

AMBITIOUS - BRAVE - KIND

2025 - 2027 COHORT

YEAR 9

# CURRICULUM PATHWAYS

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A GUIDE TO YOUR PATHWAY



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## INTRODUCTION TO

# CURRICULUM PATHWAYS

## Pathways

At Landau Forte Academy Amington our curriculum pathways are uniquely designed for each student in order to offer both choice and success. Each student will be offered a combination of GCSEs which is designed to support their transition into Post-16 education and beyond, or employment with training.

## Choices

Each student will have a core curriculum of subjects they must take, as well as a series of options subjects they will choose. This is outlined as follows:

Core Curriculum		
English Language	Science (Triple Science or combined science – depending on pathway)	Core PE
English Literature	Mathematics	Moral Studies
Option Choices		
<ul style="list-style-type: none"><li>You will be expected to take four further subjects. (Triple science students are expected to take three further subjects as Triple science takes the place of one further subject)</li></ul>		

## Order of preference

While we make every effort to ensure that students study the course they opt for, we are constrained by timetable construction, staffing and group sizes. With this in mind we ask that you list subjects in order of preference.





# WHAT QUALIFICATIONS DO WE OFFER?

At Amington, our students have access to a broad range of subjects and qualifications. We work with the nation's leading exam boards to ensure they receive the best possible opportunities. Students starting KS4 can expect to study for GCSEs, BTECs, and EDUQAS qualifications.

## What are GCSEs?

GCSE stands for General Certificate of Secondary Education. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade you get.

NQF level	Examples of qualifications	What they give you
Level 1	<ul style="list-style-type: none"> <li>GCSEs grades 1-3 (D-G)</li> <li>BTEC Level 1</li> <li>EDUQAS Vocational Award Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge and skills</li> <li>Ability to apply learning with guidance or supervision</li> <li>May be linked to job competence</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>GCSEs grades 4-9 (A*-C)</li> <li>BTEC Level 2</li> <li>EDUQAS Vocational Award Level 2</li> </ul>	<ul style="list-style-type: none"> <li>Good knowledge and understanding of a subject</li> <li>Ability to perform variety of tasks with some guidance or supervision</li> <li>Appropriate for many job roles</li> </ul>

## What are BTEC and EDUQAS Vocational Awards?

BTEC and EDUQAS Vocational Awards are particular types of vocational qualifications. These courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. These qualifications offer a mix of theory and practice.



# CORE CURRICULUM

# ENGLISH

# LANGUAGE

**Examination Board:**  
AQA

**Qualification No.:**  
601/4292/3

**Curriculum Lead**  
**Email (for course enquiries):**

ABUTTERY@lfata.org.uk



## Possible Careers:

English is a key skill needed for all aspects of your adult life. For many of our students, the study of English Language also becomes a lifelong passion.

Successful study of English at GCSE level builds a strong foundation for A level and university study. An English degree can lead to careers in: journalism, publishing, teaching, sales and marketing, broadcast media, television, and many more.

The study of English also nurtures a range of transferable skills which aid your studies of other subjects.

## About the Course

The English Language course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The English Language course offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimuli for writing tasks, providing students with a clear route through each paper.

**Students will sit 2 papers for English Language:**

**Paper 1: Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers - worth 50% of the final qualification.**

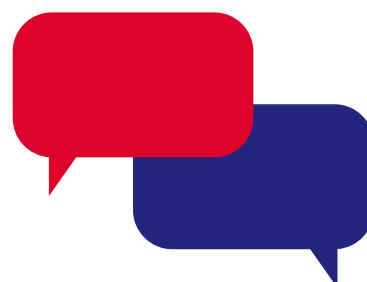
**Paper 2: Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time - worth 50% of the final qualification.**

**Students are also required to undertake a Spoken Language Assessment where they are asked to deliver a formal presentation about a topic of their choice. This is required by the exam boards to be graded, recorded and a sample sent to AQA. All students are required to partake.**

## How will it be assessed?

Under the new GCSE Curriculum - both the English Literature and English Language course will be assessed via 100% external examination.

Please note the Spoken Language Assessment (Component 3) is assessed by the observing staff member and awarded Pass, Merit or Distinction, then verified by the exam board.



# CORE CURRICULUM

# ENGLISH

# LITERATURE

## About the Course

The English Literature course takes a skills-based approach to the study of English literature that is consistent across the genres through the study of a series of set texts.

In studying the set texts students should have the opportunity to develop the following skills:

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.
- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.
- accurate Standard English: accurate spelling, punctuation and grammar.

Our set texts for English Literature are:

- 'An Inspector Calls' by JB Priestley
- 'A Christmas Carol' by Charles Dickens
- The 'Power and Conflict' poems from the AQA Anthology
- 'Macbeth' by William Shakespeare

Students should, where possible, bring their own copies of texts to lessons to make personal annotations and to aid revision – they will be provided with an AQA Anthology for this purpose.

**Students will sit 2 papers for English Literature:**

**Paper 1: Shakespeare and the 19th-century novel - worth 40% of the final qualification**

**Paper 2: Modern texts and poetry - worth 60% of the final qualification**

## How will it be assessed?

Under the new GCSE Curriculum - both the English Literature and English Language course will be assessed via 100% external examination.

**Examination Board:**  
AQA

**Qualification No.:**  
601/4447/6

**Curriculum Lead  
Email (for course  
enquiries):**

ABUTTERY@lfata.org.uk



## Possible Careers:

English is a key skill needed for all aspects of your adult life. For many of our students, the study of English Language also becomes a lifelong passion.

Successful study of English at GCSE level builds a strong foundation for A level and university study. An English degree can lead to careers in: journalism, publishing, teaching, sales and marketing, broadcast media, television, and many more.

The study of English also nurtures a range of transferable skills which aid your studies of other subjects.

# CORE CURRICULUM MATHEMATICS

## About the Course

GCSE Mathematics will provide students with the opportunity to gain a wide range of mathematical and problem solving skills that are required across their education and in future employment. The mathematical techniques covered in the course support the development of the mathematical ideas of Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning and a Productive Disposition.

## Programme of Study

The GCSE is grouped into topic areas covering:

- Number
- Algebra
- Geometry & Measures
- Ratio, Proportion and Rates of Change
- Probability
- Statistics

## How will it be assessed?

This course is linear and is assessed through written examination.

GCSE Mathematics has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). Decisions about student entry level will be made throughout the course based on trial examinations and in-class assessment.

