



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



**Wath
Academy**

YEAR 9 OPTIONS BOOKLET

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INTRODUCTION

This information booklet will help you decide which subjects will be most suitable as you move into Key Stage 4. The curriculum at Wath Academy is bespoke to meet the needs of our community. Options are provided in line with the dynamic nature of the labour market in the area, across the country and in the rest of the world. There is a focus on developing young adults and healthy citizens. In the UK, six out of the top ten causes of death are linked to lifestyle. Due to this link established between unhealthy lifestyles and the majority of deaths, we have created a curriculum that places a huge emphasis on ensuring that students are fit and healthy. Within this, all students will be provided with three hours per week of either physical exercise or study dedicated to the understanding of the way in which lifestyle affects health.

“Every aspects of our options process complements the Academy curriculum intent.”

WE WILL

Provide a curriculum that emphasises the importance of happy, healthy successful lives focusing on physical exercise, healthy eating and care for our mind, by dedicating time to our health and fitness provision for all students.

Provide a broad and balanced offer between a range of practical and theoretical learning, with access to a full range of specialist courses and nationally recognised qualifications that build on students' interests and foster their aspirations.

Maximise the time and importance of the core subjects of English, Maths and Science. All subjects are important, but the three core subjects are essential to secure a positive progression route into higher education, training or employment.

Secure curriculum continuity and progression from Year 7 through to Sixth Form. The curriculum provides coherent learning programmes that enable students to progress to further learning in their chosen specialist areas post-16.

Provide flexibility through personalised curriculum pathways that will inspire, motivate, challenge and prepare young people for further learning, employment and adult life. All students have the opportunity to combine traditional GCSE courses with work-related applied courses that may be more relevant to their chosen career pathway.

Provide high quality, independent Careers Education, Information, Advice and Guidance (CEIAG), which is essential to ensure that all students make informed choices based on their individual strengths, interests and career aspirations.

Provide Religious Education and to raise awareness of personal, social, emotional and health education through our Life Skills programme. Our Life Skills programme will ensure young people are aware of risks and know how to stay safe and prosper as successful learners, confident individuals and responsible citizens.

ADVICE FOR STUDENTS AND PARENTS

Throughout the options process, you will be offered advice and guidance through the following methods:

Life Skills Lessons – Information on future careers and career pathways will be provided in all Year 9 Life Skills lessons from January until options have been selected in March. Lessons will include access to the 'Start' careers website where students can become informed about the steps to achieving their aspirations.

Careers Information Advice and Guidance. All students will take part in a careers meeting in the academy. The meeting will take place with the academy's own trained Careers Leader. High quality advice about subjects, post-16 pathways, and careers will be provided.

Academic Year Leader, Subject Leaders and Senior Staff. Bespoke advice is available throughout the process by contacting Mrs Eyre for a wholistic view of the right subjects for to students select that enable them to achieve their potential. All subject leaders will be happy to discuss a student's suitability for his/her subject.

Taster sessions. Students will have the chance to sample lessons, supporting them to make informed choices.

Options meeting. All students have the opportunity to meet and discuss the options that they have selected with a trained member of staff.



MAKING THE RIGHT CHOICES

The time has arrived for you to start making some decisions about the next two years at Wath Academy and the courses you would like to study. You are required to take certain subjects in the core curriculum, but this is your opportunity to choose other subjects that interest you and will support your preferred progression route and learning style.

The following information will allow you to make informed decisions. Remember to follow the instructions carefully and take your time, asking as many questions and seeking as much advice as you need, in order to ensure the choices you make are the right ones for you.

All courses will be studied over two years and examined at the end of Year 11. You will have control over the options you select and should use the advice and guidance provided by the academy to ensure they make the best possible decisions. Departments have provided an outline of each subject, highlighting the course content, assessment processes and potential progression routes post-16 and 18.

Hopefully, these outlines will answer many of your questions but there will be additional opportunities to find out more about the courses on offer. The choices you make at Key Stage 4 will start to shape your future learning and employment opportunities, so it is important that you undertake the necessary research prior to making your informed decisions.

Remember:

It is your decision and you should not make any choices based on the subjects your friends take or the subjects taught by your favourite teachers.

Ask others for advice prior to reaching a decision. There are lots of people available for you to speak to, including your teachers, parents, older students, form tutors, senior leaders and the careers adviser.

You need to consider what you want to do after Year 11. It is important to consider the Key Stage 4 choices as part of your longer-term plans. Ensure that the subjects you choose are appropriate and support your longer-term aspirations.

WHERE CAN I GET MORE INFORMATION?

When considering option choices you should try to balance the following factors:

- **INTEREST AND ENJOYMENT**
- **ABILITY AND PROGRESS**
- **SENSIBLE COMBINATIONS**
(THOSE WHICH ARE LIKELY TO ENSURE A BROAD EDUCATION)

USEFUL WEBSITES

AQA Examination Board
www.aqa.org.uk

Pearson Edexcel Examination Board
qualifications.pearson.com

WJEC Eduqas Examination Board
www.eduqas.co.uk

OCR Examination Board
www.ocr.org.uk

University Application System
www.ucas.com

General Advice on a Variety of Career Subject Areas
www.brightknowledge.org

Higher Education options in Europe
www.study-in-europe.org

DO...

- Choose courses you are interested in and that you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at post-16 will be helpful.
- Look up higher education degree courses that interest you on www.ucas.com and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents and your teachers, they will each have an important perspective.

DON'T...

- Choose subjects just because your friends are choosing them.
- Choose a subject just because you get on well with your teacher; you might well have a different teacher at KS4.

OUR KEY DRIVERS

Wath Academy

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives



Our Key Drivers

World-class learning

World-class learning every lesson, every day

The highest expectations

Everyone can be successful; always expect the highest standards

No excuses

Create solutions not excuses; make positive thinking a habit

Growth mindset

Believe you can improve; work hard and value feedback

Never give up

Resilience is essential; be relentless in the pursuit of excellence

Everyone is valued

Diversity is celebrated; see the best in everyone

Integrity

Be trustworthy and honest; deliver on promises and walk the talk

OUR CURRICULUM INTENT

Curriculum Intent



<p>All students develop an inner belief and ambition to fulfil their dreams Students acquire the knowledge, skills and character needed to live happy, healthy and successful lives. All are included and work hard to fulfil their potential regardless of background or starting point</p>
<p>All students develop a passion for life-long learning An appetite for acquiring further knowledge, skills and awareness throughout their lives</p>
<p>All students gain first rate qualifications Qualifications that ensure all doors remain open, giving our students the platform to compete and thrive on a global stage</p>
<p>All students develop exceptional character Character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world</p>
<p>All students develop high levels of cultural and global awareness Awareness that develops through diverse experiences that enrich our students, enabling them to engage in, empathise with, challenge and debate current affairs beyond their local community</p>
<p>All students develop a love of reading All students become confident, invested readers who see the power of texts in fostering imagination and curiosity; driving their education, personal development and success in life</p>
<p>All students become responsible citizens Students that are responsible members of both the school and local community; who grow into grounded and humble adults, making a positive contribution to society</p>
<p>All students gain an array of positive school memories Positive school memories which last a lifetime. Memories that are created from students, staff and our community being fully invested in forging exceptional relationships based on trust, care, high expectations and a passion for genuinely making a difference</p>



MALBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Delivering
exceptional learning experiences that enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**



THE OPTIONS PROCESS

The process of selecting options in Y9 will be carried out by the student in conjunction with parents or carers. Throughout the process, students will receive guidance and parents will be able to access information regarding the choices that students will make.

Students will be provided with a letter containing all of the options that can be selected and outlining which subjects are classed as core (must be selected by all students), and those subjects that are optional. Students will be able to speak to parents about options and fill in their provisional selections on the form. The form will also contain a section for parents to sign to confirm they have seen this letter.

Students will study the examined core subjects of English, Maths, Science, and the non-examined subjects of Life Skills, Health and Religious Studies. They will then select at least one subject from basket 2 and two subjects from basket 3 (see KS4 structure and options basket page).

After this, they will be free to select any other subjects, ensuring they receive a minimum of nine qualifications.

When students have discussed options with parents and staff in the academy, they should then complete their paper form. Once happy with their choices, students will then be able to record their selections on an online form indicating their provisional choices. At this stage, students may be offered an information, advice and guidance meeting with a trained member of staff in the academy. All students will have access to this meeting, if they wish.

Following a meeting with a member of staff from the academy, confirmation of options will be emailed out or discussions will take place if courses are unable to run due to numbers. As we are genuinely offering an open options process, we are unable to say which courses students will select and therefore which ones will run, although it is likely that all options offered will be available.

KEY DATES & MILESTONES

- 

Year 9 Options Evening
W/C: 24/01/23
- 

Information Advice and Guidance Lessons
Half Term 3&4
- 

Taster lessons and Options Meetings
Half Term 3&4
- 

Completed Choices Form
W/C: 27/03/23
- 

Choices Confirmed
Half Term 4

THE FORTNIGHTLY TIMETABLE

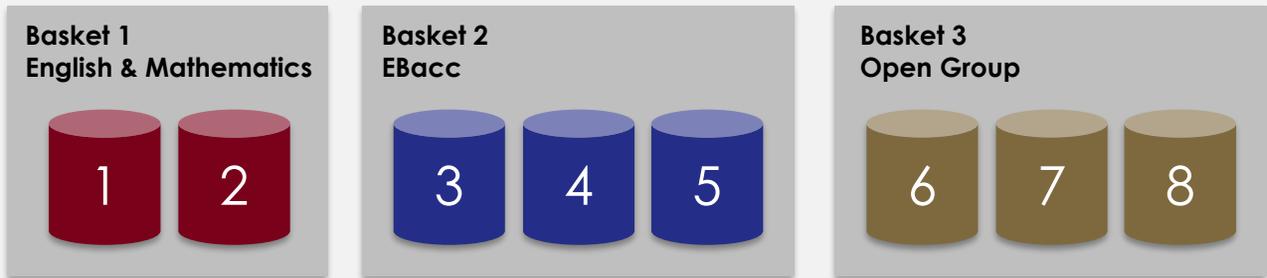
FORTNIGHTLY LESSONS

English	Maths	Science	Core PE & Health	RS	Life Skills	Option 1	Option 2	Option 3
5	5	6	3	1	1	3	3	3

