



# YEAR 9 PATHWAY K

## OPTIONS GUIDE

### 2021





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# INTRODUCTION TO THE YEAR 9 OPTIONS BOOKLET

This booklet is a guide to help you make the right decisions about the extra courses you choose to study over the next 2 years (please note that you will also continue to study the courses that you started at the beginning of this academic year). There is a lot of useful information that you will need throughout the process of choosing your final option. The booklet is divided up into four easy to use sections:

1. This section of the booklet contains general information about the process of choosing options, careers advice and activities.
2. This section contains the GCSE subjects that are optional
3. This section contains information on vocational subjects (e.g. BTEC/VCERT) that are optional
4. This section contains a checklist to help you make your decisions

## Remember to consider the following points when choosing your courses to study:

- You would find the subject enjoyable and interesting
- It is a subject (or related to a subject) that you are achieving your target in
- It is a subject that you think you could do well in
- You like the method of assessment and teaching
- It is a subject that is related to a possible future career interest that you may have

## GOOD CHOICES HELP YOU TO PROGRESS AND ACHIEVE

The courses available are matched to your ability and predicted grades. Your progress will be monitored carefully through Years 10 and 11 – the level or subject content may be changed to allow you to progress and achieve.

### WARNING

IT IS IMPORTANT TO BEAR IN MIND THAT ALL COURSES LISTED IN THIS BOOKLET MAY NOT RUN.

AN OPTIONAL COURSE WILL ONLY RUN IF IT HAS SUFFICIENT STUDENT NUMBERS TO MAKE THE COURSE VIABLE.

### Contact for further information

Head of Achievement – Mr R Middleton

Year Co-ordinators – Mrs S Winders

Assistant Headteacher (Curriculum) – Mr M Irwin

Useful Link: [www.careerconnect.org.uk](http://www.careerconnect.org.uk)

**Please keep this booklet in a safe place - you will only be given one booklet.**

## YEAR 9 CHOICE PROGRAMME 2020-2021

EVENT	DATE
Assembly + taster Sessions for Work-Related vocational courses available in Year 10	Week beginning 30 <sup>th</sup> November 2020
Distribution of Year 10 course booklet <u>Assembly</u> - Introduction to Year 10 course booklet	Week beginning 4 <sup>th</sup> January 2021
Information regarding the Student Choices Poll to Parents/Carers	To be posted Tuesday 5 <sup>th</sup> January 2021
Taster lessons for existing KS3 subjects and new KS4 subjects	Week beginning 4 <sup>th</sup> January 2021
Year 9 Parents' Evening and presentation for Year 10 courses	Thursday 14 <sup>th</sup> January 2021
Deadline for return of the Student Choices Poll for Year 10 Choices	Friday 15 <sup>th</sup> January 2021
Option Blocks outlining final choices given out to students	Week beginning 1 <sup>st</sup> February 2021
Final deadline for choices	Friday 12 <sup>th</sup> February 2021
Feedback to students and parents	Week beginning 19 <sup>th</sup> April 2021

## PROCESS OF CHOOSING OPTIONS

The process of choosing their final option for Year 10 is divided into two stages:

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### STAGE 1

Students will select subjects from their Pathway's Student Choices Poll and put them in order of preferred choice. An example of this questionnaire is overleaf. The questionnaire will be sent to parents/carers on Tuesday 5<sup>th</sup> January 2021 and this needs to be returned to Form Tutors by Friday 15<sup>th</sup> January 2021.

After this stage, the choices will be electronically processed to design the final option block for Stage 2.

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### STAGE 2

Students will be given the final option block pro-forma and then will need to select a first and second choice. The pro-forma will be given to students during the week beginning 1<sup>st</sup> February 2021 in Team time, and needs to be taken home to discuss with parents/carers. All students should have returned their final choice form to their form tutor by Friday 12<sup>th</sup> February 2021.

Letters will be sent out during the week beginning 19<sup>th</sup> April 2021 informing students which course they have been allocated to.