Students will sit 3 papers at the end of the course:

Paper 1: Non-calculator	Paper 2: Calculator	Paper 3: Calculator
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes
80 marks	80 marks	80 marks
33⅓% of the GCSE Mathematics assessment	33⅓% of the GCSE Mathematics assessment	33⅓% of the GCSE Mathematics assessment
<i>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</i>		

Note: Students will need to purchase a scientific calculator for the course, the current model of calculator we will be using in school is the Casio FX-83GTCW.



Examination Board:  
Edexcel

Qualification No.:  
601/4700/3

Curriculum Lead  
Email (for course  
enquiries):

RBREEZE@ifata.org.uk



## Possible Careers:

- Management Consultant
- Geophysicist
- Software Developer
- Medical Physicist
- Logistics
- Computer Games Programmers
- Civil Engineer
- Research Scientist
- Quality Control Technology Reporter

# CORE CURRICULUM

# COMBINED

# SCIENCE

## About the Course

Students will have the opportunity to take examinations in GCSE Combined Science. They will have a programme of study that will enable them to access Biology, Chemistry and Physics, and will take 6 exams (2 in each field). This leads to two GCSE qualifications.

## Programme of Study

Students will study all three sciences in sessions. Students will also cover 6 core practical experiments.

GCSE Biology	GCSE Chemistry	GCSE Physics
<p>Biology</p> <p>Paper 1 - 1 hour 15 min paper</p> <p>Cell biology</p> <p>Organisation</p> <p>Infection and response</p> <p>Bioenergetics</p>	<p>Chemistry</p> <p>Paper 1 - 1 hour 15 min paper</p> <p>Atomic structure and the periodic table</p> <p>Bonding, structure, and the properties of matter</p> <p>Quantitative chemistry</p> <p>Chemical changes</p> <p>Energy changes</p>	<p>Physics</p> <p>Paper 1 - 1 hour 15 min paper</p> <p>Energy</p> <p>Electricity</p> <p>Particle model of matter</p> <p>Atomic structure</p>
<p>Biology</p> <p>Paper 2 - 1 hour 15 min paper</p> <p>Homeostasis and response</p> <p>Inheritance, variation and evolution</p> <p>Ecology</p>	<p>Chemistry</p> <p>Paper 2 - 1 hour 15 min paper</p> <p>The rate and extent of chemical change</p> <p>Organic chemistry</p> <p>Chemical analysis</p> <p>Chemistry of the atmosphere</p> <p>Using resources</p>	<p>Physics</p> <p>Paper 2 - 1 hour 15 min paper</p> <p>Forces</p> <p>Waves</p> <p>Magnetism and electromagnetism</p>

## How will it be assessed?

Through formal examinations at the end of the course. Understanding of the practical work carried out during the period of the course will also be tested in these examinations. There is no longer a coursework element in GCSE Science.

**Examination Board:**  
AQA

**Qualification No.:**  
601/8758/X

**Curriculum Lead**  
**Email (for course enquiries):**

JHARDING@lfata.org.uk



## Possible Careers:

- Doctor
- Surgeon
- Vet
- Dentist
- Nurse
- Midwife
- Physiotherapist
- Sports Scientist
- Forensic Scientist
- Engineer
- Research Scientist
- Armed Forces
- Astrophysicist
- Analytical Chemist
- Development Chemist



# CORE CURRICULUM

# TRIPLE

# SCIENCE

Examination Board:  
AQA

Qualification No.:  
601/8751/7

Curriculum Lead  
Email (for course enquiries):

JHARDING@lfata.org.uk



## Possible Careers:

- Doctor
- Surgeon
- Vet
- Dentist
- Nurse
- Midwife
- Physiotherapist
- Sports Scientist
- Forensic Scientist
- Engineer
- Research Scientist
- Armed Forces
- Astrophysicist
- Analytical Chemist
- Development Chemist

## About the Course

This is a two year course that converts the combined science into Triple Science. Students will have a programme of study that will enable them to access three full GCSEs in Biology, Chemistry and Physics. **This is only for students taking Triple science, this is clearly indicated on the students' individual pathways form.**

## Programme of Study

Students will study all three sciences in sessions and will take up to 6 examinations covering Biology, Chemistry and Physics. Students will also cover 8 core practical science experiments

GCSE Biology	GCSE Chemistry	GCSE Physics
<p>Biology</p> <p>Paper 1 - 1 hour 45 min paper</p> <p>Cell biology</p> <p>Organisation</p> <p>Infection and response</p> <p>Bioenergetics</p>	<p>Chemistry</p> <p>Paper 1 - 1 hour 45 min paper</p> <p>Atomic structure and the periodic table</p> <p>Bonding, structure, and the properties of matter</p> <p>Quantitative chemistry</p> <p>Chemical changes</p> <p>Energy changes</p>	<p>Physics</p> <p>Paper 1 - 1 hour 45 min paper</p> <p>Energy</p> <p>Electricity</p> <p>Particle model of matter</p> <p>Atomic structure</p>
<p>Biology</p> <p>Paper 2 - 1 hour 45 min paper</p> <p>Homeostasis and response</p> <p>Inheritance, variation and evolution</p> <p>Ecology</p>	<p>Chemistry</p> <p>Paper 2 - 1 hour 45 min paper</p> <p>The rate and extent of chemical change</p> <p>Organic chemistry</p> <p>Chemical analysis</p> <p>Chemistry of the atmosphere</p> <p>Using resources</p>	<p>Physics</p> <p>Paper 2 - 1 hour 45 min paper</p> <p>Forces</p> <p>Waves</p> <p>Magnetism and electromagnetism</p> <p>Space Physics</p>

## How will it be assessed?

Through formal examinations at the end of the course. Understanding of the practical work carried out during the period of the course will also be tested in these examinations. There is no longer a course work element in GCSE Science.

# OPTIONS CURRICULUM

In addition to your child's core curriculum of English Language and Literature, Mathematics, Combined or Triple Science, Moral Studies and Core PE, your child has the chance to study further option subjects in a range of appropriate qualifications.

## Options Pot 1 - Geography / History

Students with Parent/Carers are to indicate, in order of preference, the following subjects. Please place the numbers 1 and 2 in the order of preference column, using 1 as the subject you would most like to study and 2 as being the subject you would least like to study.

We will use this information to select **one subject** to study using the order of preference as guidance.

<u>Subject</u>	<u>Order of preference</u>
GCSE GEOGRAPHY	
GCSE HISTORY	

## Options Pot 2 - GCSE / Vocational Options

Students with Parent/Carers are to indicate, in order of preference, the following subjects. Please place the numbers 1 to 17 in the order of preference column, **using 1 as the subject you would most like to study all the way to using 16 as being the subject you would least like to study.** We will use this information to select three subjects to study using the order of preference as guidance.

