



**Curriculum  
Opportunities  
14+  
2024**

January 2024

Dear Parent / Carer

As I'm sure you are aware, students in Year 9 are starting to think about options in Year 10. I have met with the Senior Leadership Team to look at which pathways are most suitable for which students.

After careful consideration, we believe the "Pathway 3 Curriculum" is the most appropriate pathway for your child from September 2024.

Students at Fernwood School who follow the Pathway 3 Learning Curriculum will find it engaging, practical and inspiring, and this pathway will be tailored to meet your child's needs.

In addition to the standard curriculum of English, maths, and Science, students following this pathway will receive additional English and maths lessons, personal development sessions and follow a further programme of courses including; Level 1 Food and Cookery, Level 1 IT, and The Prince's Trust.

These will include developing skills in reading, writing, presenting and communicating, as well as key skills such as working with others, improving one's own learning and problem solving.

On Pathway 3, students will be able to choose **TWO OPTION CHOICES** from this booklet, and ONE RESERVE CHOICE.

I'm sure you will want to look carefully at this pathway with your child, and I will be available to discuss this individually with you in more detail during the evening.

Thank you in anticipation of your support.

Regards

Fernwood School



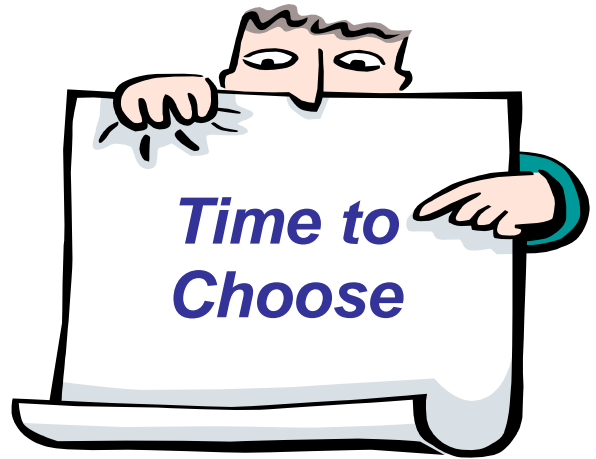


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## Options Form

The link to the online form can be found in the pathway section of the Options Page.  
 You must make sure that it is filled in and handed to your tutor by **Monday 26<sup>th</sup> February**.



## Time to Choose - Introduction

Pathway 3 will provide your child with opportunities to explore and develop skills in problem solving, life and practical skills, whilst supporting their studies in their core subjects and optional course choice.

These opportunities will come from a suite of level 1 qualifications including; The Prince's Trust Award, Food and Cookery, IT, Science and other practical and creative skills based lessons. These qualifications are taught in small groups, tailored to the needs of the group and provide support to ensure your child makes progress against key milestones.

It is important to understand that if your child works hard and is motivated to be successful in this pathway then will be able to achieve, with support, qualifications that will allow them to progress to college to study appropriate courses.

One of the most important factors in your child's progression is their success in their core subject (maths and English). This pathway allows them to spend more time on these subjects and less subjects overall so as to not overwhelm them.

## The Key Stage 4 Curriculum

The Key Stage 4 (Year 10 & 11) Curriculum has been very carefully designed to:

- Allow you to complete the National Curriculum
- Provide flexible pathways leading to new and traditional qualifications and progression onto meaningful courses, training or employment when you leave Fernwood at 16.

The curriculum is divided into two main areas. These are:

- The Core Curriculum - This is a group of compulsory subjects which all students study.
- The Optional Curriculum – a lists of subjects which you can choose from.



## First let's look at the Core Curriculum

There are some subjects which, because of their importance for life and the world of work, are considered to be essential for all students. So next year there will be some parts of your timetable where you will have no choice. But luckily, these are all exciting subjects which you would want to continue with anyway!

Courses in English, combined science, mathematics, religious education, physical education and personal development continue for all students.

Personal Development also includes careers advice, information and guidance, plus preparation for post 16 applications and work experience.

## Now let's look at the Optional Curriculum

On the next page we talk about options. This is a list of subjects where you choose which one option subject from the list you want to study.

When you choose a subject / course think carefully about what type of qualification the course leads to. Most courses at Fernwood lead to a GCSE (General Certificate of Education) qualification, but not all. Because GCSEs are highly academic in nature some students prefer, or are more suited to, practical or vocational qualifications. The Government call these Technical Awards.

*“Technical Awards are broad, high-quality level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills. They focus on the applied study of an industry sector or occupational area, or the acquisition of practical and technical skills. Technical Awards will fulfil entry requirements for both academic and vocational study post-16, alongside GCSEs“.*

If it's not a GCSE make sure you know what type of qualification your chosen course leads to, e.g. OCR Cambridge National, and what type of grades it offers.