#### **WARNING**

**IT IS IMPORTANT TO BEAR IN MIND THAT ALL COURSES LISTED IN THIS BOOKLET  
MAY NOT RUN.**

**AN OPTIONAL COURSE WILL ONLY RUN IF IT HAS SUFFICIENT STUDENT NUMBERS  
TO MAKE THE COURSE VIABLE.**

# EXAMPLE STUDENT CHOICES POLL

Form

Teaching Group

Name

.....

## PATHWAY X

GCSE Art and Design

GCSE Geography

BTEC Art & Design: Graphics

GCSE History

GCSE PE/BTEC Sport

GCSE RS

BTEC Art & Design: Textiles

GCSE Business

BTEC Childcare

BTEC Construction

BTEC Engineering

BTEC Health and Social Care

BTEC Hospitality

BTEC Performing Arts

BTEC Travel and Tourism

This is just an example

Please list the choices in order of preference:

Pathway X	
1	
2	
3	

**QUESTIONS I NEED TO ASK**

Use this page to write down any questions you now need to ask after having read through the booklet:

My Questions	How will I find this information?



## CAREER CONNECT

Career Connect offers independent and impartial careers information, advice and guidance and at present two Careers Advisors work at Cowley.

All Year 9 students will have a session with an advisor from the Career Connect team. These sessions will take place in the designated Careers Room – students will be told where the session will be taking place by their class teachers.

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### SOME ADVICE FROM THE CAREERS ADVISERS AT COWLEY

- The courses and subjects you decide to study in Years 10 and 11 can affect what you do in the future, so choose your options with care.
- Find out which subjects you will need. If you have a course or a job in mind, check out the **ENTRY REQUIREMENTS**. These are not always as obvious as you might think, so check carefully.
- Some A level subjects cannot be taken unless you have achieved the required GCSE grade in those subjects. Other A level subjects don't require you to have taken them at GCSE. Find out more about this by asking your teachers or looking at the Sixth Form Prospectus.
- Taking a vocational course (such as a BTEC) doesn't mean that you are committing yourself to a particular form of future employment (just as taking History doesn't mean that you are going to become a historian). It simply means that you have chosen one subject which is more about the world of work than traditional subjects.
- Don't forget how important modern foreign languages will be for jobs in the future. You are just as likely (maybe even more likely) to travel abroad in your work if you are an engineer or scientist as you are if you work in the tourism industry!

It is never too early to start finding out about jobs and courses. If you can't find the information you need ask the Careers Advisors or use the Career Connect website [www.careerconnect.org.uk](http://www.careerconnect.org.uk).

# GCSE OPTIONAL COURSES

### COURSE DESCRIPTION:

This is a well-resourced, very high achieving department offering a wide range of opportunities to students of all abilities who are willing to learn, research and develop as art creators.

This course develops art skills in drawing, painting, photography, ICT, printing, research, sculpture, relief and textiles. Students will also gather evidence to learning to display in portfolios, sketchbooks or videos and an exhibition. Students may have the opportunity to visit local and national galleries and produce a portfolio of Photography work to complement their Artwork; we pride ourselves on how our students respond independently to projects relying primarily on their own experiences.

### ASSESSMENT:

The GCSE Art & Design course consists of 60% Portfolio and 40% response to an externally set project (taken at the end of the course) – this is dependent upon national guidelines\*.

There are four Assessment Objectives (abridged):

- Artist/Cultural research and influence, (research, inspiration and evaluation).
- Techniques, processes and idea development – experimentation with materials, styles and techniques
- Observational drawing and photography – methods of recording from personal experience.
- Final piece – conclusion of investigations through the production of one piece of informed work.

\*Unit 1: Portfolio (60%) is marked by teacher throughout the course and marks are assessed by the external examiners at the end of the course: One major + one minor project.

\*Unit 2: The externally set project consists of a specified preparation time and two 5 hr sessions in which to complete a Final Piece (AO4).

### SKILLS DEVELOPED:

Students will develop:

- Visual communication – looking, experiencing, interpreting, analyzing, recording and developing.
- Verbal communication – applying subject based terminology, evaluation, research and annotation
- Practical abilities– observational, recall and imaginative drawing, technical drawing, painting, 3D making, exhibition of work, photography, ICT image manipulation.
- Research and idea development – artist reference and influence and consideration of various multicultural social situations, faiths and histories.

