



# Key Stage 4 Pathways

2022 - 2024

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# Introduction

Welcome to the options process at Abbot Beyne! This is an exciting time for you where you have, for the first time, the opportunity to choose some of the subjects that you will study. Please consider carefully all the information, advice and guidance that you will receive over the coming weeks to help you make decisions that could shape and influence the rest of your life.

It is really important that you take this process seriously as you only get to choose GCSEs and BTECs once and your choices could affect your future studies and career.

**The videos on the website are currently being updated due to moving Pathways online hence some of the dates are incorrect at present. I will let you know when this process is complete.**



# Key Dates in the Pathways Process

Year 9 Virtual Consultation Evening  A chance to talk to your teachers about how you have progressed in their subject. This may help you make up your mind about which subjects to choose.	Wednesday 23 <sup>rd</sup> March 4-6pm
Year 9 Virtual Pathways Evening  Guidance on how to make your choices.	Published on Thursday 31 <sup>st</sup> March from 6pm  This will stay live on the website so you can view it at any time.
Information Advice and Guidance Interviews  A chance to discuss your choices with Mr Church. You will be given impartial advice that may assist you with your choices.	You can request an appointment on the Pathways form or you may be contacted (depending on your choices)
Subject choice form due to be completed via Google forms. You will be emailed with a link to this as well.  <a href="#">Pathway Choices Form</a>	DEADLINE Thursday 7 <sup>th</sup> April 9am

You will choose five subjects in order of preference. The order is important as this will be used to build the blocks and ensure that a best fit is obtained between student choice and subject availability.

Details in this booklet are as up-to-date as they can be at this stage. However, there may be slight changes to the courses available or syllabus content in some subjects before September 2022.



# The Pathways

You should choose subjects which keep your options open as far as possible into the future and which take account of your individual capabilities and interests. We will do our best to accommodate first choices but you should note that courses which attract very few students will not run.

## Core Subjects

**All** students will take these subjects:

English Language and English Literature  
Mathematics  
Science (Combined, a double GCSE)  
Religious Education  
Core PE (not examined)

## Group A Subjects

Students **must** take one (or more) of these subjects:

Triple Science (top up from Combined, students will study separate Biology, Chemistry and Physics)  
History  
Geography  
French

## Group B Subjects

You **may** take one or two of these subjects:

Art  
Design Technology  
Drama  
Health and Social Care  
Food Preparation and Nutrition  
ICT  
Creative Media Production  
Sport  
Music  
Enterprise



# GCSE Grading Structure

From September 2018, all GCSEs have been graded 9-1 rather than A\*-C. This was a national change and all schools deliver these new courses. There is not a direct equivalence for all new grades but the following rules will help you understand.

The lower boundary of a grade 7 is equivalent to the lower boundary of a grade A  
The lower boundary of a grade 4 is equivalent to the lower boundary of a grade C  
The lower boundary of a grade 1 is equivalent to the lower boundary of a grade G

In 2024, the national standard of a "strong" pass will be grade 5 or better. This is higher than the old "good" pass of a grade C. Grade 4 passes are now referred to as "standard" passes.

BTECs remain unchanged and are graded Distinction\*, Distinction, Merit or Pass.

## E-Baccalaureate

The E-Baccalaureate is an umbrella qualification that includes:

- English;
- Maths;
- Combined (or triple) Science;
- a Humanity (Geography or History);
- French.

All students will study English, Maths and double (or triple) Science but Geography, History and French are optional Group A subjects.

Students considering a Russell Group University after A Levels should consider the E-Baccalaureate by choosing either Geography or History plus French. Russell Group Universities are the most prestigious universities in the country and tend to be older institutions like Oxford and Cambridge as well as the traditional "red brick" universities like Birmingham, Nottingham, Liverpool, Leeds, Newcastle etc.



# How Should You Choose Your Pathway?

Choose subjects for the following reasons:

- because they will be useful for your future career;
- because you are good at them;
- because you enjoy them.

Try to make a well-balanced choice based on as much information as possible and take advice from:

- your Subject Teachers;
- your Head of Year;
- Friends and Family;
- the Skills & Employability Service (below).

It is important to remember that you may not automatically get your first choices. We make every effort to accommodate your preferences but the school can put on only a limited number of groups and each group has a minimum and maximum number of students. The higher the priority that you give a subject, the more likely it is that you will be able to study it.

## Skills & Employability Service

This service offers guidance to all students and, in particular, to individuals seen to be in most need. You may be contacted, or you can make contact yourself if you need advice beyond that which you can obtain from school.

