



2024-2025 Guided Pathways

Subject

Booklet

Year 9 into Year 10



#Proud

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Year 9 into 10

Years 10 & 11 Guided Pathway Information

Continuing the Five-Year Curriculum Journey

We are pleased to attach the Guided Pathway information booklet for Years 10 & 11 at Kirton Academy.

At Kirton Academy we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our students through our wider educational offer, and specifically our curriculum offer supports students to achieve Educational Excellence. To that end, at Kirton Academy we are delighted to offer a curriculum, which enables all students within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

Students, as they move from Year 9 into Year 10 at Kirton Academy, have their first main point of choice within their five-year educational journey with us. A feature of our Years 10 & 11 curriculum is the Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE Mathematics and GCSE sciences - combined (double) science or biology, chemistry, and physics - are taken by all students alongside non-examined courses in physical education and personal, social, religious and health education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation.

Furthermore, we fully support the entitlement for students to study the group of qualifications which the government calls the English Baccalaureate (EBacc): English, mathematics, sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we expect all students to study either geography or history. For many students it will be appropriate that they also study a modern foreign language subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for; these subjects are also an excellent foundation for all students, including those who wish to go on and study A Levels in the 'Facilitating Subjects' (biology, chemistry, English, geography, history, maths, modern and classical languages, physics).

We understand that this is a crucial time and the choosing of qualification courses is very important. Further information about support available can be found in this booklet, including details of the Guided Pathway Information Evening.

Whatever students are hoping to study, and then do in later life, we are sure that the Guided Pathway process will be helpful, in the full knowledge that our sole aim is to support our students to achieve Educational Excellence.

Making the Choice

In general terms what does the curriculum look like?

The timetable week contains 25 x 1-hour periods; plus, Tutor Time.

This 25-period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English Language (Eduqas) 3 hours English Literature (AQA) 2 hours Maths (Edexcel) 5 hrs Science (OCR) 6 hrs PE 2 hr RE/LIFE 1 hr	English Language (Eduqas) 2 hours English Literature (AQA) 2 hours Maths (Edexcel) 4 hrs Science (OCR) 6 hrs PE 1 hr RE / Life 1 hr
Guided Pathways	Students can choose <u>three subjects</u> from a list of courses (see list below) The expectation is that all students will study at least one EBacc Humanity subject (geography or history) at GCSE in Years 10 & 11; and that many will study for the Full EBacc (1x MFL <u>and</u> 1x Humanity).	

Guided Pathway Courses

The courses which students can choose from, to start in Year 10 are:

Students to choose three subjects (plus two reserves) from these lists	
Students will need to choose one subject from this list of Humanity subjects	Students need to choose two subjects from this list of subjects
History (GCSE) Geography (GCSE)	Art and Design (GCSE) French (GCSE) Geography (GCSE) Hospitality and Catering (Vocational) Sport Science (Vocational) Music (GCSE) Information Technology (Vocational) Performing Arts (Vocational)

Terminology that may help you and your child

Core	These are compulsory subjects: English, maths, science, PE, RE/Life
Guided Pathway Choices	There is an element of choice about which of these subjects to study
Level 1	GCSE grades 3-1 or equivalent
Level 2	GCSE grades 9-4 or equivalent With grades 5+ being classed as strong pass grades
Level 3	'A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
BTEC Technical Award / OCR National	Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Larger portfolio/coursework-based elements, with some assessment by exam (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work
Facilitating Subjects	The Facilitating Subjects are maths, English, sciences (including computer science), geography, history, and modern foreign languages. Please see link below regarding the value placed on these subjects
Full EBacc (EBacc = English Baccalaureate)	For students to study the Full EBacc they must take GCSEs in maths, English, at least two sciences, one of history or geography and a modern foreign language

<https://www.informedchoices.ac.uk/>

What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. We would encourage students to choose a broad range of qualifications over Years 10 & 11, to keep their future options open.

Attainment 8

The government created and now uses a Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment. A student's Attainment 8 score not only indicates their average grade, but it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, geography, history or modern foreign languages
- A further three qualifications which can be either BTEC Technical Award/OCR National, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve their best possible score in this measure.

What if students cannot do their chosen course?

We build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them, but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first-choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What support is available to help decide which Guided Pathway subjects to take?

1. Subject staff will be available at the Year 9 into10 Guided Pathway Evening on **Tuesday 7th May 2024** to discuss courses
2. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and pastoral staff during the academy day, over the next few weeks

Deadline for Guided Pathway choices forms to be submitted:

Friday 17th May 2024

Choices will be collected via a Microsoft Form.