KEY STAGE 4 CURRICULUM STRUCTURE

The curriculum that we put in place at Wath is designed to follow advice from the Government about the best range of subjects for students to complete to broaden their opportunities in post-16 education and training. The Government recommends that all students should study English Language, English Literature, Maths and at least two science qualifications in addition to other options. It is also highly

recommended that students complete a further qualification from the 'EBacc' set, ensuring that, with this option and two sciences, they have at least three qualifications from this basket. Students aiming for the most academic universities may also select a language from this basket and receive the full 'Ebacc'. Other options that students select may or may not fit into the 'EBacc' basket, as shown below:



OPTION BASKETS

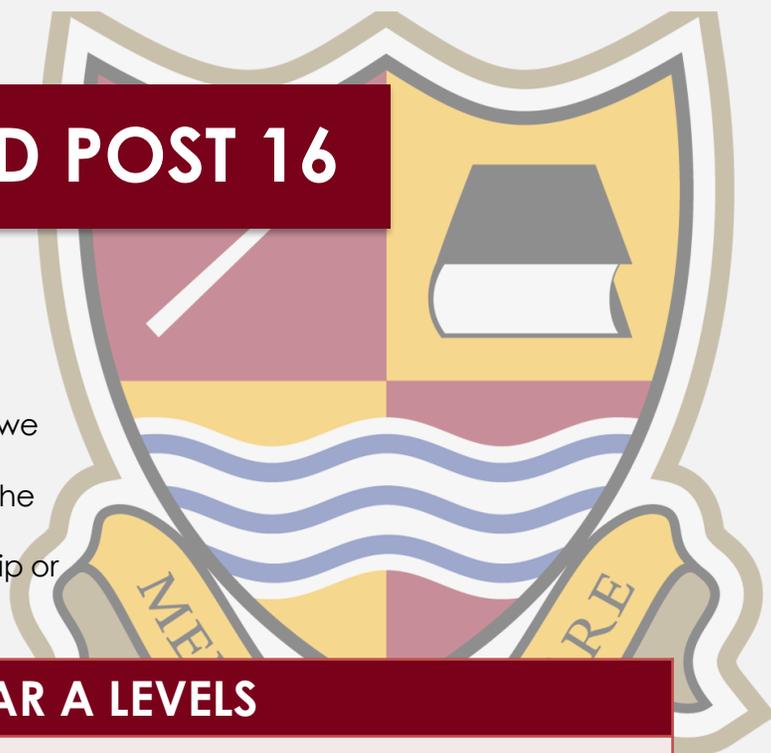
The move into Key Stage 4 will indicate the start of a new phase of learning where you will reduce the number of subjects you study and start to specialise in certain areas of learning.

At Key Stage 4 you will study six core subjects and three other subjects:

CORE SUBJECTS (NON-OPTIONAL)					
GCSE English Language & GCSE English Literature	GCSE Maths	GCSE Combined Science/ Separate Science	Life Skills (Non-Examined)	Religious Studies (Non-Examined)	Core P.E and Health
OTHER SUBJECTS (OPTIONAL)					
BASKET 2 SUBJECTS		BASKET 3 SUBJECTS			
GCSE Geography GCSE History GCSE Spanish		GCSE Art & Design (3D Design) GCSE Art & Design (Graphic Communication) GCSE Art & Design (Art, Craft and Design) GCSE Art & Design (Photography) GCSE Art & Design (Fine Art) GCSE Business GCSE Computer Science GCSE Dance GCSE Drama GCSE Food Preparation & Nutrition GCSE Geography GCSE History GCSE Music GCSE Psychology GCSE Religious Studies GCSE Sociology GCSE Spanish		BTEC Childcare BTEC Dance BTEC Health and Social Care BTEC Music BTEC Travel and Tourism Vocational Award in ICT Cambridge National Enterprise and Marketing	

SUBJECTS OFFERED POST 16

Wath Academy Sixth Form has a long-standing reputation for excellence. We give students individual support throughout their respective courses and we pride ourselves on the success they achieve, as this helps to place them on the route to their future careers, whether through university, degree, apprenticeship or straight into the world of work.



TWO-YEAR A LEVELS

Art & Design	Drama & Theatre	History	Politics
Biology	Economics	Law	Psychology
Business	English Language	Maths	Religious Studies
Chemistry	English Literature	Media Studies	Sociology
Computer Science	French	PE	Spanish
3D Art & Design	Geography	Physics	Photography
Graphic Design			

TWO-YEAR LEVEL 3 APPLIED QUALIFICATIONS

Business	IT	Science
Core PE and Health	Music	Sport
Criminology	Protective Services	Travel & Tourism
Dance		

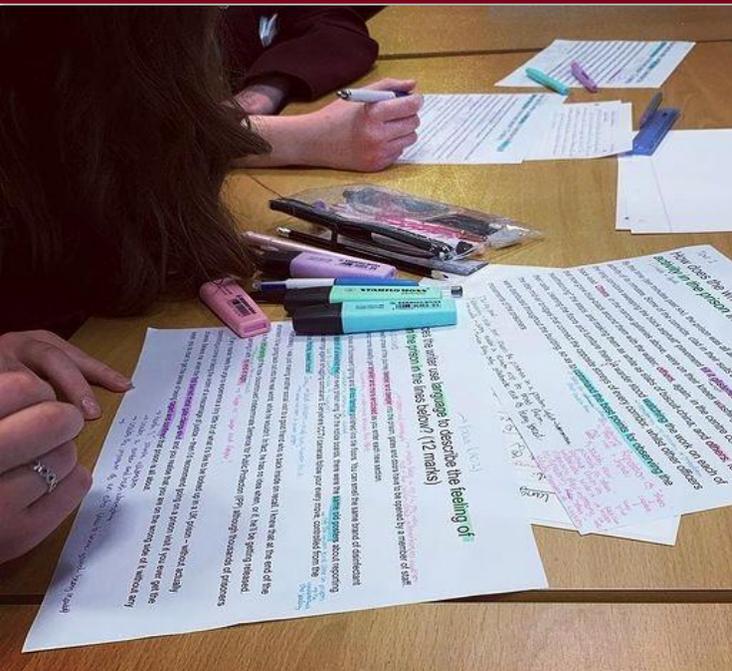
ENRICHMENT OPPORTUNITIES

Core Maths	Further Maths
Extended Project Qualification	Golf Scholarship
Duke of Edinburgh	Rugby Scholarship
Football Scholarship (Boys and Girls)	Performing Arts Scholarship



CORE SUBJECTS

CORE SUBJECT



ENGLISH LANGUAGE GCSE

In English Language, you develop your reading skills to identify explicit information, infer implicit meanings, analyse the choices that writers make and evaluate effects created. Alongside this, you plan and write fiction and non-fiction texts, for a range of audiences and purposes, to show that you can consistently develop ideas with imagination and accuracy.

COURSE CONTENT

You will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. You will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

The course emphasises your ability to demonstrate a confident control of Standard English and write grammatically correct sentences, whilst using punctuation with accuracy and for effect. You will engage in a variety of texts from different time periods, develop analytical skills, be creative and improve your written and spoken communication skills.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: 20th Century Literature Reading and Creative Writing. (Exam, 1hr 45mins, 40%)

Analysis of a literary fiction text

Narrative writing

Component 2: 19th and 21st Century Non-Fiction and Transactional/Persuasive Writing (Exam, 2hrs, 60%)

Analysis of two non-fiction texts

Writing to present a viewpoint

NEA: Spoken Language

(non-exam assessment, separately graded)

Presentation with questions

WHY CHOOSE ENGLISH LANGUAGE

English Language teaches you the art of communication: developing reading, writing and oracy skills. Whatever career path you follow, English Language skills underpin success across all areas of study, opening doors to the future. Throughout the two-year course, you will be given a multitude of opportunities to practice and refine these essential core skills, preparing you for success at GCSE and beyond.

FUTURE CAREER PATHS

Writing	Teaching
Media	Law
Journalism	Publishing and Editing
Advertising	Human Resources
Civil Service	

WHAT STUDENTS SAY

"I really enjoyed GCSE English Language because analysing and comparing texts allowed me to see the fascinating ways writers portray their views. Looking at this gives really interesting insights into the world around us." – *Elli-Jane Little*

"English Language prepares you for real life. It gives you a solid grounding in communication and sets you up for a career." – *Isabelle Gilbert*

SUCCESSFUL ALUMNI

"I always knew I wanted to work in media and studying GCSE English Language made me realise I was very passionate about writing and journalism. The spoken language element helped develop my confidence, making it easier for me to now read the news live on the radio." – *Natalie Higgins, former Wath student; now Multimedia News and Sports Reporter at Greatest Hits Radio*

ENGLISH LITERATURE GCSE

In English Literature, you use deduction and inference skills to discuss poetry, prose and drama texts from a wide range of historical periods. Moreover, you use these skills to analyse form, language and structure and evaluate the effects that writers create.

COURSE CONTENT

You will read widely across a range of high-quality texts in the genres of prose, poetry and drama to develop an understanding of how literature is both rich and influential. You will make connections across your reading and develop a clear understanding of texts you will study. The course emphasises your ability to offer personal responses to texts, select appropriate textual details to support your ideas and analyse critically.

