance to promote them taking dance after secondary education. This will also effectively showcase different dance related jobs within the subject and inspire students to pursue a career in dance.

#### Additional Support:

We rigorously track pupil progress using the performing arts data sheets and pupils receive regular feedback throughout the year as well as additional projects to improve their knowledge and understanding of the course. As part of the course students will have many rehearsals outside of the lesson which will be supported by the teacher.

#### Progression Routes:

Dance students will be able to think critically about dance works and compare and contrast their interpretations of the various repertoires; analyze and communicate ideas and arguments effectively; and develop excellent literacy and essay writing skills. They will also develop their physical, technical and performative skills within chosen style. By the end of the course, they will have become fully independent and self-motivated learners ready to take on the challenge of KS5 level course. Dance is a useful and rewarding subject that can lead to many careers path, for example: choreographer, author, lecturer, artist, dancer, physio therapist, dance psychotherapist, administrator, medical specialist, physical instructor and many more.

### HOW WILL I BE ASSESSED?

#### Component 1: Performance and Choreography

##### Performance

1. Set phrases through a solo performance (approximately **one minute** in duration)
2. Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

##### Choreography

1. Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes)

#### Component 2: Dance Appreciation and Dance Anthology

Written exam: 1 hour 30 minutes 80 marks

## COURSE: EDEXCELGCSE Music



### WHAT WILL I LEARN ABOUT?

You will explore a range of musical styles and genres from different periods and cultures, including classical, jazz, pop, and world music. You will learn how to listen critically to music and analyse its various elements, such as harmony, melody, rhythm, and texture.

You will also develop practical skills in performing music, both as a soloist and as part of a group. You will learn how to read and interpret musical notation, as well as how to improvise and compose your own music.

Throughout the course, you will have access to state-of-the-art music technology and equipment, such as recording software and instruments, to enhance your learning and creativity.

This course will not only help you develop your musical skills and knowledge but also provide you with valuable transferable skills such as teamwork, problem-solving, and communication, which will be useful in any future career.

Join us on this exciting musical journey and discover your own unique musical voice!

### Course Description:

The course is divided into three components: Performing, Composing, and Appraising.

In the Performing component, you will have the opportunity to showcase your musical skills by performing music either as a soloist or as part of a group.

In the Composing component, you will have the chance to develop your own musical ideas and create original compositions. You will learn how to use different musical techniques and devices to create a unique piece of music.

In the Appraising component, you will explore and analyse a range of musical styles and genres, and learn how to identify and describe the different musical elements and characteristics that define them. You will also study the historical and cultural contexts of music, and develop your own opinions and ideas about the music you study.

### HOW WILL I BE ASSESSED?

Your final grade will be determined by a combination of internal assessments and external exams. The Performing and Composing components will be internally assessed by your teacher and make up 60% of the course, and the Appraising component will be assessed through an external exam.



## COURSE:

### BTEC Tech Award in Performing Arts



#### WHAT WILL I LEARN ABOUT?

The Award gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

1. Development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus.
2. Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.
3. Attitudes that are considered most important in the performing arts, including personal management and communication
4. Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

This Award complements the learning in other GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.

#### Extra-Curricular opportunities:

As a Performing Arts department we aim to provide students with as many opportunities as possible to watch live performances and perform outside of the school environment. Therefore as a department we offer many extra-curricular activities throughout the year.

Examples of these include:

1. Rock Challenge (a Dance and Drama competition in Stevenage).
2. Performing Arts Showcases run every half term.
3. Theatre trips have included trips to the West End to see a variety of productions.
4. Barnhill's Got Talent
5. Yearly School Production
6. Year 9 Btec Performance

And many more!!





## COURSE:

EDEXCEL GCSE Religious Education



### WHAT WILL I LEARN ABOUT?

RE is the study of Christianity plus one other religion as well as non-religious views. Essential Skills learnt in RE are to:

1. Adopt an enquiring, critical and reflective approach to the study of religion
2. Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
3. Enhance your spiritual and moral development, and contribute to your health and wellbeing
4. Enhance your personal, social and cultural development, your understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
5. Develop your interest in, and enthusiasm for, the study of religion, and relate it to the wider world
6. Reflect on and develop your own values, opinions and attitudes in light of their learning.

Religious Education is one of the 'Reading Subjects' and gives you opportunities to learn how to analyse, evaluate and develop new ideas. These skills are transferable to other subjects and are used well beyond your GCSE.

### What will I learn about?

You will be learning about the beliefs and teachings, practices, sources of wisdom and authority, forms of expression, and ways of life in Christianity and one other Religion – Islam.

Students will study two of the following three units:

#### **Unit One – Religion and Ethics:**

##### **Belief in God in Christianity and Islam.**

Section 1 – Beliefs

Section 2 – Marriage and the Family

Section 3 – Living the Christian & Muslim Life

Section 4 – Matters of Life and Death

#### **Unit Two- Religion Peace and Conflict: Living the**

##### **Religious Life in Christianity and Islam**

Section 1 – Beliefs

Section 2 – Crime and Punishment

Section 3 – Living the Christian & Muslim Life

Section 4 – Peace and Conflict

#### **Unit Three - Religion, Philosophy and Social Justice in**

##### **Christianity and Islam**

Section 1 – Beliefs

Section 2 – Religious Experience

Section 3 – Living the Christian and Islamic Life

Section 4 – Equality

### HOW WILL I BE ASSESSED?

Two exam papers, one for each unit.