GCSE Geography

AQA

<p>Course Description: Unit content</p> <p>1. Living with the physical environment Section A: The challenge of natural hazards Section B: Physical landscapes in the UK Section C: The living world</p> <p>2. Challenges in the human environment Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management</p> <p>3. Geographical applications Section A: Issue evaluation Section B: Fieldwork</p> <p>4. <u>Geographical skills</u></p>	<p>Assessment:</p> <p>Paper 1 The challenge of natural hazards, physical landscapes in the UK, the living world, geographical skills Written exam: 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose.</p> <p>Paper 2 Urban issues and challenges, the changing economic world, the challenge of resource management, Geographical skills Written exam: 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose.</p> <p>Paper 3 Issue evaluation, Fieldwork, Geographical skills Written exam: 1 hour, 30% of GCSE</p>	<p>Students' Comments</p> <p>“Geography - it’s great! You learn about the world and interesting things that happen to it”</p> <p>“Geography is an all-round qualification which includes both fun and learning all together”</p> <p>“Choose Geography to become more aware of the world you live in and how it works”</p> <p>“It’s an interesting subject and fun to do</p>
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General Comments

Geography is a very special subject because it offers a unique combination of transferable and well recognised skills including the interpretation data, maps, graphs and photographs. Geographers can gather data, evaluate arguments, solve problems and make decisions as well as writing extended pieces of work. Geography keeps you up to date with the world and is an increasingly important subject.

Future Prospects/Career Options

Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification Geography is greatly respected by University entrance officers and employers alike.

It is chosen by over 16 000 undergraduate students each year and has one of the highest rates of graduate employability and is highly valued by employers for its combination of subject knowledge, and how well it links with other subjects especially Maths, English, Science and ICT.

GCSE History Pearson (Edexcel)

Course Description:	Assessment:	Students' Comments
<p>GCSE History builds on the knowledge and skills students have gained in Year 7 and Year 8, as well as opening up new periods of history for them to study.</p> <p>History GCSE is made up of 3 externally examined papers:</p> <p>Paper 1 – Thematic study and historic environment (30%)</p> <p>Paper 2 – Period study and British depth study (40%)</p> <p>Paper 3 – Modern depth study (30%)</p> <p>It is an engaging course which will draw students into the subject and prepare them well for further study at A Level and beyond.</p>	<p>Paper 1 – Medicine in Britain c1250 – present and The British sector of the Western Front, 1914 – 18 (1hour and 15 minutes)</p> <p>Paper 2 – Anglo Saxon and Norman England 1060-1088 and Superpower Relations and the Cold War 1941 - 1991 (1 hour and 45 minutes)</p> <p>Paper 3 – Weimar and Nazi Germany 1918 – 39 (1 hour and 20 minutes)</p> <p style="text-align: center;">History Matters</p>	<p>'The History course delves into a wide diversity of aspects of the subject, and it increases your knowledge of key events, and the course is still enjoyable'</p> <p>'I have really enjoyed the course. I especially enjoyed the Germany section as I learnt a lot of interesting things about the conflict'</p> <p>'I really enjoyed the Medicine Through Time and thought that the section on the Western Front medicine was very interesting'</p>

General Comments

This is a GCSE option which is being offered by the History Department to allow students to gain knowledge and understanding of key events which have taken place in Britain and the wider world and which still impact upon them today.

Future Prospects/Career Options

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others.

AQA GCSE French

Course Description:	Assessment:	Students' Comments:
<p>Higher and Foundation tiers are available. Students study all the following themes on which the assessments are based.</p> <p>Theme 1: Identity and culture</p> <p>Theme 2: Local, national, international, and global areas of interest</p> <p>Theme 3: Current and future study and employment</p> <p>Grammar and pronunciation are also a big part of the course.</p>	<p>Listening paper (25%): 35 minutes (Foundation) 45 minutes (Higher)</p> <p>Speaking assessment (25%): 7-9 minutes (Foundation) 10-12 minutes (Higher)</p> <p>Reading paper (25%): 45 minutes (Foundation) 1 hour (Higher)</p> <p>Writing (25%): 1hour (Foundation) 1:15 (Higher)</p>	<p>“Learning vocabulary is fun!”</p> <p>“Thanks to speaking tests, interviews no longer scare me.”</p> <p>“My English has improved. “</p> <p>“Intervention is helpful.”</p> <p>“I like the competitions in LanguageNut”</p> <p>I love winning points for my team!</p> <p>“Learning languages improves my memory”</p>

General Comments

French is a global language which offers jobs opportunities both at home and abroad. It is the language of fashion, culture and art. There are millions of brilliant French books and films waiting to be discovered. It is also an official language for very prestigious organisations such as the International Olympic Committee and The International Red Cross. French is furthermore the language of food and will be useful if you intend to pursue cookery/food studies.