SUBJECT UNITS & ASSESSMENT OUTLINE

Component 1: Shakespeare and Poetry (exam, 40%)

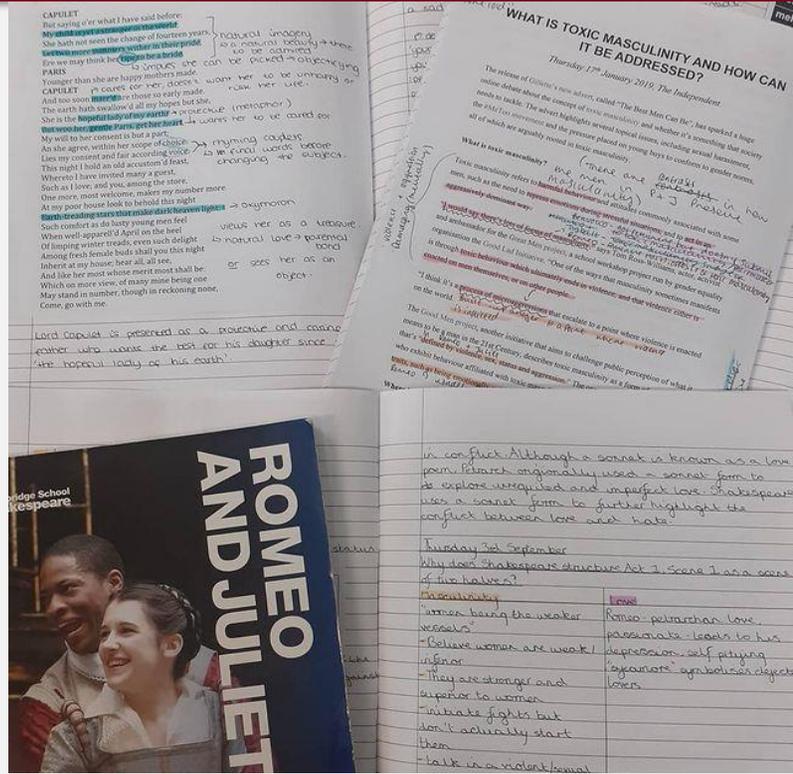
Analysis of *Romeo and Juliet*
 Analysis of poetry from 1789 to the present

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry (exam, 60%)

Analysis of *An Inspector Calls*
 Analysis of *A Christmas Carol*
 Analysis of unseen poetry

WHY CHOOSE ENGLISH LITERATURE

Through the study of our rich English literary heritage, you will develop an increased understanding of the human condition, how the British Isles has changed and progressed since the days of Shakespeare and how authors interpret the world around them. Exposure to a range of texts dating from the 16th Century to the modern day allows depth and breadth of study, encouraging links and connections to be made between texts and writers.



FUTURE CAREER PATHS

- | | |
|---------------|------------------------|
| Writing | Teaching |
| Media | Law |
| Journalism | Publishing and Editing |
| Advertising | Human Resources |
| Civil Service | |

WHAT STUDENTS SAY

"I loved being able to explore texts from different points in time that help to reflect the evolution of views on important issues that are still prevalent today. English Literature inspired me to take up creative writing and I recently came runner-up in a national poetry competition."

– Molly Hammerton-Woodhouse

"English Literature both widens and develops an individual's knowledge base."

– Charlotte Sutton

SUCCESSFUL ALUMNI

"Working in the legal industry means I often have to analyse how ambiguous wording could be interpreted. GCSE English Literature and the analytical side of the subject set a strong foundation for this early on."

– Lana Bamforth
 Former Wath student; now legal advisor

MATHS

GCSE

GCSE Mathematics continues to build on students' prior knowledge from KS3, exploring new areas of Maths and giving greater depth to work already studied. We aim to show students the relevance of the Mathematics they are studying and develop their problem-solving skills.

COURSE CONTENT

The aims and objectives are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The assessments will cover the following content headings:

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

Students are entered at either Foundation Tier or Higher Tier. Questions in the Foundation Tier papers are targeted at Grades 5 to 1. The highest grade which will be awarded at Foundation Tier is Grade 5. Questions in the Higher Tier papers are targeted at Grades 9 to 4. Some examination questions will be common to both tiers. Students sit three examination papers at the end of Year 11:

Paper 1: Calculator
Paper 2: Non-Calculator
Paper 3: Calculator



WHY CHOOSE MATHS

GCSE Mathematics provides a strong foundation for further study and for employment. It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes A Level Mathematics courses, as well as A Levels in other areas such as Biology, Geography and Psychology, where the understanding and application of mathematics is crucial.

FUTURE CAREER PATHS

Students with a good GCSE grade in Mathematics go on to work in a range of different careers including engineering, finance, accountancy, actuarial work, scientist, medicine, dentistry, teaching, logistics and many more.

WHAT STUDENTS SAY

Our students enjoy the challenge of studying GCSE Mathematics, describing how they have enjoyed the success of mastering something they initially found difficult.

SUCCESSFUL ALUMNI

Previous students include those now studying Maths at university and completing their PhD.

COMBINED SCIENCE GCSE

Science at KS4 aims to develop a curiosity that fosters a breadth, depth and application of Science knowledge and skills for study beyond KS4/KS5 and for careers in a STEM-based society. Through your studies, we aim to produce outstanding future scientists and instil transferable scientific skills needed for you to make informed scientific decisions and understanding in society and the world. If you select separate Sciences, the Combined Science content is covered within Biology, Chemistry and Physics GCSEs.

COURSE CONTENT

A broad look at key scientific concepts, Combined Science allows you to study the key principles that underlie current technological and research developments in biology, chemistry and physics. Specific topics look at how our body functions, materials and their properties and the microscopic world of atoms. Students will learn key practical skills and how to apply these to the problem solving of real scientific issues.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Biology: cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, variation and evolution, ecology.

Chemistry: atomic structure, bonding and structure, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, chemistry of the atmosphere and resources.

Physics: forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and radiation.

Assessment outline:

Students will have six 1 hour 15-minute exams at the end of the course (two for each science).

WHY CHOOSE COMBINED SCIENCE

Studying Science will greatly assist you in entering the employment market, as you will develop key skills such as resilience in problem solving, an analytical mind, knowledge of key practical techniques and equipment, open-mindedness to change and development, objectivity and a logical organised approach to real-life challenges.



FUTURE CAREER PATHS

Chemist, physicist, biologist, marine biologist, geneticist, pharmacist, ecologist, geologist, physiotherapist, psychologist, zoologist, forensic scientist.

WHAT STUDENTS SAY

"Science has helped me understand the world around me better and I like proving things by using experiments." – Amy S

CORE SUBJECT



SEPARATE SCIENCES BIOLOGY/CHEMISTRY/PHYSICS GCSE

This academically challenging subject aims to develop a curiosity that fosters a breadth, depth and application of Science knowledge and skills for study beyond KS4/KS5 and for careers in a STEM-based society. Through your studies, we aim to produce outstanding future scientists and instil transferable scientific skills needed for you to make informed scientific decisions and understanding in society and the world.

COURSE CONTENT

A more detailed look at key scientific concepts than the combined Science, Separate Science allows you to study the key principles that underlie current technological and research developments in biology, chemistry and physics. Specific topics look at how our body functions, materials and their properties and the microscopic world of atoms. You will learn key practical skills and how to apply these to the problem solving of real scientific issues.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

Chemistry: atomic structure, bonding and structure, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, chemistry of the atmosphere and resources.

Physics: forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure radiation and space.

Subject assessment:

Students will have six 1 hour 45-minute exams at the end of the course (two for each science).

WHY STUDY SEPARATE SCIENCES

Studying Science will greatly assist you entering the employment market, as you will develop key skills such as resilience in problem solving, an analytical mind, knowledge of key practical techniques and equipment, open-mindedness to change and development, objectivity and a logical organised approach to real-life challenges. Separate Sciences provide a greater depth of knowledge that would help and support future applications for Science-based subjects at A Level and university.

FUTURE CAREER PATHS

Medicine, veterinary science, chemist, physicist, biologist, marine biologist, geneticist, pharmacist, ecologist, geologist, physiotherapist, psychologist, zoologist, forensic scientist.

WHAT STUDENTS SAY

"Separate science opens doors for the future and will inspire you to further explore how the world works."
- Edward P



LIFE SKILLS NON-EXAMINED

Life Skills is an essential part of the curriculum for all students across all key stages. Life Skills helps students, in both academic and non-academic areas of school life, by providing them with learning opportunities that will turn knowledge into personal understanding. Life Skills allows students to explore, clarify and if necessary, challenge, their own and others values, attitudes and beliefs.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Living in the Wider World: Students identify their own strengths, interests, skills, and qualities including their value to future employability and strategies to further develop them. Students will learn about different types of work, including employment, self-employment, and voluntary work. Whilst learning about the labour market, students will be given access to an online careers programme that will enable them to consider the choices that are available to them at each transition point.

Health and Wellbeing: Students will learn how to manage transition and maintain physical, mental, and emotional health and wellbeing. Students will be able to make informed choices about health and wellbeing matters including drugs, alcohol, healthy lifestyle choices and mental and emotional health. Students will assess and manage risks to health, understand how they can keep themselves and others safe by being able to respond in an emergency and administer first aid.

Relationships: Students are given the opportunities to learn about the qualities and behaviours they should exhibit in a wide variety of positive relationships. It allows them to explore the range of positive qualities people bring to relationships and understand that these relationships can cause strong feeling and emotions (including sexual attraction). Students will acknowledge and respect the right not to have intimate relationships until ready and understand what readiness for sex looks like. They will understand that consent is freely given, whilst understanding the facts about contraception and the risks related to unprotected sex. Students will understand that there is a diversity in sexual attraction and that sexism, homophobia, and transphobia is unacceptable.

COURSE CONTENT

Our curriculum is built on three core themes; Relationships, Health & Wellbeing, and Living in the Wider World. Within each theme, students will develop the knowledge and understanding of key concepts to enable them to flourish in the real world. Students will be equipped with the language needed to question and debate in order to positively challenge inequality and present an informed viewpoint. Students will be guided to reflect on their position and status in society whilst appreciating others. Misconceptions and stigmas will be challenged through thoughtful discussion. Students will also increase their participation in bringing about positive change within the school and wider community.

FUTURE CAREER PATHS

Life Skills provides an opportunity for students to learn about different types of work, including employment, self-employment, post-16 and post-18 opportunities including sixth form, college, apprenticeships and university. Life Skills education continues into Key Stage 5.



WHY STUDY RELIGIOUS STUDIES

Religious Studies equips students with systematic knowledge and understanding of a range of religions and worldviews, including atheism and humanism, enabling them to develop their ideas, values and identities.

In doing so, students have the opportunity to develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.

FUTURE CAREER PATHS

Religious Studies develops the skills necessary for understanding people. These skills are vitally important in all careers, especially professions such as the police, retail, teaching, the law, the caring sector and the armed forces, where contact with other people is at the forefront. Religious Studies is also a great option for those thinking of applying for medicine, as it promotes ethical awareness and empathy.

