



The Priory School

Educating Students for Success in Life

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Headteacher: Mr Geraint Edwards

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Dear Student / Parent / Carer

Over the coming weeks your child will be making important decisions about the next two years and the courses they are going to study. Unfortunately due to Covid 19, the process will look slightly different to other years with some of the process being online. We are confident that your child will still be given all the support they need in order to make an informed decision about their subjects, it is just that the support will be delivered in a slightly different way.

Each student has been allocated a specific 'pathway' which will offer them the range of subjects we feel will enable them to be engaged, motivated and succeed.

Your child has been placed on Learning Pathway 1

Students on this pathway will have the opportunity to study up to nine courses, so it is important that they make the right decisions. For this reason we have provided you with this booklet. The subjects your child requests will usually have a strong bearing on their future studies and their eventual career choice. This, together with the fact they will have to live with their subject choices for nearly two years, underlines the need to get this process right. If a student is motivated and enjoys what they are doing, they are far more likely to do well.

As you go through the process, your child should discuss their ideas with as many people as possible, for example brothers, sisters, teachers, careers adviser or a senior member of staff. All these can give much needed guidance and support. We feel we have a wide range of interesting and exciting courses to offer, whilst still ensuring students follow a broad and balanced course in line with National Curriculum requirements. It is our intention to run all the courses outlined in this booklet, however if group numbers are too small or we are unable to staff a subject, we may be unable to run a course. We would contact you if your child has requested an option which we are unable to run. Currently students are free to request to study any of the available subjects (some subjects do require certain target grades), and if it is not possible for them to be placed on a subject they have requested, we will always communicate this to the students and ensure that an alternative is provided.

Applications will need to be submitted online via Options Online. The details for this will be sent out via email. Students will need to request an humanity – geography or history and 3 other subjects in order of preference and one reserve. Requests need to be submitted by Friday 1st April 2022.

Please contact me should you have any questions.

Yours faithfully

Mrs F. Nearney
Deputy Headteacher

Curriculum Outline

The Post 14 curriculum at The Priory School provides continuity and progression from the breadth of subjects studied at the foundation of Key Stage 3. It prepares all students for the opportunities, responsibilities and experiences of adult life, including Work Related Learning and Careers. The curriculum ensures an individualized learning culture where there is equality of opportunity for all to succeed.

Learning Pathway 1

This route offers a maximum of nine qualifications (including English Language and Literature, Mathematics, double science and at least one humanity (geography or history)). Students will have up to three additional subjects to take dependent on ability and guidance from the school. Students with predicted GCSE target grades of 4 and below would be placed on this learning pathway.

Learning Pathway 1			Year 10 allocation of hours (Sept 2022)
English Language and Literature (GCSE)			7
Maths (GCSE)			6
Science (GCSE)			10
Cultural Respect and Responsibility			1
Humanity (Geography or History) GCSE			6
Core PE			5
Up to 3 additional subjects			3 x 5
College	Food Preparation and Nutrition GCSE	OCR National in Sport Science	
Art GCSE	Health & Social Care BTEC	OCR National in Sport Studies	
Core support 1 * additional English and Maths (Allocated by the school)	Media Production BTEC	Performing Arts BTEC	
Creative Computing and Project Management NCFE	Media Studies GCSE	Philosophy and Ethics GCSE	
Design and Technology GCSE	Music * GCSE		
Enterprise BTEC	Music Practice BTEC		
Total			50

Subjects with additional criteria

The list below shows which subjects have additional criteria attached to them. Students need to have a target grade, detailed below, in order to study a certain subject. Target grades can be found on the progress check. The progress check has an estimated Key Stage 4 subject range. The target grade is the middle grade of the range. For example a range 3-5 would have a target grade of a 4.