## CORE PATHWAY 3 CURRICULUM – THESE ARE COMPULSORY:

### Compulsory Subjects:

- English
- Combined Science
- Mathematics
- Personal Development
- Physical Education
- Princes Trust Award
- NCFE Food and Cookery 
- ITQ Qualification Skills

## Curriculum Design

Compulsory Core

Option Choices



## Pathway Overview

|           |           |           |                      |                 |                     |                     |                                 |
|-----------|-----------|-----------|----------------------|-----------------|---------------------|---------------------|---------------------------------|
| English   | Maths     | Science   | Food & Cookery<br>IT | Option Choice 1 | Option Choice 2     | Literacy & Numeracy | PD and The Prince's Trust Award |
| 3 ½ hours | 3 ½ hours | 4 ½ hours | 1 ½ hours<br>1 hour  | 2 ½ hours       | 1 hour<br>1 ½ hours | 1 ½ hours<br>1 hour | 2 hours                         |

## Optional Courses

What courses can I choose from? Below is a list of the course available to you.

| Open Option Block                         |  |
|---|--|
| Choose 1 from this list, plus 2 reserves. |  |
| Art                                       |  |
| Creative Digital Media Production*        |  |
| D&T Engineering*                          |  |
| Health & Social Care*                     |  |
|   |  |
|   |  |
|   |  |
|   |  |



## Important Dates

Monday 30<sup>th</sup> January  
Options Evening

YOUR OPTIONS FORM MUST BE  
'RETURNED' BY  
**Monday 26<sup>th</sup> February**





## Careers Advice

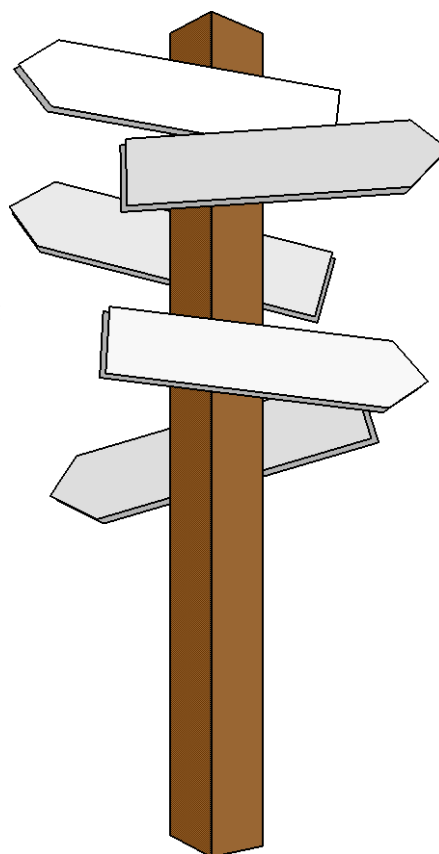
As part of their entitlement to Careers Education and Guidance, Year 9 students receive a planned programme of lessons to give them help and information so that they make good career choices. This support is offered by the Fernwood School staff through PD lessons and is supplemented wherever possible by a Personal Advisor from Futures and local post 16 providers.

All students can seek advice from a member of staff, usually their tutor and are signposted to appropriate resources. The importance of the option process and how to make good subject choices for the future is highlighted at every opportunity.

Ongoing support is offered throughout Years 10 and 11 through Personal Development, Nottingham Futures and local Post 16 providers to help students to make appropriate decisions and realistic career choices.

In February, we hold an annual 'Working Life Week' for all students. In Year 10, they will get the opportunity to go on work experience in this week which will further support their careers education and future plans.

The remaining pages of this option booklet describe each of the optional subjects on offer, giving details about the type of course, qualification and method of assessment. Read them carefully and find out everything you need to know. Each subject descriptor includes a named member of staff to talk to if you want to find out more.



# The Core Curriculum





## English

**Key Contact:** Mrs M Bennett, Head of English

**Faculty:** English and English Literature

**Exam Board:** AQA

**Level:** GCSE 9 - 1

**Is it compulsory? YES**



All students are required to study English until they leave the school.

### What will I be studying during the course?

All students follow a course in English. The vast majority of students will be entered for GCSE English Language and Literature, with a small proportion of students completing just the GCSE English Language course if this is deemed most appropriate by their teacher. They will study a Shakespeare play, poetry - seen and unseen, PLUS a 19th Century novel and either a Post 1914 prose OR drama text.

English Language and Literature are 100% terminal examination subjects.

#### English Language

Throughout Year 10 and 11, students will follow a carefully structured course designed to develop their writing skills in a creative and a persuasive response. They will be assessed on their ability to communicate effectively and their accuracy, in terms of spelling, punctuation and grammar. Students will be assessed on their inference, analytical and comparative skills when reading fiction and non-fiction texts from different times in history.



#### English Literature

The English Literature examinations are essay based where students will analyse the characters, themes, context and language of a range of texts as outlined below:

The English Literature examinations are essay based and will cover the following topics:

- A Shakespeare play and 19<sup>th</sup> century novel
- A modern play or novel
- Poetry – anthology of 15 studied poems and unseen poetry



### Why study English or English Language & English Literature

English is an essential requirement for all careers and all forms of further and higher education. A GCSE in English informs an employer that you have reached a certain level of literacy and they will then know what they can expect you to be able to do in a way of communicating both orally and in writing. They will know what to expect of your level of understanding of written texts, and they will understand that they can rely on your ability to respond appropriately.

## What will the examinations be like?

Both English Language and English Literature examinations will be carried out in the summer term of Y11. Throughout Y10 and Y11 there are formal assessments within the classroom to assess your progress, and show you which areas of your knowledge and skills require further development.