WHAT STUDENTS SAY

"I like RS. You discuss real issues and have the chance of un-pressured learning."

"The teachers create a place where you are happy to question anything – I mean anything!"

RELIGIOUS STUDIES NON-EXAMINED

The Core Religious Studies course delivered through one lesson per fortnight. It is non-examined to meet the statutory requirement for all students. The course promotes the spiritual, moral, social and cultural development of students, giving them the opportunities, responsibilities and experiences of later life.

COURSE CONTENT

The aims of the course are to ask big philosophical questions about religion and life; religion, peace and conflict; religion, human rights and social justice; and revelation and the existence of God, as well as learning in-depth about two major world religions: Christianity and Islam.

Religious Studies enables us to make sense of the rapidly changing world in which we live.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Subject Units Y10:

Introduction to Philosophy and Morality
Medical Ethics – Abortion
Medical Ethics – Genetic Engineering; Infertility;
Organ Donation
Medical Ethics – Euthanasia
Crime and Punishment
Authority; Freedoms; Extremism

Subject Units Y11:

Human Rights and Social Justice
Prejudice and Discrimination
Family and Role of Women
21st Century Commandments
21st Century Deadly Sins

Assessment

Continuous teacher assessment and self-assessment is closely linked to the Investment in Learning criteria while also supporting personal learning and thinking skills and promoting SEAL (social and emotional aspects of learning).

Revision skills are also embedded to support students with their examination preparations.



THE BENEFITS OF CORE PE & SPORT

Through the rich and varied curriculum in KS4 students will learn how to stay fit and healthy and possibly more importantly, why staying fit is essential to enjoying a full and rewarding life.

SUCCESSFUL ALUMNI

"I really enjoyed the way we learnt a lot of the course content practically first, before applying it theoretically afterwards. I really enjoyed studying the BTEC sport qualification, the four units we covered gave me a great understanding of Health and Fitness, Physiology and Leadership."

– Ioan Evans

Ioan left Wath in 2016 after achieving a Distinction Star (the top grade) in BTEC Sport Level 2, before studying BTEC National Level 3 Sport in the 6th Form. Using his BTEC qualifications, he completed his Degree in Sport Psychology from Loughborough University in 2020. Ioan represented Wales at Junior level in Football, played for Sheffield United up to the age of 18 and plays semi-professional football presently. He is currently working towards becoming a qualified psychologist.

CORE PE AND BTEC Tech Award in Sport

Our Core PE curriculum at KS4 delivers a world class learning experience. We aim to develop a love for physical activity and a comprehensive knowledge of health and fitness. Staying healthy and having the knowledge of how to stay healthy is a life skill that everyone needs. Core PE is studied alongside either the BTEC Tech Award in Sport (see below) or GCSE PE (overleaf).

CORE PE COURSE CONTENT

During Core PE lessons, students have more autonomy over the sport and activities they study. The students are given options and pathways around the three key areas in PE: Creativity, Games, and Health & Fitness. The students get to select a pathway that they will then explore for a half term. These may be done on site with their own PE teachers or off site for activities such as Pilates, boxing, ice skating or kayaking. Furthermore, during KS4 lessons, we utilise offsite specialist facilities such as local gyms, fitness and dance studios to give students a wide range of opportunities within Physical Education and sport.

BTEC TECH AWARD SUBJECT UNITS AND ASSESSMENT OUTLINE

The BTEC Tech Award in Sport (2022) covers three components of two years:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity. Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity

Component 2: Taking Part and Improving Other Participants Sporting Performance. Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance. This is an external examination.

PHYSICAL EDUCATION GCSE

At Wath, we are proud of our achievements on the sports field and in the classroom. Picking GCSE PE as an option will enable you to excel in both. You will develop your knowledge, understanding, skills and character to enhance your performance in physical activities and understand the benefits to health, fitness and well-being. You will already be a keen sportsperson, playing competitively in your chosen sport. GCSE PE will help you understand more about how your body enables you to perform amazing feats on the sports field and your mind allows you to achieve things you did not think possible.

COURSE CONTENT

By studying GCSE PE, you will understand how physiological and psychological factors affect performance. Alongside this theoretical content you will develop your performance across a range of sports to specialise in three activities, which you will be graded on. Finally, you will complete a Personal Exercise Programme (PEP), Where you will assess your own fitness and performance in a sport and design a training programme to improve your performance.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1 – Theory: 1hr 45m Exam (36%)

Applied Anatomy and Physiology
Movement Analysis
Physical Training

Component 2 – Theory: 1hr 15m Exam (24%)

Health, Fitness and Well-being
Sport Psychology
Social-cultural Influences

Component 3 - Practical Performance (30%)

Your ability to perform a range of skills and apply them successfully to competitive situations is assessed.
You are graded out of 35 for your best three sports.
At least one sport needs to be either individual or team based.

Component 4 - Personal Exercise Programme (10%)

Produce a six-week Personal Exercise Programme (PEP), Analyse your fitness tests and performance data, Come to conclusions about the effectiveness of your PEP.



WHY CHOOSE PHYSICAL EDUCATION

Research has shown that over 80% of top business leaders have a background in competitive sport. You will need resilience, leadership, determination, and team working skills to excel on the course. All the characteristics required to be successful in any career choice you make.

WHAT STUDENTS SAY

"GCSE PE gave me a great grounding in the fundamentals of how the body and the mind can affect performance in sport. I loved the depth we went into."

FUTURE CAREER PATHS

Physical Education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in Physical Education? Some careers that you could consider doing with PE include sports science, pe teacher, physiotherapist, professional sportsperson, sports coach/consultant, sports policy at local and national level, diet and fitness instructor and personal trainer.



OPTIONAL SUBJECTS

ART & DESIGN (3D DESIGN) GCSE

GCSE Art and Design (3D Design) has two components and supports you to develop your ability to engage in the processes of product design. You will build your creative skills through learning techniques and processes and applying them to develop material based products.

COURSE CONTENT

You will develop your own personal responses within a number of projects, which will help you to explore processes including – but not limited to – wood, metal, plastics, sculpture, model making, CAD, laser cutting and light drawing. You will be expected to produce some designs via drawings or computer design work. In addition, you will develop knowledge and understanding of media, materials and technologies in historical and contemporary artists, societies and cultures. Areas of study include:

- Architectural design
- Interior design
- Product design
- Exhibition design
- Environmental/landscape design
- Sculpture
- Design for theatre, film and television
- Jewellery and body adornment
- Ceramics.

Work is not limited to one area of study.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio (non-exam assessment) 60%
This is broken down into at least two projects which will cover a range of skills and topics.

Component 2: Externally Set Assignment, 40%
The exam paper is issued to students in January of Year 11 and you will have ten weeks to prepare for a ten-hour exam which is split into multiple sessions.

- Component 1 deadline – End of December 2022
- Component 2 deadline – April 2023
- Exam – April 2023



WHY CHOOSE ART & DESIGN – 3D DESIGN

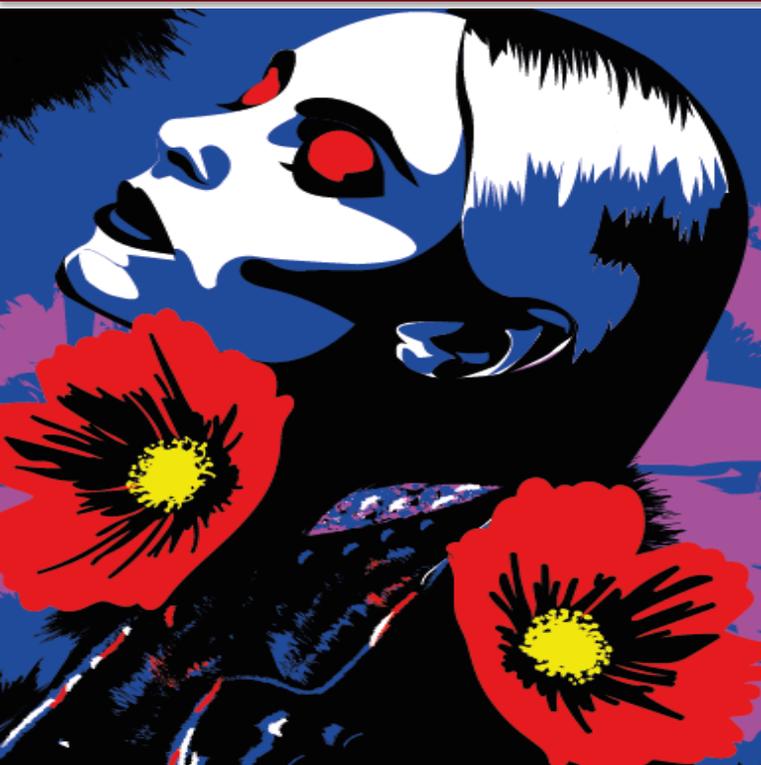
Three-dimensional design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers, problem solvers and people who enjoy making.

Three-dimensional design is the ideal opportunity to explore ideas and develop skills and is a great first step for those who wish to follow a course in art and design. However, its balance of practical, academic and analytical skills are widely transferable and students intending to study courses unrelated to art and design find that it complements their other subject choices. A course in three-dimensional design will enable you to select appropriate materials and learn how they fit together, develop an understanding of scale and experiment with texture and surface finish.

FUTURE CAREER PATHS

Architecture, landscaping, joiner, jeweller/silversmith, set designer, prop maker, interior designer, ceramicist, product designer, advertising, furniture maker, educator, sculptor.

OPTIONAL SUBJECT



WHY CHOOSE ART & DESIGN (GRAPHIC COMMUNICATION)

After GCSE, you could continue to study applied Art and Design courses, including but not limited to Graphics, Photography, Textiles and Fashion, Illustration and Web/Gaming Design. Additionally, you could take an apprenticeship within the Art and Design industry. Having qualifications in graphic communication can lead you into an array of different industry sectors. All lines of work now rely on staff to produce information and marketing about their organisations.

FUTURE CAREER PATHS

Graphic designer, architecture, landscaping, printmaker, interior designer, illustrator, photographer, animator, video game designer, art therapist, educator.

WHAT STUDENTS SAY

"So far in Graphics I have learnt new techniques such as how to efficiently use Photoshop and develop my ideas as well as much more. It has also really helped my creative thinking and I never struggle for concepts anymore."