### PROGRESSION ROUTES AT COWLEY:

A Level Art and Design or Photography. Students may express an interest in any Art Discipline and work in that manner dependent on choice of further education/career path.

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Architecture, photography, illustration, animation, interior design, theatre design and management, film and video production, product design, graphic design, fashion/textile design, jewelry design, industrial design, ceramics, graphic illustration/magazine layout, teaching – nursery, primary and secondary.

### COURSE DESCRIPTION:

This course gives students a general overview of the business world. To start with businesses in the real world are studied in terms their purposes, ownership structures, aims and objectives, stakeholders, location and planning decisions. The external influences on these businesses are also considered. Building a business, taking into account entrepreneurship, will then be considered in terms of how to grow a business and make marketing, operational, financial and human resource decisions. Through investigation and analysis of real business opportunities, students will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business expertise. The course provides a solid foundation in business which students can use as a springboard to further study in the subject area or as preparation for employment.

### ASSESSMENT:

- 100% examination – two external examinations at the end of the course.

### SKILLS DEVELOPED:

Written communication, oral communication, ICT skills, quantitative skills - calculation and interpretation, and analysis and evaluation skills.

### PROGRESSION ROUTES AT COWLEY:

Level 3 BTEC National Extended Certificate in Business

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Entrepreneur, accountant, bank manager, buyer, financial advisor, human resources officer, insurance broker, logistics coordinator, marketing executive, sales representative, store manager, retail assistant.

### COURSE DESCRIPTION:

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. The qualification 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.

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.

### ASSESSMENT:

- 2 hour written examination. 50% of total marks assessing technical principles, mathematics and science including new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties
- Coursework task duration 30-35 hours. 50% of total marks assessing a substantial design and make task

### SKILLS DEVELOPED:

Written communication, oral communication, technical principles, design and make project.

### PROGRESSION ROUTES AT COWLEY:

Engineering, Construction, Art and Design – Graphics/Fashion & Textiles

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Engineering, Construction, Graphics & Fashion

### COURSE DESCRIPTION:

Being able to communicate in another language can open doors most would not think imaginable!

Through studying a GCSE in FRENCH, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This course builds very closely on topics and skills developed in your current Key Stage 3 languages courses.

Topics include:

Theme 1: Identity and Culture - my family/new technology /free-time /customs & festivals in France

Theme 2: Local, national and global issues – my home & town/travel and tourism

Theme 3: School life and employment – my studies/my life at school/career ambitions and choices

### ASSESSMENT:

External examinations in listening and reading, writing and speaking.

### SKILLS DEVELOPED:

Verbal/written, communication in a foreign language, greater cultural understanding, use of technology.

### PROGRESSION ROUTES AT COWLEY:

AS/A Level French

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Banking, commerce, tourism, leisure, teaching, law, industry, engineering, media.

### COURSE DESCRIPTION:

Geography will give you an understanding of aspects of life in the local region, the UK, Europe and the World. It will help you to understand the world you live in and the cultures of other countries. Geography is regarded highly by employers and universities.

You will develop your geographical skills and an understanding of the world through a variety of topics. These may include: ice, coasts, changing climates, cities and development issues. There will be two fieldtrips to different environments throughout the course.

### ASSESSMENT:

Examination – 100% of the final grade. There will be three external examinations and all examinations are at the end of Year 11.

### SKILLS DEVELOPED:

Extended writing, ICT, map reading, collecting data, analysis of data, use of data, fieldwork, report writing

### PROGRESSION ROUTES AT COWLEY:

A Level Geography

Due to its physical and human elements it is considered as both a scientific and humanities subject at university.

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Advertising, banking, meteorology, architecture, law, sport and recreation, environmental health, tourism, volcanologist, conservation, engineering, town planning.

### COURSE DESCRIPTION:

Students will study history from different eras in the form of depth, period and thematic studies. These include:

#### **Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city**

Students will study how crimes against the person, property and authority have changed over the period, and will also consider how the use of punishments have changed over the time period, considering punishments as a deterrent and as a form of retribution. In the case study of Whitechapel, studies will study the local context of Whitechapel and the links between the environment and crime. They will investigate the organisation of policing in Whitechapel and developments in techniques of detective investigation and, of course, study the Jack the Ripper case.