Subject	Criteria
Computer Science*	Target grade 5 in Maths
Sociology*	Target grade 4 in English
Psychology*	Target grade 5 in Science
PE GCSE*	Target grade 5 in Science
Music GCSE*	Minimum of grade 2 Music

Important Dates and Websites

Event	Date
Year 9 Learning Pathways Parents' Evening – online event. This will be a recorded event going onto our website on this date which can be accessed at any time.	Thursday 17 th March 2022
Year 9 Virtual Parents' Evening	Wednesday 23 rd and Thursday 24 th March 2022
Subject request applications completed online	Friday 1 st April 2022
121 student interviews with SLT, (Senior Leadership team) and other key staff to review and finalise learning pathways subjects	Tuesday 19 th April to Friday 6 th May 2022
Notification of Post 14 qualifications for September 2022 sent out to parents	Monday 13 th June 2022

Websites for more information on courses:

Please find the examination board for each course at the top of the information sheet.

The Priory School website

www.priory.herts.sch.uk

The Department for Education

www.gov.uk

Examination Boards

www.pearson.com

www.aqa.org.uk

www.ocr.org.uk

www.wjec.co.uk

www.ncfe.org.uk

Requesting the 'right' subjects; advice for students

Consider the following:

- Which subjects do you enjoy studying?
- Which subjects do you achieve highly in?
- Which subjects do you need for your chosen career?

For students....

Do....

- Read this booklet carefully and ask for help if you have a question.
- Listen carefully in form time when Post 14 Pathways are being discussed.
- Talk about your potential subjects with your parents, Form Tutor and teachers.
- Research in the careers section of the library and on the websites given in this booklet.
- Attend the Raising Aspirations Post 14 Pathways online event with your parents on **Thursday 17th March**.
- Attend the Year 9 Virtual Parents' Evening on **Wednesday 23rd and Thursday 24th March**.
- Ensure your subject request form is completed and returned by **Friday 1st April** – time will be given to you in form to help you complete these.

Don't....

- Request a subject just because you like the teacher – it is the subject that is important (and you may not get that teacher!).
- Request a subject just because your best friend (or friends) have chosen it – your best friend may be good at it, but you might prefer a different choice.
- Be put off requesting a subject because one of your friends does not like it.

During this process the key people to contact are Miss Follano (Head of Key Stage 4), Mr Freeland (Head of Key Stage 3), Miss Duric (Head of Year 9), Mrs Emler (Head of Raising Aspirations) or Mrs Nearney (Deputy Headteacher). We are all here to help and support with important decisions you have to make.

English Language GCSE

Criteria for taking the subject at Post 14	N/A
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Qualification	GCSE
Examination board	AQA
Examination board website	www.aqa.org.uk
Staff Contact	Miss Dolling – KDolling@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Reading stamina - ability to read widely and with confidence
- Ability to infer meaning from language
- Secure knowledge and understanding of key subject terminology
- To write accurately using a range of punctuation and sentence structures
- To write for specific audiences, purposes and in a range of different forms
- To speak fluently, confidently and in standard English.

What will you be studying on this course over the next 2 years?

The English Language course is taught through an integrated approach, alongside English Literature.

Students' main focus for reading will be on perfecting their analytical skills when dealing with unseen texts. Students will be given the opportunity to read and explore a range of 19th-, 20th- and 21st-century fiction and literary non-fiction through extract-based study. Students will be taught a number of skills including: information retrieval, summary, language and structural analysis and comparison to ready them for the exams.

For writing we will draw on the skills already built at KS3 in terms of writing for specific audiences, purposes and in a range of different forms. Our main areas of focus will be descriptive and narrative writing for Paper 1 and argumentative and persuasive writing for Paper 2. Students will be taught the features of different forms of writing and be expected to draw on their knowledge gained from reading to complement their writing.

The final component of the GCSE Language qualification is the Spoken Language Endorsement. For this, students will be required to plan and present to their teacher and/or peers on a previously agreed topic. It is a requirement that students are given time to respond to questions after their presentation to extend and elaborate where necessary.

How will the course be examined?

Students are examined across two exams lasting 1 hour and 45 minutes. Their overall grade is made up of 50% reading and 50% writing. Students will also complete a separately endorsed 'Spoken Language' qualification for which they will be awarded either 'Pass', 'Merit' or 'Distinction'.