ART & DESIGN (GRAPHIC COMMUNICATION) GCSE

GCSE Art and Design (Graphic Communication) has two components and supports you to develop your ability to engage in the processes of graphic design and digital art. You will build your creative skills through learning techniques and processes and applying them to your projects.

COURSE CONTENT

You will develop your own personal responses within graphics-based projects which will help you to explore processes including drawing, printmaking, typography, photography, digital painting and digital drawing/illustration. Much of this work will be produced on a computer using Adobe software, such as Photoshop and Illustrator, but other skills will be learned to support this work. You will use the artwork you create to produce packaging and advertising for current brands and companies. In addition, you will develop knowledge and understanding of media, materials and technologies in historical and contemporary artists, designers, societies and cultures.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio Non exam assessment – 60%

This is broken down into three projects which will cover a range of skills and topics.

Component 2: Externally set assignment – 40%
The exam paper is issued to students in January of Year 11 and you will have ten weeks to prepare for a ten-hour exam which is split into multiple sessions.

Component 1 deadline – December of Year 11
Component 2 deadline – April of Year 11
Exam – May of Year 11

OPTIONAL SUBJECT

ART & DESIGN (Art, Craft and Textiles) GCSE

GCSE Art, Craft and Design will allow you to explore and develop your creative skills across multiple disciplines. The course will initially be workshop led where you will learn different skills within drawing, painting, graphics, textiles and 3D design. You will gain experiences through varied processes, tools, techniques, materials and resources to generate varied outcomes. You will then focus on a particular area of interest and investigate this further independently.

COURSE CONTENT

You will spend time in workshop sessions to explore 2d and 3D modelling alongside drawing and creating exciting ideas.

You will study different construction methods such as clay, mod rock, wire work and paper sculpture along with textile approaches which will consist of batik painting, silk painting, felt making, appliqué, free machine embroidery and hand embroidery. You may also develop your work digitally using graphic design techniques on Photoshop and Illustrator.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio Non exam assessment – 60%

This is made up of workshop tasks and then a sustained project which will cover a range of skills and processes. Deadline – End of December 2023

Component 2: Externally set assignment – 40%

The exam paper is issued to students in January of Year 11 and you will have ten weeks to prepare for a ten-hour exam which is split into multiple sessions.

Component 1 deadline – December of Year 11

Component 2 deadline – April of Year 11

Exam – May of Year 11

WHY CHOOSE ART, CRAFT AND DESIGN

This is a new course being offered here at Wath Academy, but we are very excited about the possibilities. It will allow you to gravitate towards the chosen creative field that suits you. We are always developing different outcomes within The Wath Academy Art Department, especially within the A-Level course; however, to bring this to GCSE is a fantastic opportunity for Wath students. We will deliver excellent content with engaging lessons allowing you to achieve in whichever way is suited to you.

FUTURE CAREER PATHS

Artist, graphic designer, architect, make-up artist, printmaker, interior designer, illustrator, photographer, fashion designer, tattoo artist, gallery curator, visual merchandiser, special effects, set designer, pattern cutter, surface pattern designer, video game designer, art therapist, educator, animator.



ART & DESIGN (PHOTOGRAPHY) GCSE

GCSE Art and Design (Photography) has two components and supports you to develop your ability to engage in the processes of photography. You will build your creative skills through learning techniques and processes and applying them to develop responses to any given theme.

COURSE CONTENT

You will develop your own personal responses within a number of projects which will help you to explore processes. This title is defined as the practice of creating durable static or moving images by recording light with light-sensitive equipment such as digital photography. Students undertaking the photography title are required to demonstrate the knowledge, skills and understanding through areas of study relevant to their chosen title. Areas of study include documentary photography, photo-journalism, studio photography, location photography, experimental imagery, installation and moving image: film, video and animation.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio (non-exam assessment), 60%
This is broken down into at least two projects which will cover a range of skills and topics.

Component 2: Externally-Set Assignment, 40%
The exam paper is issued to students in January of Year 11 and you will have ten weeks to prepare for a ten-hour exam which is split into multiple sessions.

WHY CHOOSE PHOTOGRAPHY

With the advent of digital cameras and readily accessible photo finishing software, it seems as though anyone can become a photographer. Still, becoming a professional photographer requires a considerable level of skill, training, patience, and creativity. Becoming a photographer can give you an entirely new perspective on everyday life. You can use photography to turn anything you find beautiful into a work of art.



FUTURE CAREER PATHS

Portrait photographer, commercial photographer, scientific photographer, photojournalist/news photographer, freelance photographer, architecture, set designer, interior designer, advertising, educator.

WHAT STUDENTS SAY

"I love the freedom that photography gives you to look at the world through a different perspective."
– Oliver

"Every organisation in the country uses some kind of marketing and studying photography enables me to gain the skills needed to take great photos and digitally manipulate them."
– Sophia

OPTIONAL SUBJECT



ART & DESIGN (FINE ART) GCSE

Fine Art has two components and supports you to develop your ability in Art. You will build your creative skills through learning techniques and processes, and applying them to develop imaginative, creative, personal and skilful works of art. Throughout your journey, you will gain an in-depth contextual understanding of a wide variety of artists, cultures and art movements.

COURSE CONTENT

You will develop your own personal responses to projects which will help you to explore a wide range of different techniques and processes available to you. You will work primarily with drawing and painting techniques, enhancing your skills in this area. In addition, you will develop knowledge and understanding of other media and technologies and learn how to link your work with historical and contemporary artists, designers, and cultures. At the end of each project, you will be expected to complete a final piece that will showcase your best work and cohesively link your prep work together.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio (non-exam assessment) - 60%
This is broken down into at least one sustained project which will cover a range of skills and topics.
Deadline – End of December of Year 11.

Component 2: Externally-Set Assignment - 40%
The exam paper is issued to students in January of Year 11 and you will have ten weeks to prepare for a ten-hour exam which is split into multiple sessions.
Component 2 Deadline – April of Year 11
Exam – April of Year 11

FUTURE CAREER PATHS

Artist, graphic designer, architecture, make-up artist, jeweller/silversmith, printmaker, interior designer, illustrator, photographer, fashion designer, tattoo artist, gallery curator, advertising, special effects, cartoonist, pattern cutter, video game designer, art therapist, educator.

WHY CHOOSE FINE ART

Art is suitable for students with an interest in drawing and painting who are willing to be creative. It is a practical subject that allows students to explore a wide variety of techniques and process including digital art. Art allows students to problem solve and find their own answers taking them on an independent journey with no limitations or boundaries. Fine Art is the first step towards A Level and Level 3 Art and Design courses, (including but not limited to Fine Art, Ceramics, Photography, 3D Design, Graphic Design, Textiles and Fashion), as well apprenticeships within the art and design industry.

WHAT STUDENTS SAY

"The teachers are really helpful and there is lots of extra support in art clubs at dinner time and after school."

"Once we have developed our skills and become more confident using what we enjoy the most we can choose any themes we want for our Unit 1 project."

BUSINESS GCSE

Within the Business Department, learners are challenged through an ambitious curriculum which will enable depth of knowledge and understanding and also equip them with relevant skills. Learners will actively engage in a variety of learning experiences; we hope to support all students to develop into well-rounded individuals ready for the next step of their academic and career journey.

COURSE CONTENT

Learners will be challenged to develop their entrepreneurial and employability competencies. These include strong communication skills (oral and written), problem solving, decision making and critical thinking. Numeracy and an understanding of how to interpret and use financial data is also a skill that is vital in the subject area as well as a close understanding of economic fluctuations and other external changes affecting business.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The Edexcel GCSE qualification is assessed through two written external examinations at the end of the two-year course.

Paper 1 includes five topics: enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences on business.

Paper 2 includes five topics: growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.

WHY CHOOSE BUSINESS

The GCSE Business qualification is the perfect choice for any budding **entrepreneurs**. The course is better suited to students who prefer to be externally assessed, with final exams at the end of the two-year course. Many of our KS4 students continue to study Business at Wath Academy Sixth Form, where we offer both BTEC Level 3, A Level Business and A Level Economics.



FUTURE CAREER PATHS

Business students typically have good moneymaking awareness – one of the qualities highly sought after by recruiters. Many students will use the skills and knowledge gained to set up and run their own businesses. Some students will look for employment where they are able to effectively apply their knowledge of industries practically to a job. Popular areas of employment for business and economic students include business, HR, finance, marketing, PR and sales.

WHAT STUDENTS SAY

“I decided to study Business at GCSE as I had a keen interest in the subject. I enjoyed it that much I have chosen to study Business at university.”

SUCCESSFUL ALUMNI

“As a student that is now enrolled on a University of Sheffield Economics degree, I can accredit many skills I have developed over the course of my studies to the time I spent studying GCSE Business. Business was a subject that I was interested in due to its real-world application. Understanding the workings of the businesses I shop from every day was an exciting prospect.”

– Christian Cooper

OPTIONAL SUBJECT

CHILDCARE BTEC

This qualification includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development of children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

FUTURE CAREER PATHS

This qualification will provide a starting point for learners to decide whether a career in childcare and education and/or health and social care is right for them.

COURSE CONTENT

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression, including:

- An awareness of learning styles
- A basic introduction in to working with children in a variety of settings
- An understanding of roles and responsibilities when working in a setting
- An understanding of equality and diversity within a childcare setting
- A basic understanding of the stages and sequence of child development
- An introduction to observing children and how it supports development
- An introduction to the influences that affect holistic development
- An introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 01: An introduction to working with children aged 0-5 years

Unit 02: Development and well-being 0-5 years

Unit 03: Childcare and development 0-5 years

Assessment: A combination of internally assessed units and an external exam.



COMPUTER SCIENCE GCSE

We live in an ever-changing digital world. Technology is all around us and plays a large part in our daily lives, enhancing our communication, productivity and entertainment. Regular contact with computer systems ensures we are all digital citizens and a certain understanding of these technologies is a must. Computer scientists long for a deeper insight into these technologies and through computational thinking, want to enhance their analytical, problem-solving, logical reasoning and mathematical skills.