#### **Early Elizabethan England, 1558–88**

This topic will study Elizabeth's government and her religious policies, covering the conflict with her cousin, Mary, Queen of Scots. Students will look at challenges to Elizabeth at home and abroad, including the Spanish Armada, and investigate Elizabethan society in the Age of Exploration, assessing to what extent it deserved its title of the Golden Age.

#### **The American West, c1835–c1895**

Students will study the early settlement of the West, investigating the Plains Indians: their beliefs and way of life. Students will also study the development of the plains, and the impact this had on the way of life for the Plains Indians, and will investigate conflicts and conquest, including the Battle of Little Bighorn, and Billy the Kid.

#### **The USA, 1954–75: conflict at home and abroad**

Students will study the development of the civil rights movement, 1954–60, including the Montgomery Bus Boycott, and Martin Luther King. They will study US involvement in the Vietnam War, along with reactions to, and the end of, US involvement in Vietnam, covering incidents like: My Lai Massacre and the Kent State University shootings.

### ASSESSMENT:

100% examination in Year 11. Students will sit three papers.

Paper 1 – 1 hour and 15 minutes

Paper 2 – 1 hour and 45 minutes

Paper 3 – 1 hour and 20 minutes

### SKILLS DEVELOPED:

- Recall, selection and organization of knowledge
- Use of historical sources
- Comprehensive, analysis and evaluation

### PROGRESSION ROUTES AT COWLEY:

- A Level History

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

- Entrance into occupations requiring analysis, interpretation and considering a range of views e.g. police force, retail, administration, journalism, personnel, advertising, law and archeology.



# COWLEY INTERNATIONAL COLLEGE

## GCSE PHYSICAL EDUCATION/BTEC SPORT

CONTACT:

MR GORDON

MR POTTER

### COURSE DESCRIPTION:

This is an opportunity for enthusiastic and keen Physical Education students to achieve an advanced qualification in PE. It could be either a GCSE or BTEC in Sport.

It is **only** suitable for students that have a keen interest in Physical Activity and Sport and have demonstrated this through representing school teams, local teams or attending at least one extra-curricular club every week.

Students will be assessed and placed onto the most suitable course for them on an individual basis (GCSE or BTEC Sport)

### ASSESSMENT:

GCSE PE - this course is based on 30% practical controlled assessments, 10% coursework and 60 % theory (2 x one hour examinations). The examinations will consist of multiple choice questions, short answer questions and extended writing questions.

BTEC Sport - this course is based on 25% external examination and 75% coursework.

### SKILLS DEVELOPED:

Coaching , fitness testing, dealing with injuries, sports psychology, performance analysis, techniques and tactics in a wide range of team and individual sports, anatomy and physiology, reasons and benefits of taking part in physical activity.

### PROGRESSION ROUTES AT COWLEY:

AS/A Level PE, BTEC National Sport, BTEC National Public Services

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

PE Teacher, sports coach, sports development officer, nutritionist, physiotherapist, sports journalist, outdoor adventure leader, sports marketing/event management, armed forces.

### COURSE DESCRIPTION:

If you enjoy thinking deeply, picking apart an argument and getting involved in debates then this is the course for you! GCSE RS is split into two key components- Philosophy and Ethics and World Religions

- **Philosophy and Ethics** is a way of thinking about the world, the universe, and society. It asks questions about human thought, nature, and the reality of the world around us. Topics we cover in Philosophy include:
  - What happens when we die?
  - Why does evil and suffering exist?
  - Can we prove or disprove the existence of God?
- **Ethics.** Ethics is the study of right and wrong. How do we know what the 'right' thing to do is in any given situation? Are there set moral rules which we should always follow, or does it depend on the situation? Topics we cover in Ethics include:
  - Why do people commit crimes?
  - Should the death penalty be re-introduced to the UK?
  - Is it acceptable to end the life of someone who is suffering?
  - Should abortion be allowed?
  - Can you be religious and rich?
  - Should everyone have the right to say what they believe, even if it causes offence?
- **World Religions.** In this section of the course, we examine the beliefs and teachings which underpin the major world faiths of Christianity in Islam. Topics covered include:
  - How was the world created?
  - Does God speak to humanity?
  - Should religions be allowed to preach to others?