Paper 1: Explorations in Creative Reading and Writing 50%

- Section A Reading / Section B Writing

Paper 2: Writers' Viewpoints and Perspectives 50%

- Section A Reading / Section B Writing

Non-examination Assessment: Spoken Language

- Presenting / Responding to questions and feedback / Use of Standard English

What career options could this course lead to?

The skills learnt through the study of English allow students to choose from many different employment sectors and occupations. Many successful English students follow careers in management or administration, either for a company or in the public sector. Teaching and other education work are the next most common career destinations. A large number of English students choose to work in a creative field, such as writing, publishing, PR or acting. However, there is huge variety in English-related career choices: legal, financial and sales positions are also popular.

English Literature GCSE

Criteria for taking the subject at Post 14 N/A

Qualification GCSE

Examination board AQA

Examination board website www.aqa.org.uk

Staff Contact Miss Dolling – KDolling@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Reading stamina - ability to read widely and with confidence
- Understanding of a range of conventions of prose, drama and poetry
- Ability to infer meaning from language
- Secure knowledge and application of key subject terminology
- To explore texts in relation to the context in which they were written.

What will you be studying on this course over the next 2 years?

The English Literature course is taught through an integrated approach, alongside English Language.

Students' main focus for the exams will be on perfecting their analytical skills when dealing with a range of pre-taught literary texts. All students will be taught a Shakespeare play (*Romeo and Juliet* or *Macbeth*), a 19th-century novel (*The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*), an anthology of 15 poems from the AQA *Power and Conflict* anthology and one further text (*An Inspector Calls/Animal Farm/Lord of the Flies*). In addition, students will be taught the necessary skills to explore and compare unseen poetry. In dealing with the texts, students will be required to research relevant contextual details to explore the wider implications of the themes present in the texts and to apply their knowledge when analysing writers' choices.

How will the course be examined?

Students are examined across two closed-book exams.

For Paper 1, students will be given an extract from their taught text to explore but they will also be required to relate the given extract to their wider knowledge of the text.

For Paper 2, section A, students will get a choice of two questions to answer. For section B, students will be given a printed poem from the anthology to explore and make connections to one other poem from the collection.

Paper 1

Shakespeare and 19th Century Novel 40%

- Section A Shakespeare / Section B The 19th Century Novel.

Paper 2

Modern Texts and Poetry 60%

- Section A Modern Texts / Section B Poetry / Section C Unseen Poetry.

What career options could this course lead to?

The skills learnt through the study of English allow students to choose from many different employment sectors and occupations. Many successful English students follow careers in management or administration, either for a company or for the Government. Teaching and other education work are the next most common career destinations. A large number of English students choose to work in a creative field, such as writing, publishing, PR or acting. However, there is huge variety in English-related career choices: legal, financial and sales positions are also popular.

Mathematics GCSE

Criteria for taking the subject at Post 14 N/A

Qualification	GCSE Mathematics
Examination board	EDEXCEL
Examination board website	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
Staff Contact	Mr Greenwood – AGreenwood@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Understand the concepts included in mathematical areas of number, algebra, geometry and measures, handling data and ratio and proportion
- Use mathematical skills and knowledge to solve problems
- Use logic and reason to solve problems
- Breakdown problems into small steps in order to solve them
- Learn how to use a calculator to solve problems quickly and effectively.

What will you be studying on this course over the next 2 years?

The course will be delivered over 6 lessons every 2 weeks and is taught in sets, according to ability. Topics are taught in units, which take approximately 10 lessons to complete. There is then an assessment at the end of each unit. This allows for continual monitoring of student progress and will identify areas of the course where students may require additional support:

- **Number** – fractions, decimals, number properties, numerical calculations
- **Shapes and Measures** – area, volume, transformations, compound measures
- **Algebra** – equations, sequences, graphs
- **Handling Data** – averages, data charts, probability
- **Ratio and Proportion** – ratio, percentages, direct and inverse proportion.