COURSE CONTENT

The course investigates how computers work and communicate with each other and their impact on individuals and the environment. It also creates an understanding of different approaches to programming and develops key skills in Python.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The course is broken in to two units, each with a 90-minute examination, and each being weighted at 50% of the final qualification, graded on the 9-1 scale.

Unit 1 covers:

Systems architecture, memory and storage, computer networks, connections and Protocols, network security, systems software and the ethical, legal, cultural and environmental impacts of digital technology

Unit 2 covers:

Algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and integrated development environments

WHY CHOOSE COMPUTER SCIENCE

Computer Science is very innovative subject that students find both challenging and rewarding. It opens the door to two further courses at Wath Academy: the Computer Science A Level and also the Cambridge Technical in IT. Employers consider it a highly respected GCSE certificate to hold.



FUTURE CAREER PATHS

Computer Science is a very highly regarded qualification that opens the door to many future opportunities. Potential roles include a software/ games developer, database administrator, computer hardware engineer, computer systems analyst, web developer, information security analyst, computer and information research scientist, systems manager, IT project manager and many more.

WHAT STUDENTS SAY

"Computers are used everywhere; this course helps you understand how they work on a global scale."

"I like the challenges set through the coding tasks."

"If you are into technology then it's a really good course to study."

OPTIONAL SUBJECT

ICT

Level 1/2 Vocational Award

The Vocational Award in ICT is for students who see the value in an IT qualification but don't want to learn about how computers work or how to code them. This course is more about developing a practical understanding of how they are used in the workplace through the development of spreadsheet, database and graphics software to help raise the digital standards of students, allowing access to further relatable courses and a wide range of employment possibilities.

COURSE CONTENT

The course is made up of two units. The first is coursework based (60%) and the second is an online examination (40%). Both units require practical experience of using IT software in a business context: creating spreadsheets, databases, mail merged documents and also graphics such as company logos following a given scenario.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1: ICT in Society 1:

You will:

- Explore a wide range of uses of hardware, application and specialist software in society.
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

Unit 2: ICT in Context:

- Gain a working knowledge of databases, spreadsheets, automated documents and images.
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

WHAT STUDENTS SAY

"I think everyone should have an IT qualification as the vast majority of jobs use computers. This course teaches you skills you will need if you set up your own business or work in an office."

"I liked Computer Studies at KS3 but wasn't keen on the coding that we did. This course allows you to do most of the other things on a regular basis."



FUTURE CAREER PATHS

What jobs don't involve using a computer?

The ICT industry offers a wide range of exciting opportunities which include:

- Data analyst
- Digital content producer
- Systems engineer
- Web marketing manager

WHY CHOOSE THE VOCATIONAL AWARD IN ICT?

This course is for students who wish to extend their IT knowledge base and develop skills in other areas including:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Independence
- Numeracy and data handling
- Problem solving
- Research
- Time management

Skills developed over this course will also nicely lead on to the Level 3 Cambridge Technical in IT qualification that we currently offer.

Music GCSE/BTEC

Studying Music enables you to develop your musicianship skills through performance and appraising of music from different genres. Depending on your course choice you can also develop compositional/music technology skills as part of your development to becoming an accomplished musician prior to further education or a career in the music industry.

COURSE CONTENT

- Musical theory
- Music performance skills
- Learning about the music industry work providing a solid understanding into future opportunities
- Listening and Appraising skills
- Music recording and sequencing skills that are vital in an ever changing, competitive and rewarding industry
- Produce a showcase and learn about sound and lighting for events

It is expected that students will perform on a regular basis both in class and as extra-curricular activities.

SUBJECT UNITS AND ASSESSMENT OUTLINE

GCSE

You must complete all three Components for GCSE we recommend that your performance ability is at least grade 3 on your first instrument.

- Component 1: Performing**
- Component 2: Composing**
- Component 3: Appraising**

There are four components to the BTEC course. Each component and the qualification will be assessed using three bands of assessment: Distinction, Merit and Pass.

- Unit 1: The Music Industry (core)**
- Unit 2: Creating A Music Product (core)**
- Unit 4: Introducing Music Performance (option)**
- Unit 5: Introducing Music Recording (core)**
- Unit 6: Introducing Music Sequencing (option)**



WHY MUSIC

Music will help you to learn how to make decisions, develop self-discipline, learn how to co-operate with others and work as a member of a team, learn to accept responsibility, develop an understanding of the music industry and increase your brain capacity, your empathy and language ability

FUTURE CAREER PATHS

Studio/recording engineer, performer, composer, arranger, conductor, teacher, lawyer, music therapist, presenter, journalism, radio and television... and any career where commitment, team work and creativity are key skills - Music is the perfect course to demonstrate these to an employer.

SUCCESSFUL ALUMNI

The Sherlocks: Kieran and Brandon both studied Music at Wath and are now part of a successful indie-rock band touring the world playing at concerts and festivals.

Leanne Green– International Tribute Artist
"I travel the world performing as the UK's number 1 Beyoncé tribute, voted for by the NTMAs 2019/2020. Everything I learned at Wath Academy has given me the tools I need to thrive in this industry."

OPTIONAL SUBJECT



WHY CHOOSE DANCE

Studying Dance will give you a range of opportunities but also build on core skills that employers, colleges and universities will look for post-16. Dance allows you to actively engage with the community and provide you with rich opportunities that will allow you to become successful in a range of employment opportunities. Performing builds confidence, allows you to manage difficult situations and take time to practice and prep to demonstrate the highest expectations and succeed.

WHAT STUDENTS SAY

"Dance is one of my subjects which gives me a lot of freedom. It allows me to express myself and showcase my skills in a way I haven't ever done before."

"Dance is so much fun! We spend a lot of time learning new styles I had never studied before, I feel like I am already a better dancer because of all the new skills I learnt this year."

"Dance gives me the opportunity to explore choreography and learn how to create exceptionally technical dance pieces which I am very proud of."

DANCE GCSE / BTEC

Dance will give you the opportunity to develop the skills that you have learnt so far in PE. You will have three lessons per week, which will incorporate both practical and theory, providing you with rich opportunities in exploring some of the professional works that you study in Y10 and Y11. This course will also help you to develop professionalism as a performer, trust and communication as you work together with your peers and you build on your skills as a choreographer.

COURSE CONTENT

- Work as part of a team in creating practical piece that will go towards final assessments and live performances
- Watch a variety of professional works that look into different genres of dance
- Learn the technical language of choreography and the skills it takes to make a dance piece innovative and professional
- Look at different ways to evaluate and improve performance and knowledge through the use of assessment skills
- Have the opportunity to take part in workshops and watch professional live performances

SUBJECT UNITS AND ASSESSMENT OUTLINE

BTEC:

Component 1: Exploring the Performing Arts (Internal)
Component 2: Techniques in the Performing Arts (Internal)
Component 3: Performing to a brief (External)
This performance will be filmed in exam conditions at the end of Y11

GCSE:

Component 1: Performance
Solo and Group performance (30%)
Choreography (30%)
Component 2: Dance Appreciation (40%)
The paper is 1 hour and 30 minutes.

FUTURE CAREER PATHS

- Professional dancer
- Travel the world as cruise ship dancers
- Travel the world as hotel entertainment
- Dance teacher at KS4 and KS5
- Dance school businesses
- Choreographer/performance design team

DRAMA

GCSE/Performing Arts

This is a course for those who wish to develop their skills in Drama through studying dramatic texts and devising their own plays. During the course, you will develop skills in acting, lighting, set design, costume, sound and make-up. There will be opportunities to watch live theatre, which you will review, along with having the opportunity to see a live stream of Benedict Cumberbatch playing Frankenstein's monster in the National Theatre production of *Frankenstein*. You will also experience what it is like to work on a professional, published play. You will explore a range of different acting styles and develop your abilities as an actor, along with the academic study of a set text. You will investigate a variety of drama techniques, play scripts and theatrical styles. You will also learn about how playwrights and practitioners communicate with an audience and make an impact.

COURSE CONTENT

- Work in practical group projects based on various themes and issues.
- Explore a variety of scripts through practical workshops.
- Perform using a range of techniques and styles.
- Analyse, evaluate and explore your own work and the work of others.
- Appreciate professional live performances.

SUBJECT UNITS AND ASSESSMENT OUTLINE

GCSE

You will complete three units:
Component 1 (40%): Devising Theatre
Component 2 (20%): Performing from a Text
Component 3 (40%): Interpreting Theatre (Written exam)

Eduqas Performing arts course

Unit 1 Performing (30%)
Unit 2 Creating (30%)
Unit 3 Performing Arts in Practice (40%)



WHY CHOOSE DRAMA

Employers value employees who are able to communicate effectively and confidently. This qualification enables you to develop your critical thinking skills, communication, team work, organisation and people skills as well as confidence. All these are areas valued by employers in a variety of industries. This course also offers you the opportunity to create and watch live theatre developing an appreciation for the arts.

The arts and culture industry continues to grow and contributes in the region of £10.8billion a year to the UK economy.

WHAT STUDENTS SAY

"I picked Drama because I enjoyed it in Year 7 and 8 and I enjoy it even more now. I have really improved my confidence and learnt lots of new performance skills."

"Drama has helped me build up lots of skills that I will need when I leave school like confidence, team work and communication."

OPTIONAL SUBJECT



ENTERPRISE AND MARKETING CAMBRIDGE NATIONAL

Within the Business and Economics Department, students will be taught as trainee entrepreneurs/ economists. Students will be expected to be ambitious and consistently hardworking. Our curriculum builds transferable skills and valuable knowledge. Learning will be relatable allowing students to expand their cultural capital every lesson.

COURSE CONTENT

Learners will be challenged to develop their entrepreneurial and employability competencies. These include strong communication skills (oral and written), problem solving, decision making and critical thinking. Numeracy and an understanding of how to interpret and use financial data is also a skill that is vital in the subject area as well as a close understanding of economic fluctuations and other external changes affecting business.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The Cambridge National course is split into three units: two coursework units worth 25% each and an external exam worth 50%.

Exam: Enterprise and Marketing Concepts

Students will explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Coursework 1: Design a Business Proposal

Students will be presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea-generation tools, seek and act on feedback, and cost their proposals.

Coursework 2:

Students will prepare for and pitch the business proposal that they developed in the previous unit. They will develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal.