The English Language GCSE has two examination papers. Both papers last 1 hour 45 minutes and equate to 50% of your GCSE each

The English Literature GCSE has two examination papers. One paper lasts 1 hour 45 minutes and will focus on a Shakespeare play and a 19<sup>th</sup> century novel; this exam equates to 40% of the final GCSE. The second exam lasts 2 hours 15 minutes and will focus on the modern text, the poetry collection you have studied, and unseen poetry; this exam equates to 60% of the Literature GCSE.

## Routes to employment

Studying English enables students to develop many transferable skills including critical thinking, using a broad vocabulary and effective written and spoken communication.



Students who have studied English go on to study courses at college, sixth forms and universities such as English Language, English Literature, Journalism, Media Studies, Law, Ethics and Philosophy.

Students who have studied English have access to a wide range of careers and employment opportunities such as publishing, teaching, journalism, human resources, law and project management.

## Who do I need to see to find out more?

Talk to your English teacher or to Mrs M Bennett, the Head of English.



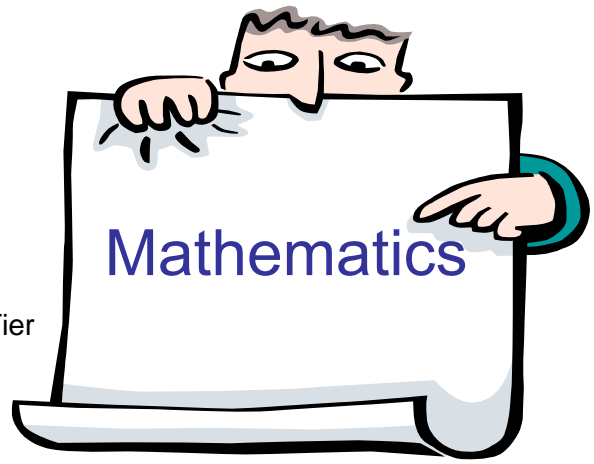
**Key Contact:** Mr Thompson

**Faculty:** Mathematics

**Exam Board:** OCR J560 – Higher and Foundation Tier

**Level:** GCSE 9 - 1

**Is it compulsory?** YES



## What will I be studying during the course?

Year 9 at Fernwood stands as a transition between the end of Key Stage 3 but with a clear focus on getting students ready for Key Stage 4. This gives them an opportunity to further explore topics with greater depth and breadth, building on the mastery curriculum studied in years 7 and 8 while preparing them for the additional challenge of GCSE.



The course has been divided into distinct units of study which are further differentiated to suit the needs of learners. Pupils will be assessed at the start and end of each unit so that you can follow their progress as you continue with this course. Assessment analysis sheets and improvement activities can be found in pupils' exercise books which will inform of their progress and areas for improvement.

It is an expectation in mathematics that; pupils revisit basic material on a regular basis, they make sufficient notes in their reference books that allow them to do this and they show clear working solutions in their workbooks. Pupils should also utilise MyMaths to support their studies and boost their confidence in the basic material as well as stretching themselves, allowing them to achieve their full potential at the end of Year 11. All pupils should have a scientific calculator (preferably a CASIO).

For our most able young mathematicians we can offer the OCR Additional Mathematics (6993), which is graded A-E. If you choose to study this (not decided until year 11) then you will be able to achieve an additional GCSE qualification, which is also great preparation for those studying A Level maths. The basic units of learning for additional mathematics are covered within the context of the current GCSE maths curriculum, apart from an additional unit at the end of the GCSE course that completes the additional learning specific to this qualification.

## What will the examinations be like?

For each exam board there are 3 Papers:

|                  | Paper 1   | Paper 2        | Paper 3    | Marks   | Length     |
|------------------|---|----------------|------------|---------|------------|
| OCR H & F        | Calculator  | Non-Calculator | Calculator | 3 x 100 | 3 x 90mins |
| Assessment Style | Content from any part of the curriculum can appear on any paper and is assessed with a mix of question styles from short single answer questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper. |                |            |         |            |



## Grading

Pupils can achieve a grade 1 – 5 (Strong pass C/B) on the foundation tier paper and a grade 4 – 9 on the higher tier paper. Students should only consider entering the higher tier paper if they are confident they will achieve a grade 6 or above.

## Routes to employment

Studying mathematics enables students to develop many transferable skills including problem solving, reasoning and logical thinking. Mathematics at all levels provides skills to allow students to be effective in all future careers, as well as being able to understand issue related to personal finance.

Students who have studied mathematics go on to study courses at college, sixth forms and universities such as: maths, economics, medicine, pharmacy, sciences, engineering, computing, and architecture.

Students who have studied mathematics have access to a wide range of careers and employment opportunities such as: finance (e.g. banking, trading, accounting), computing, engineering and all branches of science and technology.

## Who do I need to see to find out more?

Talk to your mathematics teacher or to Mr Thompson, the Head of Mathematics. Make a note of any extra information you manage to find out here...



**Key Contact:** Mr J Thompson - Head of Science  
Mrs L. Sheppard - GCSE Coordinator

**Faculty:** Science

**Level:** GCSE 9 - 1

**Exam Board:** AQA



## Is it compulsory? YES

On Pathway 3, all students will follow the Combined Science course.