How will the course be examined?

GCSE Mathematics is a linear course, which is 100% written examination at the end of Year 11. There are two overlapping tiers of entry, which allow a full and balanced opportunity for candidates at all levels of attainment to show what they know, understand and can do. Tier entry will be decided and discussed with students based on their progress through the course. Foundation tier allows students to access Grades 1-5 whereas the higher tier allows students to access Grades 4-9.

Students will take three examination papers, each marked out of a total of 80 marks and each 1 hour and 30 minutes in duration. Two of the examinations papers will allow the use of a calculator whilst the other is non-calculator.

In Year 11, Set 1 students are also taught the Edexcel Level 3 Algebra Award. This is to develop their mathematical skills and assist in bridging the gap between the GCSE and A Level syllabus. This course is assessed through one written paper in the May of Year 11.

What career options could this course lead to?

Mathematics can lead to a wide range of career opportunities including accountancy, engineering, actuary, medicine, science and careers relating to computers. It also develops analytical and problem-solving skills that are useful in a range of other careers.

Combined Science (Double award) GCSE

Criteria for taking the subject at Post 14 N/A

Qualification	GCSE Combined Science Trilogy
Examination board	AQA
Examination board website	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
Staff Contact	Dr Blackford – RBlackford@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Ability to write concisely using good English and appropriate scientific language
- Ability to present data in tables and graphs and to draw conclusions from it
- Ability to plan and evaluate scientific experiments
- Ability to use numeric data in calculations; remember and choose the most appropriate equation; rearrange equations when required; and use appropriate units
- Ability to apply scientific knowledge and understanding to real life contexts
- Ability to deal with large amounts of factual information, selecting the appropriate information and applying it to problems.

What will you be studying on this course over the next 2 years?

Students start studying their GCSE Combined Science Trilogy course in Year 9 and continue with ten lessons every two weeks through Years 10 and 11. The subject is taught in sets according to ability across the year and each set is taught by two science teachers. The lessons will cover scientific theory and application as well as practical work. The latter will include, but not be limited to, twenty one “required practical activities” designated by the exam board.

The following topic areas will be studied:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation and evolution • Ecology 	<ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources 	<ul style="list-style-type: none"> • Energy • Electricity • Particle model of matter • Atomic structure • Forces • Waves • Magnetism and electromagnetism

How will the course be examined?

GCSE Combined Science Trilogy is a linear course leading to a double award, equivalent to two GCSEs. All components are assessed at the end of Year 11. The course is split between biology, chemistry and physics, with each subject receiving an equal weighting.

The assessment is made up of six exam papers, each 1 hour and 15 minutes long. Each paper will assess knowledge and understanding from distinct topic areas, with two papers covering the biology topics, two for chemistry and two for physics. Each paper can be taken at either Foundation or Higher tier, with the maximum grade possible on the easier Foundation Tier paper being grade 5. Students need to take the Higher Tier papers to achieve grades 6 to 9.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. There is no separate, formal assessment of practical skills. However practical work is at the heart of science and at least 15% of the overall marks in the papers will draw on the knowledge and understanding that students gain from carrying out the required practical activities. The papers will also require students to demonstrate a range of mathematical skills and to recall key physics equations.

What career options could this course lead to?

Success in GCSE science is a key requirement for a wide range of career opportunities, often involving further study and higher level qualifications. These include; engineering, forensic scientist, medicine, physiotherapist, research scientist and teaching.

Art and Design GCSE

Criteria for taking the subject at Post 14 N/A

Qualification	GCSE
Examination board	OCR
Examination board website	http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/planning-and-teaching/
Staff Contact	Mr Evans – TEvans@priory.herts.sch.uk

What key skills will I need to have to be successful on this course?

- A keen interest in the visual arts
- Enjoy drawing, painting and exploring materials and techniques
- An interest in researching and studying the work of practitioners through practical study
- Commit to developing their studies away from the classroom through extended studies
- The ability to work to deadlines on projects.

What will you be studying on this course over the next 2 years?