WHY CHOOSE ENTERPRISE AND MARKETING

The Enterprise and Marketing qualification is the perfect choice for any budding entrepreneurs. The course is well balanced with a mixture of internal and externally access units and is suited well to students who like a good combination of practical and academic work. Many of our KS4 students continue to study Business at Wath Academy Sixth Form, we offer both BTEC L3, A-Level Business and A-Level Economics.

FUTURE CAREER PATHS

Business students typically have good moneymaking awareness – one of the qualities highly sought after by recruiters. Many students will use the skills and knowledge gained to set up and run their own businesses. Some students will look for employment where they are able to effectively apply their knowledge of industries practically to a job. Popular areas of employment for business students include business, HR, finance, marketing, PR and sales.

WHAT STUDENTS SAY

"I felt the Enterprise and marketing course offered a unique and enjoyable experience into business through a good balance of coursework and exam."

FOOD PREPARATION & NUTRITION GCSE

GCSE Food Preparation and Nutrition is a qualification which focusses on preparing nutritionally balanced food, understanding why foods behave the way they do and an appreciation of food processing and implications of food on a global scale.

You will cook a wide variety of foods, demonstrating key practical skills such as making fresh pasta, meringue, strawberry jam, filleting a chicken and making cream filled chocolate eclairs. You will be expected to explain the science behind the changes that take place when food is combined and cooked, and apply knowledge of nutrition to suggest ways in which dishes could be modified.

COURSE CONTENT

You will study the following:

Practical food skills:

A variety of different dishes and food products.

Food science:

Investigation into why food behaves the way it does.

Nutrition:

Understanding the impact that food has on the body.

A wider understanding:

Where food comes from, how it is produced and what impact it has on the environment.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Assessed Food Science Project

Non-exam assessment: 15%

Investigation task based on a given question

Assessed Food Preparation Project

Non-exam assessment: 35%

20-page study based on a given food theme culminating in a student designed three course meal cooked by the student under exam conditions

Written Exam: 50%

Multiple choice and short answer questions
1 hour 45 minutes



WHY CHOOSE FOOD PREPARATION & NUTRITION

If you've enjoyed Food Technology in Years 7 and 8, if you would like to learn more about different ingredients, tastes and processes, and if you're prepared to work hard to get a really great result, then GCSE Food Preparation and Nutrition is for you!

FUTURE CAREER PATHS

Clinical dietician, food industry professional, professional chef, private chef, food writer, public health worker, nutrition educator.

WHAT STUDENTS SAY

"I like learning about where food comes from – I didn't realise how many foods I hadn't tried."

"My family looks forward to testing what I have made each week, and last week I cooked a Sunday dinner for all of us by myself."

OPTIONAL SUBJECT



GEOGRAPHY GCSE

Geography is the study of Earth's landscapes, people, places and environments. It is, quite simply, about the world in which we live. Geography is unique in bridging the social sciences (Human Geography) with the natural sciences (Physical Geography). Human Geography concerns the understanding of cultures, societies and economies, whilst Physical Geography concerns the understanding of physical landscapes and the environment.

COURSE CONTENT

You will travel the world from your classroom, exploring case studies in the United Kingdom and worldwide. GCSE Geography topics are varied and cover a range of physical and human areas in Geography. In Physical Geography, you will study The Challenge of Natural Hazards, The Living World (focusing on Tropical Rainforests and Hot Desert Environments) and Physical Landscapes in the UK (focusing on Rivers and Coasts) In Human Geography, you will study Urban Issues and Challenges, with detailed studies in London and Mumbai, The Challenge of Resource Management and The Changing Economic World.

There are also opportunities for trips that will take place throughout the course. Fieldtrips provide an insight to real life examples and case studies and allows you to learn outside of the classroom. Students will participate in a river investigation at Burbage Brook and explore economic change in our local area through fieldwork. Students will also have the opportunity to participate in optional trips abroad. Previous fieldtrips have included Barcelona, Sicily and Iceland.

WHY CHOOSE GEOGRAPHY

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

WHAT STUDENTS SAY

"I'm glad I decided to study GCSE Geography. It has helped me to understand the world and events that happen like earthquakes and tropical storms."

"My favourite part of Geography is learning about how different people in different parts of the world live."

FUTURE CAREER PATHS

There is an array of careers that Geography lends itself to, due to the skills being transferable. Some of these include: teaching, law, police, architecture, travel and tourism, conservation, management, the armed forces, journalism, accountancy and town planning. Geography graduates have one of the highest rates of graduate employment.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Physical Geography: 90-minute paper (35%)

The Challenge of Natural Hazards, The Living World and Physical Landscapes

Human Geography: 90-minute paper (35%)

Urban Issues and Challenges, Resource Management and The Changing Economic World

Geographical Applications: 75-minute paper (30%)

Geographical Skills, Fieldwork and Pre-release

HEALTH AND SOCIAL CARE BTEC

Health and Social Care equips students with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Students will have the opportunity to develop their understanding of influences on human growth, development, behaviour and wellbeing. They will also gain an understanding of the physical, intellectual, emotional, and social needs of people who use care and support services and recognise that every individual has a unique blend of abilities and needs.

COURSE CONTENT

Students will learn the core values that all Health and Social Care professionals must demonstrate when working with service users in a range of contexts. They will learn about factors which can affect individuals throughout the life stages and how services can support them. Students will also learn how to interpret health information and create health plans to improve the wellbeing of a service user. Topics covered encourage students to examine issues such as the quality of life and the importance of support when improving health, personal development and relationships.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Human Lifespan Development

Internal (Coursework)

Health and Social Care Services and Values

Internal (Coursework)

Health and Wellbeing

Synoptic External (Exam)

WHAT STUDENTS SAY

"I've really enjoyed learning all the different units as it has allowed me to have a deeper understanding of the type of job roles in a healthcare setting and the responsibilities that come with that. "



WHY CHOOSE HEALTH AND SOCIAL CARE

This qualification will inspire and enthuse students to consider a career in the Health and Social Care sector, or in a related sector where knowledge of Health and Social Care will be of use, such as working with children, older people and people with specific needs. It will give them the opportunity to gain a broad understanding and knowledge of the Health and Social Care sector e.g., the underpinning care values and an understanding of the different life stages that individuals go through and the problems that they might face. This course supports progression to a more specialised Level 3 vocational or academic Health and Social Care course or an Apprenticeship. More broadly, progression to qualifications in other sectors such as care for older people or working with children and vulnerable people in society.

FUTURE CAREER PATHS

Primary/secondary teaching, social work, physiotherapy, police, radiography, nursery teaching, nursery nurse, midwifery, nursing, childcare, residential care.

OPTIONAL SUBJECT



HISTORY GCSE

The GCSE History course has been designed for maximum engagement and enjoyment. You will have the opportunity to develop communication and investigative skills whilst exploring some of the most significant events and people from the past.

COURSE CONTENT

During the course, you will have the opportunity to travel back in time to various key moments and places in the past. You will trace the story of Germany and then you will focus in on the Cold War (particularly Korea and Vietnam). You will explore how these proxy wars developed, looking at aspects such as guerrilla warfare, the use of chemical weapons and the development of the protest movement. The second part of the course takes you to medieval England, rebellions, castles and the impact of the conquest. Finally, you will whiz through time as you study the theme of health over 1000 years of History and start to develop an understanding of how medicine has developed over time – from the primitive treatments used during the Black Death, to the development of surgical techniques including plastic surgery and DNA. As part of the History course, you will have the opportunity to take part in a variety of trips and other enrichment opportunities ranging from visits to the battlefields of the First World War, Munich and even Washington DC and New York!

WHY CHOOSE HISTORY

History is a well-respected subject. By studying History at GCSE, you will open up many potential career pathways, and develop the skills needed to study the subject at a higher level.

History also provides students with many essential skills which will allow them to succeed in modern life such as the ability to think critically about the world and identify 'fake news'.

WHAT STUDENTS SAY

"History is intrinsically interesting. I have developed a lifelong love of the subject, and it all started at GCSE."

– Annie, Y13 Historian

FUTURE CAREER PATHS

History is valued by both employers and universities who know it is not easy, and therefore it is well-respected. History is strongly linked with careers in law, journalism and politics.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1:

Germany Democracy to Dictatorship 1890-1945.

Unit 2:

Conflict and Tension in Asia 1950-1975.

Unit 3:

Health and the People c1000 – Present Day.

Unit 4:

Norman England 1066-1100.

OPTIONAL SUBJECT



PSYCHOLOGY GCSE

Psychology is the scientific study of the mind and human behaviour. Throughout the course, you will experience an aspirational curriculum that equips you to apply psychological knowledge and theory to a multitude of real-life situations.

COURSE CONTENT

You will learn how the behaviour of individuals is influenced by a variety of factors from conception, through childhood and into adulthood. This includes understanding how the presence of others, our biology and our upbringing influence our behaviour, including the development and treatment of mental health problems such as addiction and depression. Research forms an integral part of psychological study so, as a result, you will develop a knowledge of how to conduct your own scientific research.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Paper 1 covers the topics of memory, perception, development and research methods.

Paper 2 covers the topics of social influence, brain and neuropsychology, psychological problems and language, thought and communication.

Students will sit two exams at the end of Y11, with each paper contributing 50% of the overall grade.

WHY CHOOSE PSYCHOLOGY

Psychology is a fascinating subject that students thoroughly enjoy studying. The curriculum is designed in a way that encourages students to develop their confidence and independence in engaging in debates and allows them to appreciate multiple explanations of behaviour. The knowledge and skills gained also facilitate many other subjects. Psychology boasts links to Biology, Maths, PE, Sociology, English, History, Criminology and Health and Social Care at both pre- and post-16 level.

FUTURE CAREER PATHS

As the study of Psychology focuses primarily on understanding human behaviour, the career prospects are unlimited as most vocations involve dealing with people in some capacity. Students often look for careers within the health, law and policing, business and marketing and education sectors.

WHAT STUDENTS SAY

"Psychology is a subject that I find fascinating. I like that a lot of the content we cover I can apply to my everyday life."

"Psychology is my favourite subject. I have really enjoyed learning about how our biology can influence behaviour, especially for mental health problems like depression."