*"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less"- Marie Curie*

### Combined Science

This is a popular course that many students opt for to give them a solid grounding in science with the option still open to do A-Level science in the future if they wish (dependent on grade). This is a good option for those students that are unsure what they want to do after their GCSEs as it keeps all options open for both A-Levels as well as other Post-16 qualifications and careers. Students opting for this course would be following the AQA Combined Science: Trilogy course.



### How is the course structured?

Combined science is a course that is worth 2 GCSE grades upon completion. The students would be taught by 3 specialist teachers in 6 lessons per week (2 for each branch of biology, chemistry and physics). There is an emphasis on practical work and investigation in combined science. There is no controlled assessment or coursework in GCSE science. Instead, students will complete 8 key practicals per subject. These practicals are then assessed through questions as part of the final GCSE exams. The course is assessed by 6 exam papers at the end of Year 11. Each of these exams is 1 hour 15 minutes and is worth 16.5% of their overall grade.

### Who do I need to see to find out more?

Your science teacher in the first instance would be able to answer any questions you may have and will give a recommendation as to which course they think you will have greatest success on. Mr Thompson (Head of Science Faculty) or Mrs Sheppard (Head of KS4 Science) are also happy to discuss any questions or queries you may have.

**Key Contact:** Mrs E Gray

**Faculty:** Personal Development

**Is it compulsory? YES**



The Fernwood School is proud of the fact that we help our students to become resilient and responsible young people who are able to leave school with both good qualifications, a knowledge of who they are, what skills they have, and how they can use those skills to positively contribute to society.

They are enabled to do this through exploring three core themes: **Health and well-being, Living in the wider world and Relationships.** As such we are preparing them for the challenges, opportunities and responsibilities of life ahead of them. The students will follow a brand-new course written and developed for our students. This course will cover:

- Communication and life tools
- Conflict resolution
- Sex, Relationships and Responsibility
- Mental Health
- Drugs, Alcohol and the Law
- Work Experience
- Careers post 16
- Politics and Democracy
- Personal Finance
- The UK Legal System



## Routes to employment

Studying Personal Development encourages students to develop many transferable skills including critical thinking, empathy and reflection.

Studying Personal Development provides students with the opportunity to think and plan for their future and is complimentary to courses at college, sixth forms and universities such as citizenship, economics, business studies, law and health & social care.

In studying Personal Development students actively spend time considering the routes to a wide range of careers and employment opportunities.

## Who do I need to see to find out more?

For more help and advice talk to Mrs Gray



## Prince's Trust

**Key Contact:** Mrs Ludlow/Ms A. Saunders  
**Awarding Body:** Prince's Trust  
Qualifications  
**Is it compulsory:** Yes  
**Level 1**

# PRINCE'S TRUST ACHIEVE AWARD



The Prince's Trust Award has is now into its third year at Fernwood School. This nationally renowned and recognised qualification focuses on skills for the world of work and life after school through a series of exciting and stimulating units that can be chosen to suit the learners' own interests, skills and ambitions. There is no formal exam in this subject, but there is a requirement to submit all coursework for moderation and verification by the Princes Trust.

Examples of some of the modules include:

Running a business in school

Designing and building the "Fernwood Community Garden"

Training on application forms, personal statements and mock interviews for employment or college

Work experience

Managing money

Healthy lifestyles

This is a great course for Pathway 3 learners, who really enjoy it and benefit greatly from the life skills learnt. Princes Trust have a range of qualifications which the "Achieve" programme can lead to.



## Food and Cookery

|                          |   |
|--------------------------|---|
| <b>Key Contacts:</b>     | Mrs Chamberlain/ Mrs Sampson                            |
| <b>Faculty:</b>          | Art, Design & Technology                                |
| <b>Level:</b>            | Level 1   |
| <b>Board/Course:</b>     | VCERT Level 1 Certificate<br>in Food and Cookery Skills |
| <b>Is it compulsory?</b> | No  |



## Food and Cookery



### What is a Certificate in Food and Cookery?

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

### What skills will learners gain during the course?

- To prepare and cook using basic skills
- To understand food and its functions in the body and in recipes
- To understand balanced diets and modification of recipes for health
- To plan and produce dishes for a purpose.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- planning
- research skills
- communication
- problem solving skills
- health and safety.





## What will the assessment be like? There are 4 units:

### Unit 01 Preparing to cook

This unit aims to introduce learners to safe preparation of themselves, the cooking environment and ingredients. Learners will be able to use basic cooking skills, equipment and utensils to produce a variety of dishes.

### Unit 02 Understanding food

This unit will provide learners with an understanding of factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

### Unit 03 Exploring balanced diets

Learners will understand the importance of a balanced diet. They will learn about Reference Intake (RI)/Guideline Daily Amounts (GDAs) and how food labels can inform healthy eating. Learners will be able to change recipes to make them healthier.

### Unit 04 Plan and produce dishes in response to a brief

This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.

All of these units are mandatory and internally assessed

## Is the course right for me?

This is a foundation level course. This course gives learners the opportunity to develop their own practical skills which can easily be applied when catering for themselves or friends at home. Food and cookery is a sound basis for further study at higher levels alongside catering and hospitality courses. It also will help learners to develop valuable life skills.