Component 01: Portfolio

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work. The portfolio must provide evidence that the student has met all four assessment objectives.

Component 02: Externally set task

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the 10 hour supervised time period.

How will the course be examined?

Students will be assessed on portfolio of work produced during the course worth 60% and an externally set exam worth 40%. The following objectives are used and have an equal weighting.

- AO1** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3** Record ideas, observations and insights relevant to intentions as work progresses.
- AO4** Present a personal and meaningful response.

What career options could this course lead to?

GCSE Art can lay the foundation for a number of careers in a wide range of industries; acquisitions specialist, antique appraiser, commercial artist, fashion designer, film production, photojournalist, police sketch artist, set designer, television production and web designer.

Core Support – Learning Support

Criteria for taking the subject at Post 14	Recommendation
Qualification	Core Support
Examination board	n/a
Examination board website	n/a
Staff Contact	Mrs Emsley - KEmsley@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Commitment to attend college for the full 2 year course.
- Willingness to give everything a go.
- Positive attitude to overcoming challenges.
- Be committed to making use of all support to assist in their learning.

What will you be studying on this course over the next 2 years?

The core support lessons offer a range of opportunities based on the students attending the provision. This is not limited to, but could include:

- Additional support with their English and Maths skills.
- Developing the students' study and exam skills.
- Using appropriate assistive technology to continue supporting learning in all subjects.
- Engagement with alternative curriculum activities eg working on the allotment.
- Working towards a range of AQA awards based on the students' skill set.
- The offer to attend college to study for a PLO course (Practical Learning Opportunity) one afternoon each week eg animal care, catering (available based on attendance and commitment to complete the course).
- Developing independence and life skills.
- The possibility of studying a level 1 BTEC course.

What career options could this course lead to?

The provision will support moving on to college in their chosen area and the PLO courses offer an early introduction to possible areas of study Post 16.

Creative Computing and Project Management NCFE

Criteria for taking the subject at Post 14 N/A

Qualification	NCFE Technical Award in Interactive Media
Examination board	NCFE
Examination board website	https://qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-2-technical-award-in-interactive-media-4568
Staff Contact	Mr Woolston – AWoolston@priory.herts.sch.uk

What key skills will I need to have to be successful on this course?

- An interest in digital graphics and animations, interactive multimedia products and computer games
- Basic technical computing skills and website designing
- Competency in extended writing, especially independently
- The ability to work to and meet deadlines.

What will you be studying on this course over the next 2 years?

This course is designed to provide students with the skills, knowledge and understanding of digital media and the creative side of computing. This includes a combination of electronic text, graphics, moving images and sound.

During the course you will:

- identify and experiment with interactive media products, materials, techniques and processes;
- work to interactive media briefs, developing and selecting ideas;
- create your own interactive media portfolio; and
- review, evaluate, and present your finished work.

Web Design: You may start off with sketches or storyboards to give your clients an idea of the end product. Web designers may need graphic design experience, an understanding of coding or to be able to implement Search Engine Optimization (SEO) tools so your (or your client's) website features highly in Google searches and gets more views or traffic. During the course you will look at how to create your own website, and how to embed other interactive media within it.

Image Creation & Manipulation: Students will use tools such as Photoshop and Illustrator to produce professional graphics, designs and illustrations. You will also edit and adjust images, create collages and posters, and retouch photographs.

Digital Marketing: Digital marketers use the communication streams that have been gained by our increased reliance on the internet. This includes email, social media, websites and more. Digital marketers use technology to market services and products to customers. You will be required to present and promote your own interactive media.

How will the course be examined?

The course is split into five sections; one exam tested and the others project based.

- Investigating different types of interactive media
- Planning how to create an interactive media product
- Creating an interactive media product
- Presenting and promoting your final product
- An external 15-hour practical exam planning, creating and evaluating an interactive media product that meets a brief.

What career options could this course lead to?