Emily Hardy  
Careers Adviser

Inspiring Futures  
Entrust, Riverway Centre,  
Riverway, Stafford, ST16 3TH  
T:0333 300 1900  
T:0797 033 7574  
emily.hardy@entrust-ed.co.uk  
www.entrust-ed.co.uk



# Core Subjects





# English

## Teacher in charge

*Miss H L Bithell*

## What course will I do?

EDUQAS GCSE English Language and GCSE English Literature (2 GCSEs)

## What will I study?

English Language:

Component 1 –

We will look at a range of 20<sup>th</sup> century fiction extracts to help you build the skills needed to explore an unseen extract in the exam. You will also develop the skills needed to write creatively.

Component 2 –

You will explore a range of non-fiction extracts from the 19<sup>th</sup> and 21<sup>st</sup> centuries. This will enable you to then write persuasive and discursive texts of your own.

English Literature:

Component 1 –

Shakespeare and a range of poetry from 1789 to the present day.

Component 2 –

Post 1914 drama ('Blood Brothers'), 19<sup>th</sup> century novel ('A Christmas Carol') and unseen poetry.

## Assessment

### English Language

Two examinations taken at the end of Year 11.

### English Literature

Two examinations taken at the end of Year 11.

## Additional Information

There is a single tier of entry.



# Mathematics

## Teacher in charge

*Mrs N Sutcliffe*

## What course will I do?

OCR GCSE Mathematics

## What will I study?

The students will follow a linear GCSE course.

The syllabus is split into six main topic areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Throughout the course there will be a big emphasis on using problem solving skills within these areas of Mathematics. Students will be required to choose the appropriate Mathematics to use and apply, in given situations.

The course is divided into two tiers:

- i) Foundation – with grades awarded from 1 to 5
- ii) Higher – with grades awarded from 5 to 9

## Assessment

The students are assessed through external examinations only, sitting a combination of 'Non-calculator' and 'Calculator' exams.

There are three one and a half hour exam papers which will normally be taken in the June of Year 11.

## Coursework

There is no coursework for this subject.

## Additional Information

Tiers of entry

Higher Tier                      Grades 5 to 9

Foundation Tier                Grades 1 to 5

A student's tier of entry will be determined by their overall mathematical ability.



# Science (Combined)

## Teacher in charge

*Mrs C Lowe*

## What course will I do?

All students who do not opt for Triple Science will complete Combined Science GCSE.

## What will I study?

A wide range of topics covering science in the everyday world and in the press. The course is designed to inform the citizens of the future.

## Assessment

100% exam taken at the end of Year 11. There will be 2 1 hour 15 minute exam papers from each of the Biology, Chemistry and Physics units.

## Additional Information

At the end of each topic there will be an exam that will count towards the teacher's assessment during the year and will help students track their own progress.

Students will study two full GCSEs in Science.

Tiers of entry

Higher Tier                      Grades 4 to 9

Foundation Tier                Grades 1 to 5

A student's tier of entry will be determined by their overall scientific ability.

Students will be entered for Foundation or Higher tier for the end of year exams, this will be based on the advice of their teachers and how confident they feel about the topics studied.

## IMPORTANT:

Please choose Triple Science on the Option Form should you wish to upgrade from Combined Science to Triple Science (three separate GCSEs in Biology, Chemistry and Physics). This is especially useful, although not essential, for those wishing to study Science A Levels.



# Religious Studies

## **Teacher in charge**

*Miss Z Berrisford*

## **What course will I do?**

*AQA Religious Studies Specification A*

## **What will I study?**

This course covers a range of topics in two units:

**Unit 1:** Beliefs teachings and practices of Christianity and Islam.

**Unit 2:** Thematic Studies

Students will follow four religious, philosophical and ethical studies themes.

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: Religion, peace and conflict.

Theme D: Religion, crime and punishment.

## **Assessment**

There is no coursework in this subject.

There are two examination papers of 1 hour 45 minutes each. Both exams make up 50% of the paper.

## **Additional information**

There is no requirement for a student to follow any religious faith in order to be successful in this course.



# Group A Subjects



# GCSE Geography

## Teacher in charge

*Mr J Stafford*

## What course will I do?

*AQA GCSE Geography*

## What will I study?

Paper 1 Physical Geography:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Paper 2 Challenges in the human environment:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Paper 3 - Geographical Skills

- Pre-Release Issue Based Geographical Decision Making Exercise
- Geographical skills
- Fieldwork Write-up

## Assessment

35% - External examination of Paper 1 – Physical Geography (1 hour 30 minutes).