## Routes to Employment

Studying food enables students to develop many transferable skills including independent thinking, group work, organisation and valuable life skills with food preparation and knowledge about healthy eating.

Students who have studied food go on to study courses at college, sixth forms and universities such as hospitality and catering, teaching assistant, food science, sports science and nursing.

Students who have studied food have access to a wide range of careers and employment opportunities such as a chef, hospitality work, kitchen porter and work in other food businesses. They could also do catering, work in a cookery school, as a development chef or an environmental health officer.

**Who do I need to see to find out more?** Speak to Mrs Chamberlain or Mrs Sampson



## ITQ

This is a great vocational ICT qualification which offers a wide range of coursework units that can meet the needs of many different learners. These are focussed on IT user skills and open systems and are great for further progression.

We have selected a range of units that are engaging for the pupils but also cover important curriculum areas.

It is coursework based which is handed in on the TLM website to class teachers so that it can be marked and feedback given.

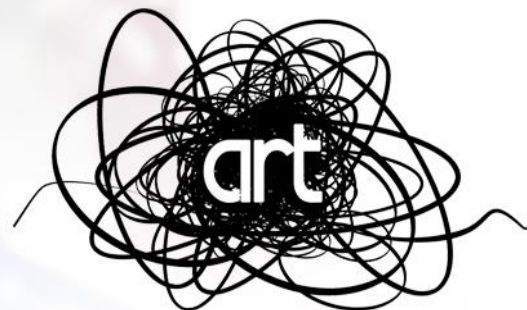


# Option Choices



## Art & Design - Art

|                          |                          |
|--------------------------|--------------------------|
| <b>Key Contact:</b>      | Ms Kutarski              |
| <b>Faculty:</b>          | Art, Design & Technology |
| <b>Level:</b>            | GCSE 9 - 1               |
| <b>Exam Board:</b>       | AQA                      |
| <b>Is it compulsory?</b> | <b>No</b>                |



Art and Design



### Which examination board syllabus will I follow?

We follow the AQA syllabus in Art and Design.

We follow a general art and design curriculum but later in the course some pupils decide to specialise dependent on their expertise e.g. sculpture or textiles.

### What will I be studying during the course?

We follow the GCSE curriculum closely from the beginning of year 10 by using themes like 'Natural and Man Made' and 'My world' where you explore a large variety of techniques from 2D to 3d studies, printing, sculpture, photography, spray paint and digital art. This gives you an opportunity to explore new and exciting techniques and processes that you may not have experienced before. You will later have the opportunity to specialise in distinct areas of study by following your own interests.

### What will the controlled assessment be like?

You will be asked to submit a portfolio of work worth 60% of the final mark. You will start working on this from September in year 10. The work will be based on themes and topics suggested by your teachers as outlined above. You will be able to choose the best of your work from those themes, completed within a maximum of 45 hours of lesson time. For your mock exam you will do a controlled assessment of 10 hours based on your final project



## What will the examinations be like?

There will be a set task with themes given by the exam board in January so you have the opportunity to spend at least 10 weeks working towards your final piece. Students are encouraged to work to their creative strengths and to follow their own interests. The actual exam lasts 10 hours and that along with your prep work contributes towards 40% of your final result.

## Why is art and design important?

The third highest sector of employment in the UK is in the creative industries and graduates of creative studies make up to 70% employment in high paid jobs. We are incredibly fortunate in the art and design department because we have several contacts in industries such as film, theatre, fashion, and working artists and we maintain these links through workshops and visits. The focus of each topic of study will be on exploration, research, developing techniques and outcomes. These outcomes may be linked to a theme or a real-life art and design task giving our pupils an insight into real life employment experience.



## Transferrable Skills

Within the context of a formal education the subject supports personal, social, moral, spiritual, cultural and creative development, also enabling engagement with and exploration visual, tactile and other sensory experiences which in turn helps to recognise and communicate ideas and meanings. These opportunities enable work with traditional and new media, developing confidence, competence, imagination and creativity in all future experiences.

GCSE art & craft enables a chance to provide a critical judgement and allows you to communicate ideas, develop confidence, competence, imagination and creativity, layout, and presentation needed in all careers and is an essential life skill particularly with job applications and interviews, preparing presentations, business cards, building websites and generally selling yourself. Analysis, critical thinking and independent learning are essential qualities in all career paths, these are qualities to help you get ahead and stand out in a crowd.

## Routes to employment and post 16 courses

GCSE art is a well-equipped course and has so many interesting and diverse projects that many pupils experience a smooth transition to further and higher education courses studying A level, BTEC Diploma courses and eventually degrees. Many of our pupils have continued onto degree courses at some of the most prestigious universities renowned for art and design such as the likes of Central St Martin's and Goldsmiths

## Possible career paths

Graphic designer, illustrator, set designer, work in film and television, designing making sets in theatre and film, merchandiser, animator, ceramicist, web design, game design, furniture design, product design, community project artist, commercial artist, teacher, art therapist, architect, interior designer, working in galleries, museum and libraries, curators, restorer.

## Who do I need to see to find out more?

Talk to Ms Kutarski, Ms Stones or Mrs Percival for more information.