Future Prospects/Career Options

Further study at A level and Higher education.

Possible careers include: translator, interpreter, teacher, broadcast journalist, diplomatic Services operational officer, English as a foreign language teacher, international aid/development worker, Logistics and distribution manager, Marketing executive, Sales executive.

Languages skills are particularly valued by businesses dealing with foreign companies.

AQA Level 1/2 GCSE (9-1) Art and Design

Course Description:	Assessment:	Students' Comments
<p>You will have the chance to develop your skills with a variety of different media to experiment with your own style.</p> <p>You can investigate your ideas using:</p> <ul style="list-style-type: none"> ● Colour ● Line ● Form ● Shape ● Tone ● Texture <p>You will be able to research contemporary artists and use their work to inspire new ideas.</p>	<p>Component 1 60%</p> <p>Portfolio to include:</p> <p>Evidence of the journey from initial ideas to the final piece. This will give you the opportunity to draw together different areas of knowledge and skills in a range of media. You will also develop your skills further with research.</p> <p>Component 2 40%</p> <p>Externally Set Assignment:</p> <p>You will have time to prepare for your practical exam theme and then have 10 hours to complete your piece</p>	<p>“I have really enjoyed art and have loved developing new skills”</p> <p>“What a great way to learn, I have used research to help me come up with new ideas”</p> <p>“The way that I look at things has really changed”</p>

General Comments

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original work and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or a mixture of work provided the aims are met

Future Prospects/ Career Options

There are many opportunities in the creative industries, plus creative roles in various sectors including media and internet, teaching and education, and marketing, advertising and PR. The Creative sector is one of the fastest growing industries. Employers include local councils, advertising agencies and design consultancies, educational institutions, and publishing or multimedia companies as well as opportunities for self-employment.

AQA Level 1/2 GCSE (9-1) Textiles

Course Description:	Assessment:	Students' Comments
<p>You will have the chance to develop your textile skills with a variety of different media to experiment with your own style.</p> <p>You can investigate your ideas using:</p> <ul style="list-style-type: none"> ● art textiles ● fashion design and illustration ● costume design ● constructed textiles ● printed and dyed textiles <ul style="list-style-type: none"> ● surface pattern ● stitched and/or embellished textiles <ul style="list-style-type: none"> ● soft furnishings and/or textiles for interiors ● digital textiles ● installed textiles <p>You will be able to research contemporary Textile artists and use their work to inspire new ideas.</p>	<p>Component 1 60%</p> <p>Portfolio to include:</p> <p>Evidence of the journey from initial ideas to the final piece. This will give you the opportunity to draw together different areas of knowledge and skills in a range of media. You will also develop your skills further with research.</p> <p>Component 2 40%</p> <p>Externally Set Assignment:</p> <p>You will have time to prepare for your practical exam theme and then have 10 hours to complete your piece</p>	<p>“This course is really creative; you experiment with so many materials”</p> <p>“I like the way you can do both traditional textiles or use unusual materials to create your pieces”</p> <p>“I have been influenced by so many textile artists and it has helped me develop my own work”</p>

General Comments

Within the context of textile design, students must demonstrate the ability to use textile design techniques and processes, such as weaving, felting, stitching, appliqué, construction methods and printing.

Students also use media and materials to express their ideas such as inks, yarns, threads, fibres, fabrics, textile materials and digital imagery.

Future Prospects/ Career Options

Textiles a subject that not only hones technical skills but also builds an understanding of design aesthetics, cultural influences, and sustainable practices. Beyond the studio, a degree in fashion, textiles, and jewellery can lead to many different and exciting careers.

BTEC Tech Award in Performing Arts

Course Description:	Assessment:	Students' Comments
<p>Component 1 Exploring the Performing Arts: get a taste of what it's like to be a in the professional industry across different roles.</p>	<p>Assessment: Exploring the Performing Arts Internally assessed assignments (30%)</p>	<p>"I love to perform; this has allowed me to see how professionals do it"</p>
<p>Component 2 Developing skills and techniques: develop skills and techniques in performing arts/</p>	<p>Developing skills and techniques Internally assessed assignments (30%)</p>	<p>"I enjoy building my skills" "Getting creative is brilliant, you do not always get to do that"</p>
<p>Component 3 Performing to a brief consider how performers adapt their skills for different contexts and put this into practice in a performance.</p>	<p>Performing to a brief Externally assessed task (40%)</p>	<p>"When we work together it means we can share ideas and bounce off each other"</p>

Within the two-year course students will learn skills across the range of performing arts roles - acting, dance and production. Students will then specialise depending on their strengths. They will be exposed to professional work such as Alvin Ailey, Christopher Bruce, Frantic Assembly, Mark Wheeler, and Dennis Kelly. There will be opportunities to immerse themselves in the industry. Throughout the course there are opportunities to work with professional companies and to see live performance.