Question types: Multiple-choice, short answer, levels of response, extended written responses.

35% - External examination of Paper 2 – Human Geography (1 hour 30minutes).

Question types: Multiple-choice, short answer, levels of response, extended written responses.

30% - External examinations of Paper 3 – Geographical application (1 hour 15 minutes). Pre-release resources booklet made available 12 weeks before the Paper 3 examination.

## Additional Information

Fieldwork **must** take place outside the classroom and school grounds on at least **two** occasions.

The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.



# GCSE History

## Teacher in charge

*Mrs K L Green*

## What course will I do?

*AQA History.*

## What will I study?

4 units will be studied over the two year course.

Paper 1: Understanding the modern world.

America 1840 – 1895.

Conflict and Tension 1894 – 1918.

Paper 2: Shaping the nation.

Britain, Health and the People c1000 to the present day.

Elizabethan England 1568 – 1603.

## Assessment

Two written exams to be taken in Year 11.

## Additional information

History requires the ability to analyse a range of sources and to respond to video evidence.

Most employers value the skills gained through the study of History. People who studied

History have later become leading businessmen such as J Sainsbury and Anita Roderick,

media presenters - Jonathan Ross or John Inverdale, Members of Parliament. Historians also

become successful lawyers/barristers, ICT consultants etc.

## Paper 1

America, 1840 – 1895: Expansion and consolidation

This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.

Conflict and tension 1894 – 1918.

This course studies the causes of tension in Europe leading to World War 1.

## Paper 2

Britain: Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

## Elizabeth 1 1568-1603

A study of the political and social aspects and change in Elizabethan England.



# GCSE French

## Teacher in charge

*Ms Linda Graine*

## What course will I do?

*AQA GCSE French*

## What will I study?

Students study all of the following themes on which the assessments are based:

1. Identity and culture.
2. Local, national, international and global areas of interest.
3. Current and future study and employment.

GCSE French has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). Students must take all four question papers at the same tier and they will be assessed on all the four skills.

## Assessment

### Paper 1: Listening:

Understanding and responding to different types of spoken language 40 marks. (Foundation Tier), 50 marks (Higher Tier).

25% of GCSE.

### Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes.

60 marks (for each of Foundation Tier and Higher Tier).

25% of GCSE.

### Paper 3: Reading

Understanding and responding to different types of written language.

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE.

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes.

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

## Additional Information

This should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French should also broaden their work horizon and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.





# GCSE Triple Science

## Teacher in charge

*Mrs C Lowe*

## What course will I do?

Leading on from the Core Science GCSE started in Y9:

There is an option for an AQA Separate science course. This is taken up by 1 option block and gives students 3 separate GCSE grades.

All students who do not opt for this will carry on to complete the combined science GCSEs.

## What will I study?

A wide range of topics covering science in the everyday world and in the press. The course is designed to inform the citizens of the future.

## Assessment

Triple Science students will have 6 exams in June of Year 11, 2 per subject each 1 hour 45 minutes.

## Additional Information

At the end of each topic there will be an exam that will count towards the teacher's assessment during the year and will help students track their own progress.

Students will study three full GCSEs in Science.

Tiers of entry

Higher Tier                      Grades 4 to 9

Foundation Tier Grades 1 to 5

A student's tier of entry will be determined by their overall scientific ability.

Students will be entered for Foundation or Higher tier for the end of year exams, this will be based on the advice of their teachers and how confident they feel about the topics studied.

## IMPORTANT:

Please choose Triple Science on the Option Form should you wish to upgrade from Combined Science to Triple Science. This is especially useful, although not essential, for those wishing to study Science A Levels.

You will also probably be in set 1 or 2 and have a high level of interest in Science to be able to access this course. Please discuss with your Science teacher if in doubt.



# Group B Subjects



# GCSE Art

## Teacher in charge

Mr S P Randall

## What course will I do?

AQA GCSE Art – with Painting and various Media

GCSE Art will teach students the creative process involved in producing a successful visual project which culminates in a final piece. They will learn how to use various media, understand the design process, be creative thinkers, use artists to develop their own style and create work that has visual impact. The course is 60% coursework and 40% exam, all of which is practically based and marked internally and externally moderated.