Students will only be allowed to study one vocational subject (*BTEC / EDUQAS*).

<u>Subject</u>	<u>Order of preference</u>
GCSE ART & DESIGN	
GCSE BUSINESS STUDIES	
GCSE COMPUTER SCIENCE	
GCSE DRAMA	
GCSE PHOTOGRAPHY	
GCSE PRODUCT DESIGN	
GCSE RELIGIOUS STUDIES	
GCSE SPANISH	
GCSE TEXTILE DESIGN	
BTEC TECH AWARD LEVEL 1/2 CONSTRUCTION AND THE BUILT ENVIRONMENT	
BTEC TECH AWARD LEVEL 1/2 DIGITAL INFORMATION TECHNOLOGY	
BTEC TECH AWARD LEVEL 1/2 TECH AWARD IN MUSIC PRACTICE	
BTEC TECH AWARD LEVEL 1/2 IN PERFORMING ARTS: DANCE	
BTEC TECH AWARD LEVEL 1/2 TRAVEL AND TOURISM	
EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN HEALTH AND SOCIAL CARE	
EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING	
EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN SPORT AND COACHING PRINCIPLES	

# OPTIONS CURRICULUM

The following pages outline the subjects available at Amington for the 2025–2027 KS4 curriculum.

Use the details and information provided about each qualification to make informed decisions when selecting your options.



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# OPTIONS CURRICULUM

# GCSE GEOGRAPHY

## About the Course

The GCSE Geography aims to provide an innovative course, encompassing relevant and modern Geography, fit for the 21st century.

Students will gain the skills to appreciate the importance of Geography for understanding the world around them. It supports the learning of geographical concepts, encourages candidates to think geographically and develops their responsibilities as global citizens, to enable them to contribute to a future that is sustainable and inclusive.

## Programme of Study

This GCSE has 3 units of study.

### Unit 1: Our Natural World (35% External Examination)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork (Trip)

### Unit 2: - People and Society (35% External Examination)

- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Resilience
- Fieldwork (Trip)

### Unit 3: Geographical Investigation (30%)

- Geographical Skills
- Decision Making

## How will it be assessed?

Students are required to complete two compulsory pieces of fieldwork. There may be a small charge to parents for these external visits to cover transport costs. There will be 2 paper examinations at the end of Year 11.

## Who is this course aimed at?

This course is aimed at students who are interested in Geography and who may wish to expand these skills to an advanced level at Post 16. It is suitable for academic students who enjoy discovering geographical issues in today's fast changing and diverse world.

**Examination Board:**  
OCR

**Qualification No.:**  
601/8224/6

**Curriculum Lead  
Email (for course  
enquiries):**

CFOX@lfata.org.uk



## Possible Careers:

- Tourism officer
- Transport planner
- Cartographer
- Commercial / residential surveyor
- Environmental consultant
- Geographical information systems officer
- Planning and development surveyor
- Logistics and distribution.



# OPTIONS CURRICULUM

# GCSE

# HISTORY

**Examination Board:**  
Edexcel

**Qualification No.:**  
601/8092/4

**Curriculum Lead**  
**Email (for course enquiries):**

EFAULKNER@ifata.org.uk



## Possible Careers:

- Journalism
- Legal Professions
- Teaching
- Business
- Academia (further study in Economics, Politics etc.)
- Marketing
- Government
- Public Services: e.g. Police
- Law or Medicine

## About the Course

History aims to create independent individuals who question the; who, what, when, where and why of things. History encourages students to develop invaluable life and academic skills. It enthuses students and gives them a better understanding of the world in which they live in today.

Some people consider the idea that "Those who do not learn from the past are doomed to repeat it" an important reason for studying History- that we can learn lessons and make progress from things that have happened in the past.

History encourages you to explain your ideas and provide evidence for saying what you do. If you've ever asked "How do we know this happened?" then you already understand the importance of finding and giving evidence. This ties in with subjects such as English and will help develop your explanation and literacy skills in general.

## Programme of Study

Students will sit three exams at the end of their course.

### **Paper 1: 30%**

Medicine through Time 1250c-present' is the story of how, from 1250 to the present day, improvements in science and its place in British society led to changes in healthcare.

### **Paper 2: 20%**

The 'Superpower relations' study is the story of changing tensions between the USA and the Soviet Union that were created by ideological and military confrontation and played out during the Cold War.

### **Paper 2: 20%**

The 'Anglo-Saxon and Norman Britain' study is the story of how the death of the weak king, Edward the Confessor, led to the foreigner William conquering Britain by defeating Harold at Hastings and it is the story of the methods he used to establish Norman control.

### **Paper 3: 30%**

The 'Nazi Germany' study is the story of how, between the First World War and the Second World War, a democratic Germany became a one-party dictatorship led by Adolph Hitler.

## Who is this course aimed at?

This course is aimed at students who are interested in History and enjoy discovering how and why events happen and their impact, both historically and in relation to the modern world. GCSE History is a well-respected course by colleges, employers and universities. History helps to develop many skills which employers value such as independent learning, literacy skills, debating, evaluation and analysis.

# OPTIONS CURRICULUM

# GCSE ART & DESIGN

## About the Course

GCSE Art and Design is a visually exciting course that allows students to explore their creativity. Students will develop a coursework portfolio, enhancing their drawing and photography skills while exploring themes such as close ups, nature, food and identity. Students will experiment with a range of artistic materials and learn interesting new techniques using paint, printmaking, sculpture, ceramics, constructed textiles and mixed media work. While, exploring the techniques and style of artists and crafts people. As the course progresses, students will be given more freedom in their work to develop personal responses that interest them. Students will develop ideas through investigations to create a final outcome influenced by the work of artists.

## Programme of Study

**The GCSE (9–1) has TWO components.**

**Component 1:** September 2025— January 2027

Coursework Portfolio (01) makes up 60% of the overall assessment comprising of one project of practical based work. Students will explore a chosen theme within their coursework portfolio and are supported throughout with tutorials, design briefs and demonstrations. The course covers four assessment objectives:

- Developing ideas and inspiration including learning about the work of artists and crafts people.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Observing and recording through drawing, photography and note taking.
- Presenting a personal response to a project theme showing independent working skills and ideas and making connections with artists.

**Within the programme of study, regular extension sessions are run at lunchtimes and after school to support students with their work. Sessions are well attended, and students enjoy using the department outside of learning sessions.**

**Component 2:** January 2027 – May 2027

Externally Set Task (02) is the remaining 40% of the total GCSE.