# Creative iMedia



|                      |                                    |
|----------------------|------------------------------------|
| <b>Key Contacts:</b> | Ms Birnie                          |
| <b>Faculty:</b>      | Art, Design & Technology           |
| <b>Level:</b>        | GCSE Equivalent Cambridge National |
| <b>Exam Board:</b>   | OCR                                |

**Is it compulsory? No**

**Why Creative iMedia?** This qualification will assess the application of creative media skills through practical and creative industry scenarios. It will provide you with essential knowledge of the media sector, give you transferable skills and tools to improve your learning in other subjects with the aims of enhancing your employability when you leave education, contributing to your personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

**What do I need to know or be able to do before taking the Technical Award in Digital Technology?** You should have enjoyed the creative sides to Computer Systems throughout KS3 including sound, video and image editing. You may have enjoyed projects such as BBC School Report, Office Basics & the media taster in Year 9. It is important that you have a creative mind and good interpersonal skills. You will also use industry standard software to edit your productions and there need to be competent at using image and video editing software.

**Why should I choose this course?**

- Learn about how the media sector industries operate through project life cycles (planning, creating and testing).
- Work with a range of digital tools and techniques specific to image and video.
- Learn about camera lighting, different shot angles and other technical recording technology techniques.
- Follow a programme of study that enables progression to further courses

and employment in the Media sector.

- Develop key skills which are highly valued by employers and further education.

## Who is the Creative iMedia course for?

**This course will appeal to you if you:**

- Have a keen interest in film, performing arts or digital image and video manipulation
- Enjoy studying a subject that is relevant to your own life and experience
- Want to study a course that is creative, active and enjoyable
- Want to move on to a related career or further education

## Structure of the course

| Unit:                     | Weighting | What is it?  |
|---------------------------|-----------|--|
| Pre-Production Skills     | 25%       | <b>Written Exam</b> - Detailed look at a series of pre-production documents used in the planning stages before a media product is created.   |
| Creating Digital Graphics | 25%       | <b>Coursework</b> - You will plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.                                     |
| Creating Digital Video    | 25%       | <b>Coursework</b> - Learners investigate digital video before embarking on the planning and creating of their own video.   |
| Digital Photography       | 25%       | <b>Coursework</b> - learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief. |





## Future progression to other qualifications

Cambridge Technical in iMedia (Levels 2 and 3)

GCE A Level Media Studies

GCE A Level ICT

Apprenticeship Framework (Level 2 and 3)

At University, typical modules in a Media Studies degree may include:

- Screen media
- British TV drama and society
- Cultures of consumption
- Elements of visual media
- Media audiences
- Media ethics, compliance and sustainability
- Understanding media cultures

## Routes to employment

Studying Creative iMedia enables student to develop many transferable skills such as research skills, communication skills, team-working, time management, critical thinking, project management and self-motivation, and these skills are sought after by employers from industries such as film, publishing, television, public relations, radio, design and computing.

## Example potential careers:

- Video Editor
- Special Effects Technician
- Sound Recordist
- Public Relations Officer
- Broadcasting Production Assistant
- Multimedia Designer
- Web Designer



**Key Contact:** Mr M Davies / Mrs S Holmes  
**Faculty:** Art, Design & Technology  
**Level:** Level 2 (Pass, Merit, Distinction, Distinction\*)  
**Exam Board:** OCR (Cambridge Nationals)

**Is it compulsory?** No

## What is Engineering Manufacture?

Engineering manufacture is a discipline of engineers dealing with different manufacturing practices and processes using the machines, tools and equipment that turn raw materials into new products. Engineering Manufacture is responsible for every device that makes our lives easier and more fun. An engineer has helped to design and build the computers and printers we use, the chairs we sit on, our mobile phones, the planes we go on holiday in; even the saucepans we use to cook our dinner. Engineering is worth shouting about and to get rid of a few stereotypes, you'll be glad to know that more often than not, engineering is not about wearing overalls and getting dirty, it's not boring and certainly not a badly paid career.

Engineering Manufacture is crucial for the performance and competitiveness of our country. Engineers support businesses in areas like research, design and product development. The engineering industry already employs over 1.6 million people and employers are keen to increase their intake of new, young recruits with all the right skills.

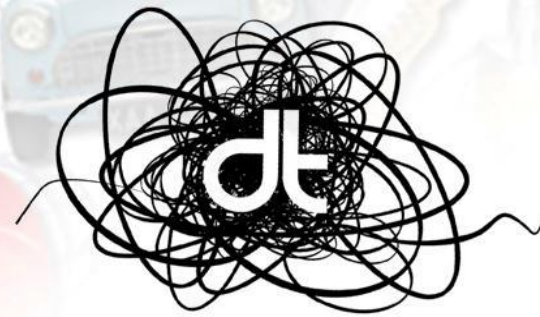


**What will I be doing?** The course mirrors real world engineering practice, and allows you to participate in activities, which would be useful in any future engineering or design based career. You will engage in technical drawing methods and come to appreciate how various types of drawings are used within engineering, such as sketching, orthographic projection, 2D computer aided design, 3D solid modelling and assembly drawings.