## Career opportunities from Visual Arts subjects:

You should remember that an option choice from this area is, in fact, 'another GCSE' that leads to you having a number of GCSEs: and that the number of good GCSEs you have is one of the most important factors in 'being qualified' to do a particular job or progress further in education. You are likely to be most successful in your pursuit of that 'number' if you choose a subject you think you will enjoy or one you know you are good at.

Careers in the Visual Arts are as varied as they are absorbing and there are many pathways to many sorts of jobs using the skills you will develop on this course. Many Art and Design disciplines overlap and the boundaries are becoming more blurred as more artists and designers become multi-skilled. Common to them all, however, is the need to work out creative solutions to problems and ideas which is an essential skill in any career path.

Art and Design training can lead to careers in all sectors of industry, besides publishing, advertising and the media, or working as a fine artist as the 'creative industry' is one of the biggest in the world. Some of the 'industries' you could access with a qualification in this Visual Arts area include working in;

Advertising, Animation, Architecture and stained glass design, Book covers and book-binding, Designing carpets, ceramic tiles glassware, furniture and pottery, Clothing and Fashion, Heritage – Gallery and museum work, Art History or restoration of artefacts, The Environment and its design, Education, Film, Video, Television and Photography, Footwear, Furniture, Graphic design (product, packaging, website, magazines), Illustration, Interior design and decorating, Jewellery, Knitwear, Photography, Printing, Textile design, Theatre and set design. Further information can be obtained from; [www.design-council.org.uk](http://www.design-council.org.uk) ('Your creative future'); 'Guide to Courses and Careers in Art, Craft and Design: Creative Futures' NCEAD – [www.nsead.org](http://www.nsead.org)



# BTEC Technical Award in Enterprise

## Teacher in charge

*Mr F Razaq*

## What course will I do?

BTEC Tech Award in Enterprise Level 1 and 2

Enterprise is an important factor when it comes to the success of any business. Enterprising employees help drive organisations further enabling them to grow and stand out against competitors. Whilst studying this course you will develop your communication and presentation skills as well as your business knowledge.

## What will I study?

### Component 1: Exploring Enterprises

Internally Assessed Assignment (30%)

You will learn about the characteristics of different local small and medium enterprises and what leads to their success.

Learning Aims –

- Examine the characteristics of enterprises.
- Explore how market research helps enterprises to meet customer needs and understand competitor behaviour.
- Investigate the factors that contribute to the success of an enterprise.

### Component 2: Planning for and Pitching an Enterprise Idea

Internally Assessed Assignment (30%)

You will create a business plan and have the opportunity to plan and pitch a micro enterprise idea of your own to an audience. You will also think about the resources you need and risks you will have to overcome to be successful..

Learning Aims–

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity

### Component 3: Promotion and Finance for Enterprise

Externally Assessed Exam (40%)

This component will bring together all of the knowledge from all of the components you have studied. Questions will be based on real life scenarios allowing you to relate to the material.

In the assessment you will:

- Demonstrate knowledge and understanding of elements of promotion and financial records.
- Interpret and use promotional and financial information in relation to a given enterprise.
- Make connections between different factors influencing a given enterprise.
- Be able to advise and provide recommendations to a given enterprise on ways to improve its performance.



# BTEC Technical Award in Performing Arts

**Teacher in charge**  
Mrs C Millar

## What course will I do?

BTEC Technical Award in Performing Arts Equivalent to 1 GCSE Grade 9-1

## What will I study?

This is a practical course.

Assessed with performance-based tasks and assignments, rather than written exams.

Component 1		How am I assessed?
Exploring the Performing Arts  30% - Marked by your teacher	How Performance Styles and Genres work (Acting and/or Musical Theatre).	Completing a Project and taking part in Workshops and Performances.
Component 2		
Developing Skills and Techniques for Performance  30% - Marked by your teacher	Acting and/or Musical Theatre (scripts and scores that already exist).  Looking at your own skills as a performer.  How you rehearse and perform your work. Reviewing your work.	Rehearsals, Performing and Reviewing your work.  The school play can be used to cover the whole of this unit.
Component 3		
Performing to a brief – work as a group to create a performance  40% - filmed and then marked by an examiner	Create, develop, rehearse and perform a performance piece.  Evaluate the development and performance.	You get 3 hours (not all in one go). Completed in Year 11.

## Assessment

You will be assessed both externally and internally in each module with the criteria: L2 Distinction\*; L2 Distinction; L2 Merit or L2 Pass.

## Coursework Details

The qualification is gained through 40% external assessment and 60% coursework using a variety of assessment methods for example; recordings, diaries, portfolios and evaluations.