RELIGIOUS STUDIES GCSE

GCSE Religious Studies aspires to develop world class learners by examining the divergent values, beliefs and moral lifestyles held by groups of people in relation to key issues facing the world today to become informed and engaged global citizens. How we live has a big impact on others, in terms of the relationships we cultivate, the behaviours we adopt or avoid and the principles we choose to live by. This course investigates our beliefs, values and decision-making processes and challenges assumptions and ideas to see if they can still stand up as relevant and meaningful.

COURSE CONTENT

GCSE Religious Studies aims to develop students' knowledge and understanding of the major religious traditions held in the UK, of Christianity and Islam, and well as non-religious beliefs such as atheism and humanism. Students will be exposed to sacred texts and learn how to construct informed and balanced written arguments with both depth and breadth.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)

This is broken up into four themes and studied from the perspective of Christians, Muslims and Secular Humanists

Component 2: Study of Christianity (25%)

This is broken up into two parts: Beliefs and Teachings & Practices.

Component 3: Study of Islam (25%)

This is broken up into two parts: Beliefs and Teachings & Practices.

WHAT STUDENTS SAY

"At GCSE, you learn many skills to set you up in the future such as debating and questioning people."

"I really enjoyed GCSE RS as it explored many different ethical issues and enabled me to improve my analysis skills which also helped me in English Literature. it gave me a different perspective on the world."



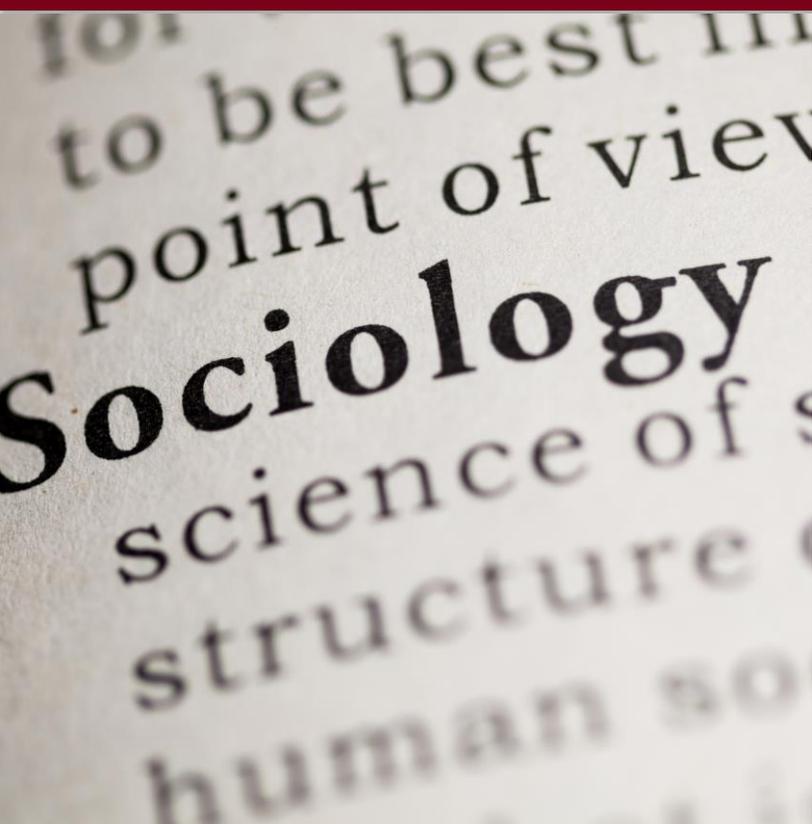
WHY CHOOSE RELIGIOUS STUDIES

You do not have to be religious to take Religious Studies and it is not about making you believe in any viewpoint. Instead, you need to be prepared to listen to other people's viewpoints and find out why people believe what they do, as well as considering important issues that affect everyone. Religious Studies challenges students to reflect on and develop their own values, beliefs and attitudes and contributes to their preparation for adult life in a pluralistic society and global community.

FUTURE CAREER PATHS

Students can further their study into A level Religious Studies, while GCSE also prepares students for A levels in other Humanities subjects, Social Sciences and English. Religious Studies develops the skills necessary for understanding people. These skills are vitally important in all careers, especially professions such as the police, retail, teaching, the law, the caring sector and the armed forces, where contact with other people is at the forefront. Religious Studies is also a great option for those thinking of applying for medicine, as it promotes ethical awareness and empathy.

OPTIONAL SUBJECT



SOCIOLOGY GCSE

Sociology is the study of society and about understanding how and why society changes as well as giving you an insight and understanding into issues that affect you such as the family, education and crime. This course places an emphasis on understanding how and why society changes in addition to developing awareness of contemporary social, cultural and global issues. You will develop key skills such as the ability to critically discuss, evaluate and analyse a range of different viewpoints that will not only allow you to engage in sociological debates but to also be 'apprentice sociologists'.

WHY CHOOSE SOCIOLOGY

Sociology is an incredibly interesting and fascinating subject that can lead to an array of future careers based on the skills and knowledge you acquire through studying this course. The course will enable you to develop your critical thinking, evaluation and analytical skills alongside an ability to interpret data and sources accurately. GCSE Sociology is an excellent platform for those students wishing to study A Level Sociology, Psychology and Religious Studies and the Applied Diploma in Criminology.

FUTURE CAREER PATHS

The knowledge and skills you develop in Sociology are really useful for careers which involve both working with people, in addition to those where analytical and evaluation skills are required such as those within the sectors of education, journalism, social work, counselling, nursing, midwifery, politics, police, lawyers, business owner, human resources.

COURSE CONTENT

Some of the key questions we will discuss in Sociology include:

- Why has the divorce rate increased?
- Should men and women have different roles in the family?
- Why have girls overtaken boys in education?
- Does your teacher have an impact on how well you do in school?
- Why do people commit crimes?
- Why do some social groups have poorer life experiences and chances than others?

If you enjoy subjects like History, Geography, Religious Studies and have an interest in society and an inquisitive mind, then this is the course for you!

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1 – This is worth 50% of the final qualification and will be assessed by a 1 hour and 45-minute exam. It includes studying the topics of Education, Families and Research Methods.

Unit 2 - This is worth 50% of the final qualification and will be assessed by a 1 hour and 45-minute exam. It includes studying the topics of Crime and Deviance, Social Stratification and Research Methods.

There is no non-exam assessment in this subject. You will be asked to complete mini essays so good English abilities are recommended.

SPANISH GCSE

Being able to communicate in a foreign language is a skill that is highly valued by employers in many sectors. In Spanish, alongside learning the language, you will explore the culture, history, traditions and customs of Spain. ¡Es la leche!

COURSE CONTENT

GCSE Spanish develops the skills acquired during KS3 lessons in order to become an outstanding linguist. You will learn Spanish through covering a range of topics and will grow in confidence as you become more able to understand authentic texts and communicate in written and spoken Spanish.

SUBJECT UNITS AND ASSESSMENT OUTLINE

- Family and personal relationships
- Free time (including social media and technology)
- Home, local area and environment
- Healthy and unhealthy living
- Customs and traditions in Spain/Spanish speaking countries
- Current and future study and employment

Assessment at GCSE is a final examination at the end of Year 11. You will be assessed for each of the language skills: listening, speaking, reading and writing. Each paper equates to 25% of the overall grade.

WHY CHOOSE SPANISH

At Wath Academy, we are proud to offer GCSE and A Level Spanish, which will give you real opportunities to set yourself apart from other students around the country. Holding qualifications in foreign languages is a valuable skillset in the UK. Just 15.3% of UK students have GCSE Spanish so you will leave school with a clear advantage. You will find learning Spanish engaging and rewarding. You will broaden your understanding of the colourful culture of Spanish speaking countries. This will add an international dimension to your education which will enhance your job prospects as well as widen your choice of future opportunities.

<https://www.youtube.com/watch?v=Q3xvmc1aVYE>



FUTURE CAREER PATHS

Students of Spanish find employment in many different sectors. These include law, finance, business administration, sales and marketing, banking, journalism, media, politics, public services, transport, tourism and hospitality, and international aid. Speaking foreign languages is also useful if you want to work abroad.

WHAT STUDENTS SAY

"Studying languages gives you the confidence and communication skills that you do not get with other subjects. Thinking on your feet and looking at situations from a different perspective are valuable skills that set you apart from the crowd."

– George Bailey

"It is thanks to Wath that I find myself in the professional position that I am now. The amount of job opportunities for people who speak Spanish and English means that Madrid is the perfect place for me to start my working life."

– Nathan Randerson

OPTIONAL SUBJECT



TRAVEL AND TOURISM BTEC

Travel and Tourism aims to help students develop their cultural capital through a study of the wider world and the travel and tourism industry that does so much to link cultures and countries together. Through an understanding of the influence on the global travel and tourism industry, and the organisations involved, we hope to inspire students to not only see the world, but also understand the careers and opportunities that the industry has to offer. By the end of the course, students will have developed a wide range of interpersonal and intrapersonal skills that will help them be successful, no matter what future path they choose.

COURSE CONTENT

Studied over a three-unit structure, the course allows students to explore the industry: examining the wide range of organisations and destinations involved, developing their understanding of the factors that influence the global industry and applying what they have learned through work related, scenario-based assessments.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Controlled assessment
Travel and Tourism Organisations and Destinations

Component 2: External assessment
Customer Needs in Travel and Tourism

Component 3: External assessment
Influences on Global Travel and Tourism

All units are graded at Level 1 or Level 2 Pass/Merit/Distinction.
Components 1 and 2 are Controlled Assessment. Component 3 is assessed through a two-hour exam.
It takes the form of multiple choice, short answer and extended answers.

WHAT STUDENTS SAY

"I always wanted to be cabin crew. Not only has doing Travel and Tourism helped me learn more about the world and how to deal with people, but it has helped me get on the training course!"

FUTURE CAREER PATHS

Travel and Tourism is one of the fastest growing industries in the world and provides employment to almost 10% of the job market: air cabin crew, holiday representative, hotel manager, tour manager, tourism officer, travel agency manager, etc.

WHY CHOOSE TRAVEL AND TOURISM

The course is aimed at those who have an interest in the wider world, and all the opportunities that it can bring. This award complements subjects such as Geography and Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through project work such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.



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