Future Prospects/Career Options

The styles that are student are those that are taught within further and higher education, giving our students the best life chances when applying to study dance after their time with us at Kirton Academy. After completing the course, you can continue on to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies such as self-reflection, communication, teamwork and problem solving will also support your progress in the present and future.

Eduqas Level 1/2 GCSE (9-1) Music

Course Description:	Assessment:	Students' comments
<p>Developing and applying the musical knowledge, understanding and skills set out in the GCSE Music specification can ensure learners form a personal and meaningful relationship with music.</p> <p>They will be encouraged to engage critically and creatively with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities.</p> <p>The subject content is divided into the three components:</p> <ul style="list-style-type: none"> • Understanding music • Performing music <ul style="list-style-type: none"> • Composing music. 	<p>Component 1: Performing</p> <p>A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. Total duration of performances: 4-6 minutes (30%) - NEA - internally assessed, externally moderated.</p> <p>Component 2: Composing</p> <p>Two compositions, one of which must be in response to a set brief. The second composition is a free composition for which learners set their own brief. Total duration of compositions: 3-6 minutes (30%) - NEA - internally assessed, externally moderated.</p> <p>Component 3: Appraising</p> <p>Listening examination (written) 1 hour 15 minutes Eight questions in total, two on each of the four areas of study. (40%) - EA -externally assessed.</p>	<p>"Music is an amazing course which gives you the freedom to express yourself through performance and composition. Instrumental lessons are tailored to your ability and interests and really support your classroom learning. I would recommend Music as it improves your confidence and all-round musical ability. I have loved this course, and I would do it again if I could!"</p>

General Comments

If you love performing, composing and learning about music then this is a good course to choose! You will be on a course with performance at its core, so working with others and performing to an audience is something that you must be interested in learning to do. This course is assessed through live performance and written work. If you have demonstrated great interest in KS3 music and can sing or play an instrument already this is for you. Students will receive instrumental / vocal lessons each week for the duration of the course.

Future Prospects / Career Options

During this course you will see whether the industry is one you want to be in, where you could go, and gain the knowledge and skills you need to succeed in your next steps. After completing the course, you can continue to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies such as self-reflection, communication, teamwork and problem solving will support your progress in the present and future

AQA GCSE Design Technology

Course Description:	Assessment:	Students' Comments
<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors.</p> <p>Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>Students will be provided with an opportunity to study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment.</p>	<p><u>Paper 1: What's assessed</u> Section A – Core technical principles (20 marks) Section B – Specialist technical principles (30 marks) Section C – Designing and making principles (50 marks)</p> <p><u>How it's assessed</u> Written exam: 2 hours 100 marks 50% of GCSE</p> <p><u>NEA: What's assessed</u> Practical application of:</p> <ul style="list-style-type: none"> ● Core technical principles ● Specialist technical principles ● Designing and making principles <p><u>How it's assessed</u> Non-exam assessment (NEA): 30–35 hours approx. 100 marks 50% of GCSE</p>	<p>We develop skills through collaborative working and problem-solving.</p> <p>The course is modern and relevant, we learn about contemporary technologies, materials, and processes.</p> <p>We are provided with an opportunity to develop our own interests while working within the NEA context.</p> <p>We get to generate and develop ideas through a process that lead to new or improved products.</p>

General Comments

Design Technology is about the entire process of creating usable products and experiences, starting by defining real people's problems and thinking about possible solutions. That will eventually lead to the best design.

GCSE Design Technology will help you to participate in and think about tomorrow's rapidly changing world of design and manufacture, and to design sustainable, functional and aesthetically pleasing products. You will learn about a range of materials and, components and manufacturing methods to help create functional products. You will learn to work collaboratively to develop and refine your ideas, responding to feedback.

Future Prospects/Career Options

Product Designer, interior designer, fashion designer, accessories designer, homeware designer, furniture designer, graphic designer, illustrator, marketing, animator, games designer, space planner, design engineer, prototype/model maker, research and development, manufacturing, CAD drafter, CNC machine operator, cabinet maker, mechanic.