- Students will be given a choice of five starting points set by the examination board. They will produce both practical work, research and design ideas prior to the examination.
- Their teacher will carefully guide students through the examination period to ensure they are suitably prepared for the examination session.
- There is no written paper for this examination, instead students will produce a final outcome or outcomes to their starting point in exam conditions.
- Students are assessed with the same four assessment objectives as component 1.

## Who is this course aimed at?

Students who have a passion for creativity, drawing, photography, painting and making. Those who enjoy practical based work and enjoy experimenting with techniques and processes in a wide variety of artistic materials.

Students who respond favourably to dominant coursework-based subjects. Those interested in further education and careers in the creative industries.

**Examination Board:**  
OCR

**Qualification No.:**  
601/8086/9

**Curriculum Lead  
Email (for course  
enquiries):**

HFORBES@lfata.org.uk



## Possible Careers:

- Artist
- Art Director
- Set Designer
- Costume Designer
- Illustrator
- Art Therapist
- Curator
- Gallery Worker
- Photographer
- Muralist
- Tattooist
- Games Designer
- Fashion Designer
- Visual Merchandiser
- Interior Designer
- Graphic Designer
- Animator
- Cartoonist

# OPTIONS CURRICULUM

# GCSE

# BUSINESS STUDIES

**Examination Board:**  
OCR

**Qualification No.:**  
603/0295/1

**Curriculum Lead**  
**Email (for course enquiries):**

ZSHAH@lfata.org.uk



## Possible Careers:

GCSE Business Studies will provide a gateway to many different subjects at A-Level and can give students a footing when thinking of potential career choices. Business is a particularly popular subject at Post 16. It could lead to careers in Business Management, Marketing, Operations and Logistics, Human Resource Management, Accounting or other finance-based pathways.

## About the Course

This is a two-year course, which aims to engage pupils with the ever-changing business world of today. This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage students to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

The course will enable pupils to:

- Understand key business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply their knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate financial acumen, and draw on evidence to make informed business decisions and solve business problems

## Programme of Study

The GCSE has two themes of study

### ·Business Paper 1:

Business Activity, Marketing, People

### ·Business Paper 2:

Business Operations, Finance, Influences on Business

## How will it be assessed?

The course is 100% written examination. The written exams will be externally assessed at the end of the course. Both units of study are 90-minute written exam papers worth 80 marks each.

## Who is this course aimed at?

This course is aimed at academic students who are interested in business and entrepreneurial skills. It aims to connect theory and practice so that students are able to apply their knowledge to real organisations. It will aid pupils in making informed and balanced decisions about their own working lives. Students must enjoy learning the theory behind how businesses operate.

# OPTIONS CURRICULUM

# GCSE COMPUTER SCIENCE

## About the Course

This course in Computer Science will encourage students to:

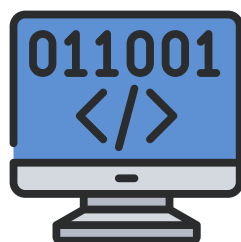
- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing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

## How will it be assessed?

Two written papers, 80 marks each and worth 50% of the grade.  
1 hour and 30 minutes per paper.

## Who is this course aimed at?

This course is aimed at academic students who wish to develop computational thinking skills built on a sound base of conceptual learning and understanding. The course is ideal for students who have a genuine interest in command line computer programming and have strong mathematical understanding, at least at a grade 6.



Computer science is also useful to support work across a vast number of alternative sectors such as: Medicine, Engineering, Finance, Science, Entertainment and Creative Media.

**Examination Board:**  
OCR

**Qualification No.:**  
601/8355/X

**Curriculum Lead  
Email (for course  
enquiries):**

CDEVILLESMTIH@Ifata.  
org.uk



## Possible Careers:

- Software Developer
- Database Administrator
- Computer Hardware Engineer
- Computer Systems Analyst
- Computer Network Architect
- Web Developer
- Information Security Analyst
- Computer Programmer



# OPTIONS CURRICULUM

# GCSE

# DRAMA

**Examination Board:**  
AQA

**Qualification No.:**  
601/8575/2

**Curriculum Lead  
Email (for course  
enquiries):**

CWRIGHT1@lfata.org.uk



## Possible Careers:

- Actor
- Theatre Director
- Screenwriter/Playwright
- Drama Teacher
- Stage Manager
- Lighting Technician
- Sound Technician
- Set Designer
- Theatre Critic/Journalist
- Drama Therapist

## About the Course

GCSE Drama is an exciting course for anyone interested in theatre and performing. This course offers the essential skills of understanding drama, devising and performing texts to an audience, and developing acting skills. This course is suitable for students with an interest in drama or the theatre industry. We expect students will be willing to work with others to create powerful, meaningful drama, rehearsing in and out of sessions, and to attend theatre visits. Students who wish to take this course should take into consideration that 60% of the GCSE is assessed on their written work and 40% on practical work.

## Programme of Study

### Component 1 - Understanding Drama (40%)

Students are to study text and performance. For Section A, students complete multiple choice questions on the characteristics of performance text and dramatic work. Students are to study one performance text answering short and medium length questions. Students' knowledge and understanding of how drama is developed and performed are assessed. In Section C, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

### Component 2 – Devising Drama (40%)

Students take part in a showcase, demonstrating chosen skills in a live performance. Students will create and perform a piece of devised drama. Students will be required to produce an accompanying document which evaluates their intentions for and approach to the performance showcase.

### Component 3 – Texts in Practice (20%)

Students take part in a showcase, demonstrating chosen skills in a live performance. Students will perform two extracts from one play. Students will perform a play that contrasts with the set play chosen for Component 1.

## How will it be assessed?

The course is assessed through a portfolio (Component 2), practical (Component 2+3) and examination (Component 1).

# OPTIONS CURRICULUM

# GCSE

# PRODUCT DESIGN

Examination Board:  
EDUQAS

Qualification No.:  
603/1121/6

Curriculum Lead  
Email (for course  
enquiries):

DBELL@lfata.org.uk



## Possible Careers:

- Industrial design
- Automotive design
- Architecture
- Animation
- Product Design
- CAD Technician
- Furniture design
- Product management
- Production design (theatre / television / film)
- Interior design

## About the Course

The emphasis of the course is on **designing** using investigative research to develop prototypes of high quality innovative products. Students should expect to spend 60% of their time designing and using CAD software to develop ideas for manufacture. A portfolio of evidence is maintained by each student to demonstrate their design work, analytical skills, evaluations and processes.