This course is ideal for students looking to progress their computing skills to move onto an apprenticeship or a career in ICT. ICT skills are also important to function effectively in modern society. They are vital across a wide range of careers, including everything from artists, game designers and advertising executives to web designers, programmers, technicians and network engineers and many more.

Design and Technology GCSE

Criteria for taking the subject at Post 14 N/A

Qualification GCSE

Examination board AQA

Examination board website <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Staff Contact Mrs Blacklaws – RBlacklaws@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Problem solving and coming up with innovative solutions to problems for a specific target market
- Creativity in design and making and the ability to draw/communicate your ideas
- A keen interest in how products are made, what materials they are made from and the ability to research
- Organisational skills and the ability to work to and meet project deadlines.

What will I be studying on this course over the next 2 years?

Design and Technology includes all types of materials and specialisms. Students will study a wide range of materials, including timbers, polymers (plastics), metals and papers and boards. Lessons for this course will be taught through a mixture of both theory and practical elements depending on the place in the specification. All students will study the core theory elements: new and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices; and materials and their working properties. All students will then partake in a non-examined assessment (coursework), which will comprise of a folder of research, design work, planning and evaluating a prototype of their design, as well as a 2-hour exam.

How will the course be examined?

- **Component 1:** Non-examined assessment (coursework) (50%)
- **Component 2:** 2-hour exam (50%)

What career options could this course lead to?

A GCSE in Design and Technology can lay the foundation for a number of careers in a wide range of industries: three-dimensional design, construction, graphic design, interior design, jewellery design, product design, engineering and many more!

Food Preparation and Nutrition GCSE

Criteria for taking the subject at Post 14	N/A
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Qualification	GCSE
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Examination board	AQA
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Examination board website	http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585
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Staff Contact	Mrs Blacklaws – RBlacklaws@priory.herts.sch.uk
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What key skills will you need to have to be successful on this course?

- A keen interest in the origins of food and how cooking works
- A keen interest in food science
- A good grasp of basic cookery skills, such as bread-making and pastry
- Organisational skills and the ability to work to and meet project deadlines.

What will you be studying on this course over the next 2 years?

Lessons will be taught over 2 weeks with 2 hours of practical and 3 hours of theory, although this can differ at certain times of the year. It is worth noting that it is not all cooking. The areas that you will study as part of the specification are as follows: nutrition and health, food science, food safety, food choice and food provenance. Students will also then partake in 2 non-examined assessments (coursework) in Year 11, which will involve them producing a body of work developed around a brief and practical outcomes. There is also a 1hr 45-minute exam at the end of the course based on all the theory learnt from the specification.

How will the course be examined?

- **Component 1:** Non-examined assessment 1 (coursework) (15%)
- **Component 2:** Non-examined assessment 2 (coursework) (35%)
- **Component 3:** 1hr 45-minute exam (50%)

What career options could this course lead to?

A GCSE in Design and Technology or Food, Preparation and Nutrition can lay the foundation for a number of careers in a wide range of industries: food writer, food technologist, chef, food scientist and many more!

BTEC Enterprise

Criteria for taking the subject at Post 14 N/A

Qualification	BTEC Level 1 and Level 2 Tech Award in Enterprise
Examination board	Edexcel
Examination board website	www.pearson.com
Staff Contact	Mrs Evans – LEvans@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Organisational and communication skills
- Ability to apply the learning to real life businesses
- To be able to work to and meet deadlines
- General knowledge and interest in business
- Ability to apply extended writing techniques.

What will you be studying on this course over the next 2 years?

Learners will receive a practical introduction to life and work as an entrepreneur. They will develop an aptitude for planning and researching an enterprise idea. They will develop skills and ways of working that are important for enterprise. Learners will complete three components over two years, two are assignment based and one is an external exam.

Component 1 – Exploring enterprises. Learners will examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

Component 2 – Planning for and pitching an enterprise activity. Learners will select an idea for a small enterprise activity to plan and pitch their own business plan to an audience.

Component 3 – Promotion and finance for enterprise. Learners will explore different promotional methods used by enterprises and the factors that influence them. They will also explore financial documents and how to use them to monitor and improve performance.