### ASSESSMENT:

Written examinations in at the end of Year 11 which make up 100% of the total marks.

### SKILLS DEVELOPED:

This GCSE course is particularly highly regarded by employers, as it develops your ability to think critically and construct a well-developed argument. In today's workplace, employers are looking for people who understand a diverse range of world views.

### PROGRESSION ROUTES AT COWLEY:

This course is good preparation for any humanities A Level, but particularly subjects such as RS, Sociology, Psychology, English, History and Law.

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Medicine (e.g. Doctor, Nurse, Midwife etc.); Law; Social work; Police; Journalism; Teacher; Advertising; Childcare; Youth Work

# VOCATIONAL OPTIONAL COURSES

### COURSE DESCRIPTION:

Animal Care is a practical, vocational course consisting of four units of work that cover: Correct handling of animals, animal accommodation, animal behaviour and animal health. We will work with small animals e.g. rabbits, guinea pigs, tortoises, budgies, snakes, fish but also larger animals e.g. sheep, pigs.

### ASSESSMENT:

Coursework units are assessed in college and then externally moderated. There is also a short end of course examination. The course is equivalent to GCSE.

### SKILLS DEVELOPED:

You will learn to care for small and larger animals and monitor their behaviour and health.

### PROGRESSION ROUTES:

Animal Care Level 3

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Veterinary Nurse, RSPCA, Dog Handler, Grooming Services, Animal Care Assistant (kennels, catteries, rescue centres, shelters), Zookeeper

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### COURSE DESCRIPTION:

The First Award in Children's Play, Learning and Development is for those students who have a general interest in children.

The course is divided into three units based on the development of babies and children.

Students can gain some aspects of hands on experience by taking part in practical activities at college. Guest speakers are arranged to visit the college throughout the course.

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### ASSESSMENT:

Two of the units are assessed based on coursework which is assessed internally and then looked at externally by the exam board. The remaining unit is externally examined.

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### SKILLS DEVELOPED:

Research, communication (both written and spoken), ICT, knowledge of child development, jobs in the care sector, placement experience working with children.

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### PROGRESSION ROUTES AT COWLEY:

The Level 3 CACHE Level 3 Award in Child Development and Care (equivalent to 1 A-Level)

CACHE Level 3 Awards in Health and Social Care (equivalent of 1 A Level)

CACHE Nursing Cadetship

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### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Paediatric nurse, Nursery nurse, play worker, play specialist, Early Years teacher.

# COWLEY INTERNATIONAL COLLEGE

## WJEC CONSTRUCTION

CONTACT: MR BATE AND  
MR MIDDLETON

### COURSE DESCRIPTION:

WJEC Construction is a practical, vocational course consisting of three units of work that cover: Construction trades (carpentry, electrics, decorating, and tiling), Working safely and Creating design specifications for clients.

### ASSESSMENT:

All units are assessed in college and then externally moderated.

Students will be assessed on their practical skills through full-scale practical assignments.

There are two external examinations set by the exam board, Health and Safety and Planning Construction Projects.

### SKILLS DEVELOPED:

You will learn to use various construction techniques such as joinery, electrics, tiling and decorating.

### PROGRESSION ROUTES:

Construction Level 3

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Jobs such as in joiner, decorator, carpenter, electrician.

# COWLEY INTERNATIONAL COLLEGE

## WJEC ENGINEERING

CONTACT:

MR BATE

MISS HARVEY

### COURSE DESCRIPTION:

WJEC Engineering is a vocational course consisting of units of work that cover:

- Emphasis on using tools and machinery to produce functioning product
- Students will also learn to produce and manufacture from drawings
- Producing engineering products using variety of Engineering equipment and materials
- The ability to solve problems;
- The skills of project based research, development and presentation;
- The fundamental ability to work alongside other professionals, in a professional environment;
- The ability to apply learning in vocational context through Design and Manufacture
- Learning to analyse engineered products in order to propose design solutions to meet requirements

### ASSESSMENT:

All units are assessed in college and then externally moderated.