- The specification combines theoretical content with practical application
- There is an emphasis on designing
- The use of mathematical skills is a key requirement, and is tested in the examination (15% of the written paper)
- An understanding of underlying scientific principles is expected
- The acquisition of practical skills is still expected

## Programme of Study

The course consists of two main sections, both of which will be tested:

### Technical Principles

Core knowledge is divided into five areas, all of which learners must study:

- Design & Technology in society
- Smart materials
- Electronic systems & programmable components
- Mechanical components & devices
- Materials

In-depth knowledge covers six areas, from which learners must study at least one:

- Electronic systems, programmable components & mechanical devices
- Paper & boards
- Timber (natural & manufactured)
- Metals (ferrous & non-ferrous)
- Polymers (thermoforming & thermosetting)
- Fibres & textiles

### Designing & Making Principles

Core knowledge (all required) includes:

- Design practice & user needs
- Writing briefs & specifications
- Investigating challenges & the work of others
- Developing ideas, using strategies & communicating
- Prototyping & decision-making

In-depth knowledge (all required in relation to the chosen technical principle) includes:

- Selecting & working with materials
- Marking out, tools & equipment
- Specialist techniques, surface treatments & finishes

## How will it be assessed?

### Written Examination – Design & Technology in the 21st Century

- The paper is 2 hours
- 50% of total grade

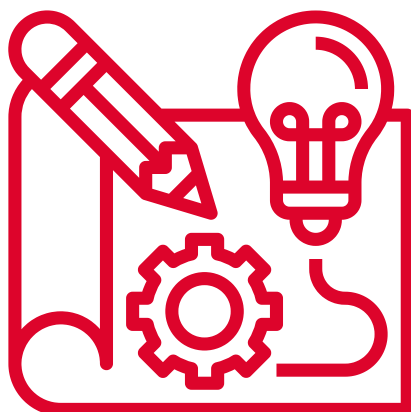
### Design and make task

Non Exam Assessment (NEA)  
Approximately 35 hours  
50% of the final grade

The NEA is an exam board set task where students are presented with 3 possible contexts. They make the choice of context and create a design problem based on this. They are required to carry out research, produce a design brief & specification, create and develop design ideas leading to manufacture of a prototype product. All work is presented in a written portfolio which will include their design sketches and photographic evidence of their prototype.

## Who is this course aimed at?

The course is aimed at those students who have a passion for design and want to develop a wide range of design skills, which can be applied to manufacturing products using a range of materials and techniques.



# OPTIONS CURRICULUM

# GCSE PHOTOGRAPHY

## About the Course

This is an exciting and practical course which enhances students' photography skills, while exploring themes such as close ups, portraits and transformation. Students will learn to use digital SLR cameras and then edit and manipulate their images on the computer. Additionally, they will work in a wide range of styles, from documentary, studio photography and photo-collage. Students will experiment with traditional and digital processes, while learning exciting new techniques using computer packages. They will explore the techniques and style of a range of photographers. Year 10 will start with an introduction to the basics of photography. Year 11 focuses on further developing both their practical and creative photography skills. As the course progresses students will be given more freedom to develop personal responses that interest and motivate them.

## Programme of Study

The GCSE (9–1) has TWO components.

### Component 1: September 2025— January 2027

Coursework Portfolio (01) makes up 60% of the overall assessment comprising of 1 unit of practical based work. Students will submit a coursework portfolio exploring a chosen theme. They are supported throughout with tutorials and demonstrations.

Throughout the course they must create work that covers 4 assessment objectives:

- Developing ideas and inspiration including learning about the work of photographers and other appropriate sources.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Observing and recording through practical photography.
- Presenting a personal response to a project theme showing independent working skills and ideas and making connections with key photographers studied

### Component 2: January 2027 – May 2027

Externally Set Task (02) is the remaining 40% of the total GCSE.

·Students will be given a choice of five starting points set by the examination board. They will produce both practical work, research and design ideas prior to the examination.

·Their teacher will carefully guide students through the examination period to ensure they are suitably prepared for the examination session.

·There is no written paper for this examination, instead students will produce a final outcome or outcomes to their starting point in exam conditions.

·Students will be assessed with the same four assessment objectives

## Who is this course aimed at?

·Students who have a 'real' passion for taking photographs, using digital computer packages.

·Those who enjoy practical based work and enjoy experimenting with computer editing software.

·Students who respond favourably to dominant coursework based subjects.

·Those interested in further education and careers in the creative industries.

**Examination Board:**

OCR

**Qualification No.:**

601/8086/9

**Curriculum Lead**

**Email (for course enquiries):**

HFORBES@lfata.org.uk



## Possible Careers:

- Photographer (portrait, commercial, fashion, travel, sports, forensic)
- Photojournalist
- Teacher
- Publisher
- Content Creator
- Computer Programmer
- Illustrator
- Web designer
- Technician



# OPTIONS CURRICULUM

# GCSE

# RELIGIOUS STUDIES

**Examination Board:**  
AQA

**Qualification No.:**  
601/8400/0

**Curriculum Lead  
Email (for course  
enquiries):**

SEDWARDS@ifata.org.uk



## Possible Careers:

- Any job involving travel
- Social work
- Hospitality and event planning
- Marketing and management
- Education
- Museums and the arts
- Journalism and publishing
- Law
- Medicine

## About the Course

The course covers a range of philosophical and moral issues such as: When does life begin? Can abortion or euthanasia ever be acceptable? What is equality? Is it ever right to go to war? Does God exist? Why is there evil and suffering? How do different people know what the right thing to do is?

These issues and questions will be studied from the point of view of two different religions and a variety of non-religious perspectives.

From students' knowledge of different traditions, they will gain a better understanding of world events. They will also develop a tolerance towards others that will be a key skill for the rest of their lives.

## Programme of Study

**Full Course – students will study 2 units**

### Applied Ethical themes

- Relationships and families
- Religion; Peace and Conflict
- Religion and Life (including Medical Ethics)
- Religion, crime and punishment.

### Study of religions

- Christianity – Beliefs and Practices
- Islam – Beliefs and Practices

**Each unit will be assessed by an examination.**

## How will it be assessed?

Through 2 external examinations at the end of Year 11, each lasting 1 hour 45 minutes.

## Who is this course aimed at?

**For students who like these Key Skills used in this course:**

- Discussing - giving your own ideas and opinions.
- Arguing from different points of view.
- Finding out about issues that affect us all
- Learning about issues that are in the news
- Thinking about their lives and the world around them.

# OPTIONS CURRICULUM

# GCSE SPANISH

## About the Course

This is a two-year course which aims to help students progress and develop a passion for languages through culturally engaging content. Students are taught to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis not only to progress to A Level or employment but also to take their place in a growing multilingual and global society.