You will learn how to interpret drawings and produce planning schedules that will allow you to operate the tools and equipment used to make products from the requirements of a design specification, as well as use relevant computer applications such as

CAD/CAM, and CNC equipment

Developing an awareness of materials, manufacturing methods, quality control techniques and scale of production will underpin the production of a quality piece of practical work. The department has access to some of the very latest technologies to help support your manufacturing such as CNC Milling Machinery, a CNC lathe, rapid prototyping machinery a laser cutter and industry standard CAD software.



Engineering

Manufacture



During the course you will be assessed by completing the following three units

## Unit 1 - Manufacturing a one-off product

An assignment is set by the exam board each year. In this unit you will learn how to safely plan and produce a one-off product by using appropriate processes, tools and equipment.

Topics include:

- Planning and production of a one-off product
- Measuring and marking out
- Safely use process, tools and equipment to make a product



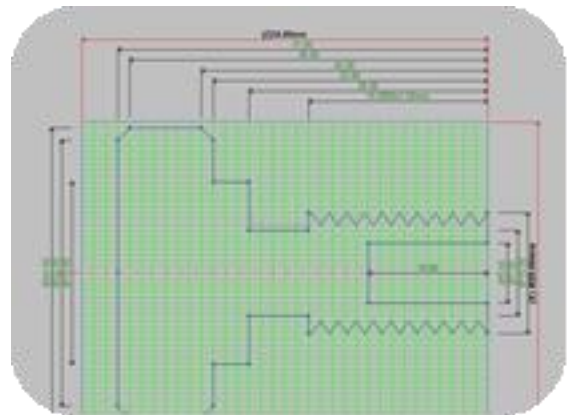
Written and machine & hand practical work undertaken.

## Unit 2 - Manufacturing in quantity

In this unit you will learn how to manufacture using simple jigs and templates to support manufacturing in volume using Computer Aided Design (CAD) software and Computer Numerical Control (CNC) equipment

Topics include:

- Preparing for manufacture
- Develop programmes to operate CNC equipment
- Safely use process and equipment to make products in quantity



CAD and CNC manufacture undertaken.

## Course key details

|               |   |
|---------------|---|
| Course Title: | OCR Cambridge National Certificate in Engineering Manufacture |
| NEA:          | 60% - 3 Units   |
| Examinations: | 40% - 1 exam (60mins)   |
| Key Contacts: | Mr Davies   |

## Transferrable skills

- Note taking and research skills
- Analytical and independent thinking
- Planning and sequencing tasks
- Use of CAD CAM software and equipment
- Adaptability in order to gain more efficient working practices
- Develop a keen sense of detail in assessing quality.

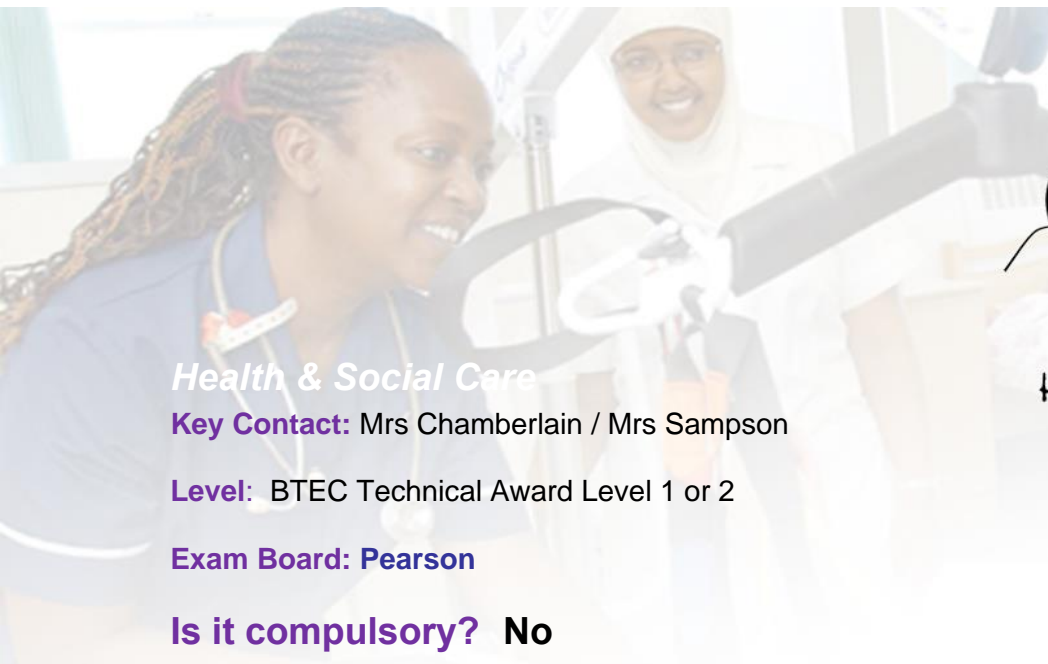
## Routes to employment and Post 16 courses

Following the completion of this Level 2 Cambridge National in Engineering Manufacture will enable you to progress to A level Engineering or Product Design, vocational courses (BTEC or VQF's) and Apprenticeship framework.

## Possible career paths

Mechanical Engineering, Electrical Engineering, Fabrication Engineering, Civil Engineering, Practical Apprenticeships, Product Design, Industrial Design, Marketing, Business & Management.