## Who would enjoy this course?

- if you like working in a group and like to create things together
- if you like to talk and be out of your seat and doing things
- if you are creative and enjoy making things
- if you like performing and watching performances

## Why is this useful to me?

- if you want to work with people and communicate or understand their point of view
- if you want to work with teams of people and use problem solving skills
- if you want to be able to present yourself in front of others and lead a team
- if you think you need to develop your confidence
- if you are creative and want to follow that pathway.



# BTEC Technical Award in Creative Media Production

## Teacher in charge

Ms D Moyes

## What course will I do?

BTEC Tech Award in Creative Media Production Level 1 and 2 (Audio and Moving Image Pathway)

## What will I study?

Audio/visual media products (those that use sound and / or moving images) surround us every day: from You Tubers to Netflix to podcasts, almost all of us use some form of audio/visual media on a daily basis. The Audio and Moving Image Pathway of the Technical Award in Creative Media Production will enable you to gain an in-depth understanding of this sector of the media as well as introducing you to the interactive and print sectors of the media industry.

### Component 1: Exploring Media Products

Internally Assessed Assignment (30%)

You will study media products from the audio-visual, interactive and print media sectors, focusing on the following:

- Audiences for media products
- The organisations involved in media production
- How meaning is created in media products
- Media production techniques

### Component 2: Developing Digital Media Production Skills

Internally Assessed Assignment (30%)

You will develop the technical skill and know-how needed to produce an audio/visual media product. This will involve learning how to use hardware such as cameras and lighting equipment and industry-standard editing software to develop your audio/ visual media product.

This will allow you to:

- plan out your own media product
- apply the technical skills necessary to complete an audio/visual product
- reflect on the success of your media product and how it could be improved

### Component 3: Create a Media Product in Response to a Brief

Externally Assessed Task (40%)

In this unit you will get to know exactly what it is like to work in the media industry as you will use the technical skills you have developed in the previous units to respond to a client brief. Working under controlled conditions you will work to a set deadline in order to complete your media production.

In the assessment you will:

- respond to the client brief by generating ideas for your media product
- plan out your media product for example plan what footage you will need to shoot
- apply media production skills in order to create the media product



# GCSE Music

## Teacher in charge

*Mr Ackroyd*

## What course will I do?

*OCR GCSE Music*

## What will I study?

Three main musical skills will be developed throughout the course; Performing, Composing and Listening & Appraising.

The main Areas of Study are; My Music (where you study your own instrument, which includes voice), The Concerto Through Time, Rhythms of the World, Film Music and Conventions of Pop.

## Assessment

Assessment is done through coursework (60%) and an exam (40%).

You will be assessed in each of the 3 musical skills as follows:

Integrated Portfolio (30%) – Performance on the learner's chosen instrument and a composition to a brief set by the learner.

Practical Component (30%) – An ensemble performance and a composition to a brief set by the exam board.

Listening and Appraising (40%) – Listening/Written exam at the end of Year 11.

Grades 1-9 are available.

## Content Overview

Integrated Portfolio	<ul style="list-style-type: none"><li>• Solo Performance on your chosen instrument</li><li>• Composition in any style to a brief set by the learner</li><li>• Internally assessed.</li></ul>
Practical Component	<ul style="list-style-type: none"><li>• Ensemble performance on your chosen instrument (can be different to solo instrument)</li><li>• Composition linked to one of the Areas of Study.</li><li>• Internally assessed.</li></ul>
Listening Exam	<ul style="list-style-type: none"><li>• Listening exam based on the four Areas of Study.</li><li>• A range of short and long answer questions based on extracts of music heard.</li><li>• Externally assessed.</li></ul>

## Additional Information

**Suitable for any student with a genuine interest in and commitment to music; perfect for anyone who already learns an instrument.**

All students must be prepared to perform as a soloist and as part of an ensemble as performing counts for 30% of coursework.

ALL instruments are valid for performance, including guitar, keyboard and voice.

Students should have an interest in a wide variety of musical styles and want to discover more about styles they may not have heard before! The course provides a good foundation for those who may want to study A Level Music.

It is strongly recommended that students taking GCSE Music take up instrumental or singing lessons if they do not already have them. This will give them the specialised skills required for the performance aspect of the course. Students can take these lessons privately or they can be arranged in school with our team of peripatetic music teachers.



# GCSE Design and Technology

## **Teacher in charge**

*Mrs K Franklin*

## **What course will I do?**

*AQA GCSE*

## **What will I study?**

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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

## **Assessment**

Assessment is based on one Designing and Making project worth 50% of the total mark, plus a 2 hour written examination paper worth 50% of the marks. Both of these are completed in Yr11.