Studying a language involves the use of many key skills required by employees in the workplace. Students will need to use techniques that involve problem solving and critical thinking. They will also develop communication and teamwork building skills through speaking exercises and improve confidence when speaking aloud, which are all desirable qualities in the world of work.

## Programme of Study

The GCSE covers the following themes:

- My Personal World
- Lifestyle and Wellbeing
- My neighbourhood
- Media and Technology
- Studying and My Future
- Travel and Tourism

## How will it be assessed?

Final examinations are each worth 25%. Examinations can be sat at foundation or higher level. **Pupils must sit the same tier for all four examinations.**

Paper 1. Speaking Examination. Foundation 7-9 minutes. Higher 10-12 minutes.

Paper 2. Listening Examination. Foundation 45 minutes. Higher 1 hour.

Paper 3. Reading Examination. Foundation 45 minutes. Higher 1 hour.

Paper 4. Writing Examination. Foundation 1 hour 15 minutes. Higher 1 hour 20 minutes.

**Speaking assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to EDEXCEL for external marking.**

## Who is this course aimed at?

This course is aimed at students who:

- like learning another language and about different cultures
- like a challenge and can work independently
- like talking and can figure out patterns
- appreciate other ways of life

It is valuable for students considering going to university, particularly for some universities when a languages GCSE may be a prerequisite.

**Examination Board:**  
Edexcel

**Qualification No.:**  
610/3469/1

**Curriculum Lead  
Email (for course  
enquiries):**

SCHENEY@lfata.org.uk



## Possible Careers:

The most common professions are in leisure and tourism, teaching, translating, marketing and recruitment, exports and journalism. However, other professions include national intelligence and security, government and charity development and finance and business services. A second language also allows you to work abroad in your chosen career path.

# OPTIONS CURRICULUM

# GCSE

# TEXTILE DESIGN

**Examination Board:**  
OCR

**Qualification No.:**  
601/8086/9

**Curriculum Lead  
Email (for course  
enquiries):**

HFORBES@ifata.org.uk



## Possible Careers:

- Fashion design
- Costume designer
- Interior designer
- Textile technologist
- Artist
- Illustrator
- Teacher
- Visual merchandiser
- Merchandise buyer

## About the Course

GCSE textile design is an exciting and practical course that allows students to explore their creativity. Students will develop their textile skills while exploring garment construction. Students will learn skills in fashion design and develop new techniques such as weaving, printing, embroidery, batik, appliqué, collage, stitching, pattern making and cutting. Additionally, taking inspiration from fashion designers, artists and other crafts people. As the course progresses, students will be given more freedom in their work to develop personal responses that interest and motivate them.

## Programme of Study

The GCSE (9–1) has TWO components.

### Component 1: September 2025— January 2027

Coursework Portfolio (01) makes up 60% of the overall assessment comprising of one project of practical based work. Students will explore a chosen theme within their coursework portfolio and are supported throughout with tutorials, design briefs and demonstrations. The course covers four assessment objectives:

- Developing ideas and inspiration including learning about the work of textile, fashion designers, artists and other crafts people.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Observing and recording through drawing, stitching, photography and making notes.
- Presenting a personal response to a project theme showing independent working skills and ideas and making connections with artists, designers and crafts people studied

### Component 2: January 2027 – May 2027

Externally Set Task (02) is the remaining 40% of the total GCSE.

- Students will be given a choice of five starting points set by the examination board. They will produce both practical work, research and design ideas prior to the examination.
- Their teacher will carefully guide students through the examination period to ensure they are suitably prepared for the examination session.
- There is no written paper for this examination, instead students will produce a final outcome or outcomes to their starting point in exam conditions.
- Students will be assessed with the same four assessment objectives

## Who is this course aimed at?

- Students who have a 'real' passion for designing and making.
- Those who enjoy practical based work and enjoy experimenting with techniques and processes in a wide variety of media.
- Students who respond favourably to dominant coursework-based subjects.
- Those interested in further education and careers in the creative industries.

## OPTIONS CURRICULUM

# BTEC CONSTRUCTION

### About the Course

The aim of this course is for learners to acquire knowledge and skills through vocational contexts by studying practical skills used in construction, the principles of technology in construction used to create a better environment in the world and interpreting the landscape, briefs and other aspects that impact on design and creation of construction.

The qualification enables students to develop skills such as using tools and materials safely, interpreting and understanding the infrastructure for safe and efficient work and specialist design techniques to enhance communication of design.

### Programme of Study

This course gives learners the opportunity to develop sector specific knowledge and skills.

Learners will cover 3 units over the 2 years of study.

#### Unit 1 – Construction Technology

This unit is assessed through an external exam of 1.5 hours and accounts for 40% of the final grade. The unit covers:

- Knowledge and understanding of work of the construction industry and the different technology used in low-rise construction projects
- Making connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios

#### Unit 2 – Construction in practice

This unit is internally assessed and accounts for 30% of the final grade. The majority of this unit will be practical based activities in carpentry and joinery. The unit covers:

- Understanding hazard and risk for safe production of a practical construction outcome
- Producing practical construction outcomes

#### Unit 3 – Construction and design

This unit is internally assessed and accounts for 30% of the final grade.

The unit covers:

- Satisfying the needs of a client and the constraints on design when designing a low-rise building
- Graphically communicating the design of low-rise buildings through sketching and detailed plans

***Students will complete the first coursework component for this course in Spring of Year 10.***

### Who is this course aimed at?

- Students who want to develop their skills in design and making in a workshop environment.
- Students interested in careers in construction, planning and design.
- Those who favour an element of practical based work and enjoy the challenge of producing precise well-constructed products
- Those who respond well to predominantly coursework based learning

**Examination Board:**  
Pearson

**Qualification No.:**  
603/7051/8

**Curriculum Lead  
Email (for course  
enquiries):**

DBELL@lfata.org.uk



### Possible Careers:

- Construction
- Planning
- Architecture
- Other practical based service industries.

# OPTIONS CURRICULUM BTEC DIGITAL IT

## About the Course

**Our Digital Information Technology will encourage students to:**

- Develop key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- The process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Attitudes that are considered most important in digital information technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## How will it be assessed?

Two mandatory units comprising of two separate pieces of coursework and one written paper. Each worth about 1/3 of the final grade, these are completed over two years.

## Who is this course aimed at?

Students wanting to develop applied knowledge and practical skills suitable for use within any industry. Who want to progress onto other related study, such as vocational qualifications in digital media and information technology, A Levels, T Levels and apprenticeships.