Health and Social Care

## Health & Social Care

**Key Contact:** Mrs Chamberlain / Mrs Sampson

**Level:** BTEC Technical Award Level 1 or 2

**Exam Board:** Pearson

**Is it compulsory? No**

This course is designed for learners aged 14-16 who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. The course is structured into a series of internal assessments which are worth 60% of the final mark.

### Component 1:

#### Human Lifespan Development

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. This part of the course is taught through a variety of activities in lessons and assessed through two internally assessed assignments.

### Component 2:

#### Health and Social Care Services and Values

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. This part of the course is taught through a variety of activities in lessons and assessed through two internally assessed assignments which include some roleplay.

### Component 3:

#### Health and Well-being



Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

## Assessment

Component 1 - Internally assessed

Component 2 - Internally assessed

Component 3 - The supervised, externally set assessment is carried out in a period maximum of three hours and must be arranged in an allocated time in May of Year 11. It is worth 40% of the final grade.



## Transferable skills

Studying Health and Social Care enables students to develop many transferable skills including independent thinking, empathy, people skills, compassion and organisation.

## Routes to employment and post 16 courses

Students who have studied Health and Social Care go on to study courses at college, sixth forms and universities such as nursing, social work, teaching and health and social care to a higher level.



## Possible careers

Students who have studied Health and Social Care have access to a wide range of careers and employment opportunities such as nursing, psychiatry, teaching, research or social work

## Who do I need to see to find out more?

Talk to Mrs Chamberlain



# Business, Enterprise and Marketing

|                          |                          |
|--------------------------|--------------------------|
| <b>Key Contacts:</b>     | Mr Barker / Mrs Dakers   |
| <b>Faculty:</b>          | Art, Design & Technology |
| <b>Level:</b>            | L1 – D2*                 |
| <b>Exam Board:</b>       | OCR                      |
| <b>Is it compulsory?</b> | No                       |

## What is the OCR Cambridge National L1/L2 in Enterprise and Marketing?

The Level 1/Level 2 Cambridge National in Enterprise and Marketing is aimed at students who wish to develop applied knowledge and practical skills in enterprise and marketing. It contains both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. The Cambridge National in Enterprise and Marketing is graded pass, merit and distinction for Level 1 and pass, merit, distinction and distinction\* for Level 2. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

## What do I need to know or be able to do before taking the OCR Cambridge National L1/L2 in Enterprise and Marketing?

You will need to enjoy exploring business contexts and the working of a variety of different enterprises. It is important that you have a lively and enquiring mind, an interest in the workings of enterprise, a willingness to explore new theories and be able to communicate your ideas confidently and effectively. As part of the qualification, you'll need to give a 'pitch' so being able to speak publicly in front of your peers would also be a useful skill.

## You may have enjoyed these Key Stage 3 projects:

- Data Analytics (Year 7)
- Internet of Things – Introduction to Business (Year 9)



| Units | Component Title                      | Assessment                              |
|-------|--------------------------------------|---|
| R067  | Enterprise and Marketing Concepts    | External Assessment – Exam (end of Y11) |
| R068  | Design a business proposal           | NEA – Non-Examined Assessment (Y10)     |
| R069  | Market and pitch a business proposal | NEA – Non-Examined Assessment (Y11)     |

### Why should I choose this course? You will,

- Understand how and why enterprises and entrepreneurs are successful.
- Understand customer needs and competitor behaviour through market research.
- Understand how the outcomes of situational analyses may affect enterprises.
- Choose an idea and produce a plan for a micro-enterprise idea.
- Present a plan for the micro-enterprise idea to meet specific requirements.
- Review the presentation of the micro-enterprise idea to meet specific requirements.
- Demonstrate knowledge of facts, terms and issues in relation to enterprise
- Demonstrate an understanding of facts, terms and issues in relation to enterprise.
- Apply an understanding of facts, terms and issues in relation to enterprise.
- Make connections with concepts, issues and terms in enterprise.
- Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts.

### Who is the OCR Cambridge National L1/L2 in Enterprise and Marketing for?

#### This course will appeal to you if you:

- Have a keen interest in Business Enterprise
- Enjoy studying a subject that is relevant to your own life and experience
- Want to find out more about how businesses operate and how they create and use financial figures
- Are interested in developing an understanding different business operation.
- Want to study a course that is active, enjoyable and has a mixture of assessment methods
- Want to move on to a related career or further education
- Wish to build up a qualification by studying separate units

### The structure of the OCR Cambridge National L1/L2 in Enterprise and Marketing:

#### Unit R067: Enterprise and Marketing Concepts.

In this unit you will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will





examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.

#### **Unit R068:** Design a business proposal.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit. You will use the evidence you have generated to decide whether you think that your new product is likely to be financially viable.

#### **Unit R069:** Market and pitch a business proposal.

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience.

### **Future Progression to Other Qualifications**

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Students who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships, or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the enterprise sector.
- study business enterprise post-16 through a Technical Certificate designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

### **Routes to Employment**

The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. According to 2019 data, there are nearly six million such businesses in the UK, employing around 16.6 million people. Small and medium-sized enterprises (SMEs) account for 99.9 per cent of the business population in the UK and account for three-fifths of the employment and around half of the turnover in the UK private sector, worth around £2.2 trillion.