## **Coursework**

GCSE Design and Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

## **Additional Information**

You can find out about the AQA Design and Technology qualification at [aqa.org.uk/design-and-technology](http://aqa.org.uk/design-and-technology).

This new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.





# BTEC Technical Award in Digital Information Technology

## Teacher in charge

*Mr I Sutton*

## What course will I do?

BTEC Tech Award in Digital Information Technology Level 1 and 2

Modern organisations are increasingly reliant on the use of digital systems to complete every day, business-critical tasks. The development of these systems has presented organisations with many opportunities to work in new, inventive and flexible ways to achieve their aims.

Digital skills are a key part of our everyday lives and vital to the UK economy. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The modern world expects digital skills to be as important as English and maths.

## What will I study?

### Component 1: Exploring User Interface Design & Project Planning Techniques

Internally Assessed Assignment (30%)

You will develop your understanding of what makes an effective user interface and how to effectively manage a project. You will use this understanding to plan, design and create a user interface for a product.

### Component 2: Collecting, Presenting and Interpreting Data

Internally Assessed Assignment (30%)

You will understand the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.

### Component 3: Effective Digital Working Practices

Exam (40%)

You will explore how organisations use digital systems and the wider implications associated with their use.

In this component you will study:

- Modern technologies e.g. cloud computing
- Cyber security
- The wider implications of digital systems



# GCSE Food Preparation & Nutrition

## Teacher in charge

Mrs K Taylor

## What course will I do?

AQA GCSE Full Course

This is a creative course which focuses on practical cooking skills. A thorough understanding of nutrition, food provenance and working characteristics of food materials.

## What will I study?

Food Preparation skills are integrated into 5 core topics:

- Food Nutrition & Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

## Assessment

Written paper (1 hour 45 minutes) 50% of GCSE.

Based on theoretical knowledge of food preparation and nutrition.

Non Exam

Task 1 – Food Investigation (15% of GCSE)

Report on practical investigation and the working characteristics of ingredients.

Task 2 – Food Preparation Assessment (35% of GCSE).

Plan, prepare, cook and present dishes combining appropriate techniques.

Demonstration of technical skills.

## Additional Information

Practical work is an important aspect of the course. Students must be prepared to take an active and enthusiastic part in this, remembering ingredients on a weekly basis. Theory work is also an important aspect of the course and forms the basis of knowledge for the exam and the written parts of the non-exam assessments.



# BTEC Technical Award in Health and Social Care

## Teacher in charge

Ms L Bewley

## What course will I do?

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care.

Health and Social Care is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about health and social care. This course offers a practical introduction to life and work in the health and social care sector. The qualification, which is the same size and level as a GCSE.

## What will I study?

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills relevant to the health and social care sector such as research techniques and how to measure someone's physical health. You will also develop your written communication skills as you create health and wellbeing plans for an individual with specific needs.

## Assessment

- Human Lifespan and Development
- Health and Social Care Services
- Health and Wellbeing



# BTEC Sport

## Teacher in charge

*Mrs C Winfield*

## What course will I do?

*BTEC Level 2 Tech Award in Sport*

The BTEC Tech Award in Sport (Level 2) is offered at Abbot Beyne and is equivalent to 1 GCSE Grade 9 to 4. The course is examined by Pearson and designed to provide specialist related qualifications.

## What will I study?

Component 1: Preparing Participants to Take Part in Sport and Activity.

You will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. You will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance.

You will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity.

You will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. You will also develop an understanding of the body and fitness testing.

## Assessment

Component 1: Preparing Participants to Take Part in Sport and Activity.

- Internally assessed assignments 30% of the total course

Component 2: Taking Part and Improving Other Participants Sporting Performance.

- Internally assessed assignments 30% of the total course

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity.

- Externally assessed task 40% of the total course

## Additional Information

- Prepares young people for careers in the sports sector.
- Provides learners with opportunities to link education and the world of work in engaging relevant and practical ways.
- Motivates learning via applied learning and assessment.
- BTEC qualifications are recognised by employers and education institutes.
- Provide learners with a route through education that has clear progression pathways into further study or an apprenticeship.
- Students considering taking this option must be fully committed to working independently and within groups to develop their sporting skills.
- Both practical and theory elements are included in the course.



Abbot Beyne  
School  
KS4 Pathways  
2022-2024