Each exam is worth 50% of the course.

Each exam is 1 hour 45 minutes.



COURSE:  
EDEXCEL GCSE Sociology



## WHAT WILL I LEARN ABOUT?

Sociology is the study of social behaviour or society, including its origins, development, organisation, networks, and institutions. It is a social science that uses various methods of investigation and critical analysis to develop a body of knowledge about social order, disorder, and change.

Sociology has an excellent track record at GCSE and A Level. The subject has above 75% pass rate every year. This is testament of all the hard work put in by both students and teachers. Sociology has an excellent track record at GCSE and A Level. The subject has above 75% pass rate every year. This is testament of all the hard work put in by both students and teachers.

### Requirements:

*Students must have a level 5 or above in both English and Maths in order to take the subject at GCSE. Sociology is a written based subject. Students will be assessed on their ability to apply knowledge but also how well they evaluate and analyse concepts. The subject requires students to do work outside lesson, this often involves internet research and answering exam style questions.*

## HOW WILL I BE ASSESSED?

Paper 1	Paper 2
The sociology of families and education	The sociology of crime and deviance and social stratification
<b>What's assessed:</b> <ol style="list-style-type: none"> <li>1. The sociology of families</li> <li>2. The sociology of education</li> <li>3. Relevant areas of social theory and Methodology</li> </ol>	<b>What's assessed:</b> <ol style="list-style-type: none"> <li>1. The sociology of crime and deviance</li> <li>2. The sociology of social stratification</li> <li>3. Relevant areas of social theory and Methodology</li> </ol>
<b>How it's assessed:</b> <ol style="list-style-type: none"> <li>1. Written exam: 1 hour 45 minutes</li> <li>2. 100 marks</li> <li>3. 50% of GCSE</li> </ol>	<b>How it's assessed:</b> <ol style="list-style-type: none"> <li>1. Written exam: 1 hour 45 minutes</li> <li>2. 100 marks</li> <li>3. 50% of GCSE</li> </ol>

*"Sociology will teach you to see things that happen round you every day in a new light"*

## COURSE:

EDEXCEL BTEC Tech Award in Sport, Activity and Fitness



### WHAT WILL I LEARN ABOUT?

Taking up a BTEC Tech Award in Sport, Activity and Fitness will prove to be a fascinating insight into the science behind successful performance in sport. Through a scientific and practical approach you will gain a deep understanding of how the body responds to exercise, how it can be trained for exercise and how technology is used to support training for fitness and recovery from exercise. You will also learn about nutrition and how diets can be manipulated to sustain a healthy lifestyle as well as support elite athletes. Students will also explore the world of sports psychology looking in depth at the methods used to motivate athletes and get them 'in the zone'. At the end of the course you will have successfully applied many of the things you learn in science. It will give you a better understanding of scientific principles and allow you to apply science to sport, something you experience day to day. You will also develop your own sporting ability, playing regular sport with other keen students. These practical sporting sessions give an opportunity to try out concepts learnt in the classroom and embed learning. Approximately 40% of all teaching will be through practical PE and the sports covered will be either individual activities or team games. You will study three compulsory units. One component is in the form of an examination while the other two components are internally assessed. You will be asked to present your knowledge in a variety of interesting and unusual ways: write reports; make oral presentations; conduct interviews and produce pamphlets. As a result, you will develop skills you will require in the future.

#### Components of Study

1. Understand the Body and the Supporting Technology for Sport and Activity
2. Internally assessed assignments
3. 30% of the total course

During this component you will investigate the impact of sport and activity on the body systems; you will explore common injuries in sport and activity and methods of rehabilitation and understand how technological advances have impacted upon sport and activity.

The Principles of Training, Nutrition and Psychology for Sport and Activity

#### Externally assessed

##### 40% of the total course

During this component you will investigate how training can improve fitness for sport and activity; you will explore how a healthy diet, macro and micronutrients, and hydration are beneficial for sport and activity and understand how psychological factors such as motivation, self-confidence and anxiety can influence sport and activity.

Applying the Principles of Sport and Activity

#### Internally assessed (synoptic)

##### 30% of the total course

During this component you will understand the fundamentals of sport and activity leadership; you will plan activity sessions for target groups and you will understand how to plan for health, fitness and diet.

### HOW WILL I BE ASSESSED?

There are a variety of tasks designed to be vocational in character and assessed at Level 1, Pass, Merit, Distinction and Distinction\*.

## COURSE:

### WJEC Vocational Award Hospitality and Catering Level 1/2



The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

#### WHAT WILL I LEARN ABOUT?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 - The Hospitality and Catering Industry Unit 2 - Hospitality and Catering in Action Learners must complete both units. This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills, and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment, or training. Unit 1: The Hospitality and Catering Industry Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills. Unit 2: Hospitality and Catering in Action Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

#### HOW WILL I BE ASSESSED?

1. There are two units:
2. Unit 2: Coursework/practical - 60% of the final grade
3. Unit 1 External Assessment - 40% of the final grade

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