There is an external Exam relating to Solving Engineering Problems

### SKILLS DEVELOPED:

You will learn to use a wide range of tools, machinery and equipment. This is done through high quality practical projects and written assignments.

### PROGRESSION ROUTES AT COWLEY:

BTEC Level 3 Engineering

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Manufacturing and industry e.g. production worker, quality control inspector, craft machinists and machine operator. Engineer e.g. mechanical, chemical, electronics, and civil engineering.

### COURSE DESCRIPTION:

Btec Textiles is an interesting and appealing course, which includes many elements of fashion and textiles. This course provides opportunities to produce fashion/textile products which are unique and creative. It gives you the chance to develop practical skills and the confidence to complete design and make tasks relevant to today's environment.

### ASSESSMENT: THE COURSE CONSISTS OF FOUR UNITS THAT WILL COVER –

Units are internally and externally assessed

**Introduction to Specialist pathways** – You will learn about the specialist materials, techniques and processes of these particular specialist pathways. You will explore, experiment with and learn how to use specialist materials and techniques relevant to your brief.

**Creative project** - You will develop creative ideas, skills and intentions in response to a project brief and produce final outcomes that meet the requirements of the brief.

### **Specialist units: Communicating Ideas in 2D and Communicating Ideas in 3D –**

Unit 3 - You will experiment with a range of 2D mark-making activities that include drawing, painting and other disciplines. You will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D visual language, learn to generate and develop visual communication ideas successfully. You will explore and investigate the methods and approaches used by artists and designers to find out how they work with 2D ideas to meet the requirements and constraints of a brief. Communicate ideas using 2D knowledge and skills in response to a brief.

Unit 4 - You will have opportunities for 3D designing and making. You will experiment and develop techniques in modelling, constructing, joining and moulding. Through vocational briefs you will be able to apply your learning in a personal and creative way. In this unit you will explore 3D visual language and working practices. Investigate how artists, craftspeople and designers communicate in 3D. Communicate ideas using 3D knowledge and skills in response to a brief.

### SKILLS DEVELOPED:

Design sketchbook production, teamwork, creative and decorative textile techniques, developing creative ideas, skills and products in response to a project brief.

### PROGRESSION ROUTES AT COWLEY:

BTEC Level 3 Art and Design Fashion & Textiles

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Fashion designer, textile designer, costume designer, fashion buyer, quality control – fashion industry.



### COURSE DESCRIPTION:

BTEC Graphics is a vocational qualification introducing students to the techniques graphic designers use to create dynamic and innovative work. This course provides opportunities to be unique and creative and will give students the chance to develop their design and practical skills.

### ASSESSMENT: THE COURSE CONSISTS OF FOUR UNITS THAT WILL COVER –

**Core Unit - Introduction to Specialist pathways (Internally assessed)** – You will learn about the specialist materials, techniques and processes of these particular specialist pathways. You will explore, experiment with and learn how to use specialist materials and techniques relevant to your brief.

**Core Unit - Creative project in Art and Design (Externally assessed and set by exam board)** - You will develop creative ideas, skills and intentions in response to a project brief and produce final outcomes.

### **Two Specialist units: Communicating Ideas in 2D and Communicating Ideas in 3D –**

**Unit 3** - You will experiment with a range of 2D mark-making activities that include drawing, painting and other disciplines. You will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D visual language, learn to generate and develop visual communication ideas successfully. You will explore and investigate the methods and approaches used by artists and designers to find out how they work with 2D ideas to meet the requirements and constraints of a brief. Communicate ideas using 2D knowledge and skills in response to a brief.

**Unit 4** - This unit gives you exciting opportunities for 3D designing and making. You will experiment and develop techniques in modelling, constructing, joining and moulding. Through vocational briefs, you will be able to apply your learning in a personal and creative way. In this unit, you will explore 3D visual language and working practices. Investigate how artists, craftspeople and designers communicate in 3D. Communicate ideas using 3D knowledge and skills in response to a brief.