**Examination Board:**  
Pearson

**Qualification No.:**  
603/7050/6

**Curriculum Lead  
Email (for course  
enquiries):**

CDEVILLESMTIH@ifata.  
org.uk



## Possible Careers:

This course builds a strong IT career foundation, preparing you for roles like application analyst, cybersecurity analyst, data scientist, software engineer, and systems analyst. It also develops transferable skills for careers such as business analyst, forensic computer analyst, network engineer, and UX researcher.



## OPTIONS CURRICULUM

# BTEC MUSIC PRACTICE

## About the Course

This course is an excellent training ground for young musicians, providing them with an introduction to life and work in the music industry. This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways. Students will be expected to be fully involved in Performing Arts enrichment activities and visits.

## Programme of Study

The course comprises of three mandatory components. All components are mandatory with optionality built-in within the content of each set assignment.

### **Component 1 – Exploring Music Products and Styles (30% - internally assessed)**

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

### **Component 2 – Music Skills Development (30% - internally assessed)**

Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

### **Component 3 – Responding to a Music Brief (40% - externally marked)**

For this project, students will develop and present a cover version of a piece of music either as a performer or as a produce. They will select from a brief containing 4 styles and 10 pieces of music.

***Students will complete the first coursework component for this course in Spring of Year 10.***

## Who is this course aimed at?

- Students with an interest in music and in working on assignments based on real events
- Students wanting to:
  - Develop employability skills, as part of their studies or in the workplace.
  - Develops knowledge and technical skills in a practical learning environment and responding creatively to a commercial brief.
  - Develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments.
- Students interested in pursuing a career in the music industry. Credits can be carried forward and students could continue to study BTEC Music Level 3 as part of their KS5 programme.
- Students willing to put in additional hours to achieve and develop their full potential in Music

***We aim to provide students with an enjoyable experience, which will enhance their understanding of the music industry and working life in general while building confidence and self-esteem.***

**Examination Board:**  
Pearson

**Qualification No.:**  
603/7055/5

**Curriculum Lead  
Email (for course  
enquiries):**

AMOGELMOSE@lfata.  
org.uk



## Possible Careers:

Any job that requires teamwork, meeting deadlines or creative thinking. Music could be useful for: music therapist, musician, game developer, teacher, sound technician (film/broadcasting/games), event manager, radio producer, theatre stage manager, broadcasting engineer

# BTEC

## PERFORMING ARTS: DANCE

**Examination Board:**  
Pearson

**Qualification No.:**  
603/7054/3

**Curriculum Lead  
Email (for course  
enquiries):**

AMOGELMOSE@lfata.  
org.uk



## Possible Careers:

- Professional Dancer
- Choreographer
- Dance Teacher
- Dance Therapist
- Fitness Instructor
- Dance Journalist or Critic
- Movement Director
- Talent Agent
- Performing Arts Administrator
- Stage Manager

## About the Course

This course is an excellent training ground for young dancers, providing them with industry relevant insight and training in Dance and the Performing Arts. This course offers vital performance skills and choreography development. Students will be expected to be fully involved in Performing Arts enrichment activities and visits.

## Programme of Study

The course comprises of three mandatory units; one externally assessed and two internally assessed.

### **Component 1 – Exploring the Performing Arts.**

Students will develop their knowledge of three professional pieces, in three different styles. They will have to understand the choreographer's creative process and dancers' process in each professional repertoire. Learners will gain practical experiences in all three pieces. This unit is purely assessed on coursework/essays.

### **Component 2 – Developing Skills and Techniques in Dance.**

Students will learn contemporary dance, this will include technique classes, workshops and repertoire. Students will need to research the key features of this style and log their progress in an ongoing logbook. This is assessed on their rehearsals, final performance and logbook.

### **Component 3 – Externally Set and assessed.**

This is an external stimulus where students will work in groups to create a workshop performance. Students will have to ensure their work meets the demands of the brief, target audience, genre and teamwork.

***Students will complete the first coursework component for this course in Spring of Year 10.***

## Who is this course aimed at?

Students:

- Passionate dancers above foundation skill level, willing to invest extra time to reach their full potential.
- Enjoy performing solo and in groups, as well as creating choreography.

Opportunities:

- Enhances physical, technical, and expressive skills to communicate choreographic intent.
- Builds knowledge of choreography and performance across various dance styles.
- Develops critical appreciation of dance in artistic, cultural, and aesthetic contexts.
- Promotes fitness, teamwork, creativity, and a healthy lifestyle.
- Ideal for those considering a career in Performing Arts.

# OPTIONS CURRICULUM

# BTEC TRAVEL & TOURISM

## About the Course

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Learners will develop:

- Knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism.
- Skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers.

Attitudes that are considered very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

## Programme of Study

This course gives learners the opportunity to develop sector specific knowledge and skills. Learners will cover 3 units over the 2 years of study.

### Unit 1 – Travel and Tourism organisations and Destinations – 30% of the overall Grade

Learners will complete a written piece of controlled coursework which looks at the following:

- Investigate travel and tourism organisations.
- Their aims and how they work together.
- They will explore types of travel and tourism and the features that make destinations appealing to visitors.
- This assessment will be completed in Y10.

### Unit 2 – Influences on Global Travel and Tourism – 30% of the overall Grade

Learners will produce a written piece of coursework looking at the following:

- Knowledge and understanding of travel and tourism customer trends.
- Customer needs and requirements.
- Draw on their understanding of travel and tourism organisations, features of destinations, types of visitors, travel, holiday and accommodation.
- This assessment will be completed in Y11.

### Unit 3 – Customer needs in travel and Tourism – 40% of the overall Grade

Learners will produce a written piece of coursework looking at the following:

- Knowledge and understanding of travel and tourism customer trends.
- Customer needs and requirements.
- Draw on their understanding of travel and tourism organisations, features of destinations, types of visitors, travel, holiday and accommodation.
- The external assessment will be set and marked by Pearson and completed under supervised conditions.
- It will be completed in two hours within the period timetabled by Pearson.
- Factors influencing travel and tourism and how organisations respond to these factors.

**Students will complete the first coursework component for this course in Spring of Year 10.**

**Examination Board:  
Pearson**

**Qualification No.:  
603/3038/7**

**Curriculum Lead  
Email (for course  
enquiries):**

JWOOD@lfata.org.uk



## Possible Careers:

- Travel Agent
- Tour Guide
- Hotel Manager
- Event Planner
- Airline Cabin Crew
- Cruise Ship Staff
- Tourism Officer
- Airport Ground Staff
- Hospitality Manager
- Travel Blogger/Influencer

# OPTIONS CURRICULUM

# EDUQAS

# HEALTH & SOCIAL CARE

## About the Course

This certificate in Health and Social Care is designed to introduce learners to working in the Health and Social Care sector or prepare them for further study, such as Level 3, such as a BTEC National in Health and Social Care or an appropriate NVQ. This certificate is equivalent of 1 GCSE.