OCR Level 1/2 Cambridge National Certificate in Sport Science

Course Description:	Mandatory Components:	Students' Comments
<p>The Cambridge Nationals in Sport Science take a sector-based focus, whilst also encompassing some core sport/physical education themes.</p> <p>Learners have the opportunity to apply fundamental principles and concepts, develop learning and practical skills that can be applied to real life contexts and work situations. Learners will think creatively, analytically, logically, and critically.</p> <p>They will learn about how to prepare participants for physical activity, how to keep performers safe as well as how to deal with common injuries and medical conditions. They will be taught how to conduct fitness tests, create fitness and nutrition programmes, and develop knowledge of how nutrition and technology can improve performance.</p>	<p>R180 – Reducing the risk of sports injuries and dealing with common medical conditions</p> <p>Optional Components:</p> <p>R181: Applying the Principles of training: fitness and how it affects skill performance</p> <p>R183: Nutrition and Sports Performance</p>	<p>The course allows me to learn not just about my favourite sport but a range of sports. I understand more about how to train and improve”</p> <p>“I like the opportunity to link the practical work with the ideas we learn in class”</p> <p>“Learning how to deal with injuries and medical conditions will help me in whatever career I choose to follow”</p>

General Comments

The course is theory based and so covers in depth the main topics of physical and sporting careers. There are practical lessons however these are based on supporting the application of theoretical knowledge. This therefore suits students with a keen interest in areas of sport beyond playing games.

Future Prospects/Career Options

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context. All of this leads to wide range of pathways at level 3.

BTEC Tech Award 1/2 in Digital Information Technology

Course Description:	Mandatory Components:	Students' Comments
<p>The Tech Award in DiT has been designed to support learners to develop sector specific applied knowledge and skills 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.</p> <p>Unit 3 allows learners to explore how organisation use digital systems and the wider implications associated with their use. It explores the developments of technology over recent years and how this has enabled organisations to collaborate and communicate. Cyber security issues are addressed and how organisations can use technology safely.</p>	<p>Unit 1:</p> <p>Exploring User Interface Design, principles, and Project Planning</p> <p>36 Hours Internal Assessment</p> <p>Unit 2:</p> <p>Collecting, presenting & interpreting data</p> <p>36 hours Internal Assessment</p> <p>Unit 3:</p> <p>Effective digital working practices</p> <p>48 hours External Assessment Written paper 1hour 30 minutes</p>	<p>I have a deeper understanding of ICT and the software used.</p> <p>This course has really helped me with all of my other courses</p>

General Comments

The Vocational Award in ICT has been designed to support learners in schools 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.

Future Prospects/Career Options

This course will provide an excellent start for further study, post 16. It provides an insight into the IT industries.

WJEC Level 1/2 Vocational Ward in Hospitality and Catering (Technical Award)

Course Description:	Assessment:	Students' Comments
<p>Hospitality and Catering offers students the opportunity to learn and develop their skills in an ever growing and changing industry. Students get the chance to try new foods and explore their senses with a variety of cuisines.</p> <p>Students will get the opportunity to work creatively when creating dishes. They will also have the chance to develop their communication skills, taking on the variety of roles within a restaurant kitchen, through role play and group tasks.</p> <p>Students will learn the importance of each role within the restaurant and hotel industry and how each member has a role to play. Students will also understand the importance of a healthy diet and what could happen if things go wrong with food hygiene.</p>	<p><u>Unit 1: What's assessed</u></p> <p>Theory knowledge gained about the industry and how to apply that in the workplace.</p> <p><u>How it's assessed</u></p> <p>Written exam: 1 hour 20 80 marks</p> <p>40% of GCSE</p> <p><u>NEA: What's assessed</u></p> <p>Hospitality in action. Practical elements and knowledge demonstrated through skills and understanding of skills and creativity.</p> <p><u>How it's assessed</u></p> <p>Non-exam assessment (NEA): 12 hours approx. 120 marks 60% of GCSE</p>	<p>We develop skills that can help us in life and in our careers.</p> <p>The course is modern and is relevant for our local areas.</p> <p>We have the chance to learn loads of new skills and techniques that help us develop our baking and cooking ability.</p> <p>We get to try different food that we might not have tried before.</p>

General Comments

The course is both theory and practical based. Students will develop a thorough knowledge about the Hospitality and Catering industry. The theory knowledge is implemented in the practical lessons and underpins the foundation of the course.

Future Prospects/Career Options

This qualification builds on and uses the knowledge gained in KS3. This qualification can lead for a Hospitality and Catering course at college and then onto further education at a University. Students could also gain vital skills through apprenticeships or work experience.