### SKILLS DEVELOPED:

Developing creative ideas and skills in response to a project brief. Communicating ideas using 2D and 3D techniques and model making. Using specialist materials, techniques, equipment and processes. Recording and researching within specialist pathways.

### PROGRESSION ROUTES AT COWLEY:

BTEC Art and Design Graphics Level 3.

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Graphic designer, product designer, production manager, interior / exhibition designer.

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### COURSE DESCRIPTION:

This is a practical, work related course based on realistic workplace situations and activities. Students will study three mandatory units, which include units such as developing human lifespan development, Care values and promoting health & wellbeing.

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### ASSESSMENT:

The majority of work is based on coursework which will be produced as PowerPoint presentations, presentations, posters and role plays. One unit will be externally tested and could take the form of a project or written task.

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### SKILLS DEVELOPED:

Research, communication (both written and spoken), ICT, knowledge of health, jobs in the care sector.

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### PROGRESSION ROUTES AT COWLEY:

CACHE Level 3 Subsidiary Diploma in Health and Social Care (equivalent of 1 A Level)

CACHE Nursing Cadetship (equivalent to 3 A levels)

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### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Nursing, radiographer, occupational therapist, practitioner nurse, paramedic, social worker, dietician, operating theatre technician, play specialist, play worker.

### COURSE DESCRIPTION:

This is a vocational course, designed for learners with an interest in food, catering, and the hospitality sector. Students are assessed through practical as well as written work so there is a key focus on cookery and developing a high level of skill within the kitchen. Students cover a range of interesting theory topics including: The hospitality industry, Hygiene, health and kitchen safety and Nutrition and healthy eating.

The course is made up of 2 units; one of which is examined at the end of Year 10. The second is a coursework project conducted in Y11. Pupils will have the opportunity to cook and prepare dishes in response to a brief whilst producing evidence of their practical accomplishments.

Successful students will achieve WJEC level 2 award in Hospitality and Catering. This is the equivalent to a single GCSE.

### ASSESSMENT:

60% of the course is assessed internally through a coursework project submitted in Year 11.

40% is assessed externally through an online examination, which takes place at the end of Year 10.

### SKILLS DEVELOPED:

Practical skills developed through food preparation, cooking and finishing dishes, independent research, ICT and literacy skills, work related/ vocational skills for example using initiative, organisation, timekeeping and communication skills.

### PROGRESSION ROUTES AT COWLEY:

Level 3 courses in: Food Science and Nutrition

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

This course provides students with essential life skills whilst also preparing them to work in sectors such as catering, hospitality, environmental health, nutrition and dietetics.

### COURSE DESCRIPTION:

This RSL Music Course allows you to develop your interest and skills in the area of Music Performance. You will complete three units. You will learn to play an instrument OR sing.

#### **Unit 1 – Instrumental study (Internally assessed) (30%)**

You will gain an ability to identify clear targets and construct a personal practice plan to explore and develop your personal instrumental skills and demonstrate a clear understanding of the health and safety and maintenance of your chosen instrument of study. You will develop skills on a musical instrument or voice and present various performances as part of a band.

#### **Unit 2 - Developing Musical Knowledge (Internally assessed) (30%)**

You will study musical styles and the various distinctive traits that comprise them. You will also build a wider contextual and theoretical knowledge of contemporary music.

#### **Unit 3 – Live Music Performance (externally assessed) (40%)**

Working as a group you will decide on a theme for a music performance event, plan, prepare and develop this event, which will result in a final performance.

### ASSESSMENT:

Units 1 and 2 are assessed by your teacher and verified both internally and externally. Component 3 is externally assessed. Written work is kept to the minimum to mirror 'conservatoire training and assessments of performances, rehearsals and practice sessions make up your assessment portfolios. There is no final written examination (in sports hall) or online test.

### SKILLS DEVELOPED:

- Ability to play an instrument or sing either solo or as part of a group.
- Develop technical skills and maintenance of your chosen instrument.
- How to plan , rehearse and perform in a music event
- You will also develop confidence, presentation, organisational and creative skills.
- To evaluate and analyse your own practice work.

### PROGRESSION ROUTES AT COWLEY:

BTEC Level 3 Subsidiary Diploma in Professional Music practice

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Musician, DJ, composer, Producer, media, TV, sound recording, journalism, arts administration, education (teacher)..