## Programme of Study

The qualification is made up of 2 units.

### Unit 1: Health, well-being and development through the lifespan.

Learn about the different ways that individuals grow and develop during their life stages, including the different factors that can affect growth and development.

Externally assessed unit. Written examination, which is worth 40% of the qualification.

### Unit 2: Outcome-focused and person-centred practice in health and social care.

Learn about the value of person-centred practice, through application of how provision and practitioners' roles meet the needs of individuals. You will also learn about the legislation and standards which need to be met. Develop an understanding of issues around safeguarding and types of abuse.

Two assignments: a case study, and a scenario. Internally assessed unit through controlled assessment, which is worth 60% of the qualification.

**Students will complete these in Spring of Year 10.**

## How will it be assessed?

All units are graded Pass, Merit and Distinction, with one unit externally assessed under examination conditions and one unit internally assessed. These are combined to give an overall qualification.

## Who is this course aimed at?

Following completion of the Level 1/2, Vocational Award in Health and Social Care, successful candidates would be able to enter initial employment at a junior level, in occupational therapy or social work. It will be possible for students to progress to higher level qualifications such as Level 3, BTEC National in Health and Social Care.

Examination Board:  
EDUQAS

Qualification No.:  
603/7023/3

Curriculum Lead  
Email (for course  
enquiries):

SHALLIFAX@ifata.org.  
uk



## Possible Careers:

- Advice Worker
- Personal Advisor
- Charity Officer
- FE Lecturer
- Health Service Manager
- Nutritional Therapist
- Physiotherapist
- Probation Officer
- Lifestyle Consultant
- Doctor
- Social Worker
- Case Worker
- National Health Service

# OPTIONS CURRICULUM

# EDUQAS HOSPITALITY & CATERING

## About the Course

- To offer an opportunity for students to show their skill in preparing and cooking quality food products.
- Develop students' knowledge of the Hospitality and catering industry.
- Engage students in activities to demonstrate and develop practical skills and techniques.
- To encourage students to consider the health benefits of a balanced and nutritious diet.
- To encourage students to recognise the impact of the development and manufacture of food products has on moral, cultural and environmental issues.

## Programme of Study

### Practical sessions will include:

- Demonstrating a wide range of food preparation skills to prepare and cook dishes from raw ingredients
- Experimenting with different preparation and cooking techniques. From developing excellent knife skills, to understand how different cooking methods effect to taste, smell and appearance of food products.

### Gained Skills

- To select and use equipment and processes to produce quality products;
- To use equipment and ingredients safely.
- To work accurately and efficiently in terms of time, use of ingredients and presentation.
- To cook products applying quality control procedures;
- Through testing, modification and evaluation, check that the quality of the products is suitable for intended users and make changes where necessary to improve the product.
- Working as part of a team when developing and cooking a product.

## How will it be assessed?

### Externally Assessed Exam

#### Unit 1

You will be assessed through an exam, which is worth 40% of your qualification  
Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Non Exam Assessments

#### Unit 2

You will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours  
You will be Learn about the importance of nutrition and how cooking methods can affect nutritional value. Learn how to plan nutritious menus as well as factors, which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively. You will complete a 3-hour practical exam, where you will be expected to produce a 2-course meal.

**Examination Board:**  
EDUQAS

**Qualification No.:**  
603/7022/1

**Curriculum Lead  
Email (for course  
enquiries):**

DBELL@lfata.org.uk



## Possible Careers:

- Catering for functions (Weddings, parties, etc.)
- Food science
- Nutritional therapy
- Dietician working with sports scientists
- Production manager in industrial food production
- Food critic
- Purchaser for supermarkets



# OPTIONS CURRICULUM

# EDUQAS

# SPORT & COACHING

## About the Course

Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration.

The Vocational Award in Sport and Coaching Principles will develop students' knowledge and understanding of the Sport and Coaching sector and provide them with opportunities to develop associated practical skills. It covers fitness for sport, improving sporting performance and coaching principles.

### The advantages of this course are:

- It is vocational meaning that 60% of the course is coursework based but includes a terminal exam at the end of Year 11 worth 40%.
- The whole process is based around the learner.

## Programme of Study

Students will complete three units of work:

### Unit 1 (40%): Fitness for Sport (Written examination – 1hr 20min)

Task 1 - The structure, functions and adaptations to the body's systems.

Task 2 - The importance of the components of fitness for different physical activities.

Task 3 - The role of training in achieving improvements in fitness.

### Unit 2 (25%): Improving Sport Performance (Internal Controlled Assessment – approximately 4hrs)

Task 1 - Factors that impact on sporting performance.

Task 2 - Monitoring and measurement tools which could affect your personal sporting performance.

Task 3 - Analyse the data gathered in Task 2.

Task 4 - Recommend strategies that could improve your sporting performance identified in Task 3

### Unit 3 (35%): Coaching Principles (Internal Controlled Assessment – approximately 6hrs)

Task 1 - Skills and responsibilities of an effective coach.

Task 2 - Plan a coaching session for your chosen sport.

Task 3 - Deliver your planned coaching session (Practical session).

Task 4 - Analyse and evaluate your coaching session.

Task 5 - Develop a personal coaching improvement plan.

**Students will complete the first coursework component for this course in Spring of Year 10.**

## How will it be assessed?

Students are assessed using the following methods;

- Students are required to complete 8 written tasks, under controlled assessment conditions.
- Students are required to deliver a practical lesson to either a small group of their peers or Year 6 students from one of our local Primary schools.
- Students are encouraged to take responsibility for their own learning.

Examination Board:  
EDUQAS

Qualification No.:  
603/7017/8

Curriculum Lead  
Email (for course  
enquiries):

AMURRAY@lfata.org.uk



## Possible Careers:

This course builds essential skills like communication, problem-solving, organization, and time management. It prepares students for careers in sport and leisure, such as PE teacher, physiotherapist, coach, or personal trainer, while also opening doors in law, business, politics, and pharmaceuticals.



# WHAT HAPPENS NEXT?

Use this booklet to help guide your decisions and choose the subjects you'd like to study for KS4. Once you've made your choices, please complete your Options Form and return it by ***Friday 28th March.***

If you have any questions, feel free to ask your form tutor, head of year, or curriculum leads. Each subject page includes contact details for the curriculum leads if you'd like to get in touch with them for further information.



**AMBITIOUS - BRAVE - KIND**









YEAR 9

# CURRICULUM PATHWAYS



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