The skills developed in Music also benefit members of other professions such as teachers, lawyers and managers who regularly have to demonstrate confidence and creativity when speaking in front of others, giving presentations or solving problems.

### COURSE DESCRIPTION:

The course allows you to develop your interest and skills as an actor/singer (or you can choose one pathway if you prefer). You will learn how to present performances that are realistic and convincing.

You will explore and develop a range of core technical and stylistic acting/singing/movement skills by taking part in a range of workshops, masterclasses and performances.

#### **You will complete 2 assessed units**

##### **Unit 1 –Performing text (internal assessment) (50%)**

Through a range explorational tasks you will:

1. Understand how to interpret and analyse text in modern and classic dramatic writing.
2. Perform dialogue from both contemporary and Shakespearian texts in front of a public audience in the Emerald Theatre.

##### **Unit 2 – Final Performance (external assessment) (50%)**

Students will work within small groups to create a musical theatre/acting performance based on a set scenario from the exam board.

### ASSESSMENT:

Unit 1 is assessed by your teacher and verified both internally and externally. Unit 2 is externally assessed. Written work is kept to the minimum to mirror 'drama school training, and assessments of performances, rehearsals and practice sessions make up your assessment portfolio. **There is no final written examination or online test.**

### SKILLS DEVELOPED:

- Ability to perform as an actor in a convincing and believable way for theatre, TV and film.
- To implement theatre practitioner skills and techniques.
- Understanding of how to develop voice, movement and characterisation skills
- How to plan, rehearse and perform in a Musical theatre event within a team.
- You will also develop confidence, presentation, organisational and creative skills.

### PROGRESSION ROUTES AT COWLEY:

BTEC Level 3 Foundation Diploma in Musical Theatre/Acting/Dance

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Actor, dancer, vocalist, media, TV, Film, journalism, arts administration, education, Theatre in Education, scriptwriting, teaching, coaching, directing .

The skills developed in acting/dance/singing also benefit members of other professions such as teachers, lawyers and managers who regularly have to demonstrate confidence and creativity when speaking in front of others, giving presentations or solving problems.

### COURSE DESCRIPTION:

A BTEC First in Travel and Tourism will provide students with in depth knowledge of how all the components of the travel industry work together to supply tourism experiences for every need. Students will learn how to deal with customers and solve problems, as well as studying the appeal of two European destinations in detail. This is an ideal starting point for anyone interested in travelling the world and experiencing different cultures via tourism.

Units include:

- The UK travel and tourism industry
- UK Travel and Tourism Destinations
- International Travel and Tourism Destinations
- The Travel and Tourism Customer Experience

Visits to will be used to enrich the course and provide vocational insight.

### ASSESSMENT:

This course is based on 25% external examination (written test) and 75% coursework

### SKILLS DEVELOPED:

Customer service, regional and local geographical knowledge, development of promotional materials, empathy, exploring current issues, planning and carrying out research, ICT and presentation skills.

### PROGRESSION ROUTES AT COWLEY:

BTEC National in Travel and Tourism.

### POSSIBLE CAREERS RELATED TO THIS SUBJECT:

Cabin crew, holiday representatives, travel agents, human resources manager, pilot, tour operator, events manager.

# CHECKLIST

## MAKING YOUR DECISIONS

Use this 8 point checklist - tick the box when you have done each of the following:

I have read this course booklet carefully.

I have asked my subject teachers/course contact\* to fully explain what I will do in Year 10 and 11.

I have discussed, with my subject teacher/course contact\*, how much coursework and how many examinations I must complete.

I have talked to my Head of Achievement and/or Form Tutor for advice and suggestions.

I have discussed my interests and choices with parents / carers.

I have talked to the Careers Advisers/researched some careers online using [www.careerconnect.org.uk](http://www.careerconnect.org.uk) (or other careers websites)

I have researched information about my progression route.

I have chosen subjects that I feel that I would enjoy and am likely to be successful in.

\* The course contact can be found on each course page in the options booklet.



# COWLEY

INTERNATIONAL COLLEGE

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