How will the course be examined?

The course is assessed through assignments with the exception of the promotion and finance for enterprise component which will be assessed by an exam lasting two hours and is worth 40% of the overall grade. The assignments will include a variety of assessment methods including case studies, observations, presentations and time constrained assessments. Learners will achieve pass, merit or distinction grades in their assignments. They will then be awarded an overall Pass, Merit, Distinction or Distinction* for the whole course.

What career options could this course lead to?

A qualification in enterprise can lead to career opportunities in many different sectors such as; marketing, public relations, retail, human resources, administration and finance.

Geography GCSE

Criteria for taking the subject at Post 14 N/A

Qualification	GCSE
Examination board	AQA
Examination board website	http://www.aqa.org.uk/subjects/geography
Staff Contact	Mrs Hall – MHall@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Effective communication skills (written and verbal)
- Informed decision making skills
- Data analysis and evaluation skills
- Problem solving and lateral thinking skills
- Teamwork and leadership
- Independent learning and research skills.

What will you be studying on this course over the next 2 years?

The physical geography modules studied include; hazards, ecosystems, climate change, coasts, rivers and cold environments. The human geography modules studied include; water Issues, development and urban environments providing you with an insight into the key issues facing societies at different levels of economic development. In addition, you will develop key practical investigative skills by completing fieldwork and an issues evaluation exercise in Year 11 based on a study pack released ahead of the exam.

How will the course be examined?

The course is assessed through three examinations at the end of Year 11. There are two 90 minute exams, one each on Human and Physical Geography. The third exam (75 minutes) is based on the fieldwork and also on a study pack released 12 weeks ahead of the exam which we work on in class. This involves student's evaluating an issue.

Paper 1: Living with the physical environment (35%).

Paper 2: Challenges in the Human environment (35%)

Paper 3: Geographical applications (30%).

Overview the question type:

- Multiple Choice / short structured questions / closed exercises (insert missing words from text provided).
- Photo description and interpretation / description and interpretation of maps at a variety of scales.
- Description and interpretation of graphical information / data response.
- Longer extended responses (with higher level commands words such as evaluate).

What career options could this course lead to?

Geography is a great foundation subject for students wanting to study the sciences at a higher level, as well as those who are interested in the social sciences (sociology or psychology) because of the wide range of skills the subject develops. Many students use geography as a way of showing their general ability. In this way, it is a good general qualification and can lead to employment in most types of jobs and can help students qualify for entrance to many further courses at school, college or university. Looking beyond GCSE, geography combines well with almost all other A2 Level subjects. Taken with sciences, like mathematics, physics, chemistry and biology, geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences and geology, taken with humanities like English, French, history or economics, geography supports an equally wide range of university courses such as business, law, media, politics and philosophy. Where students have to undertake fieldwork they develop skills in carrying out investigations which is essential for further study at university where they may be required to carry out a dissertation.

BTEC Health and Social Care

Criteria for taking the subject at Post 14 N/A

Qualification	Level 1/2 BTEC Tech Award
Examination board	Pearson
Examination board website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html
Staff Contact	Miss Willcox – AWillcox@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- The ability to manage your time to meet project deadlines
- Good literacy skills for writing up assignments
- Good oral skills to support discussion in class
- The ability to work in groups and individually.

What will you be studying on this course over the next 2 years?

The course is split into three components over the 2 years. Students will study Component 1 and Component 2 in Year 10 and Component 3 in Year 11.

- **Component 1: Human Lifespan Development:** In this component students will study the development of physical, intellectual, emotional and social skills over the lifetime of an individual. Students will also consider factors that may affect development.
- **Component 2: Health and Social Care Services and Values:** Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.
- **Component 3: Health and Wellbeing:** This component is a synoptic unit. That means that students will be using the information from the previous two components as well as the new information from this section. Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

How will the course be examined?

- **Component 1:** Internal assessment (external moderation) (30%). These assessments will take place in Year 10.
- **Component 2:** Internal assessment (external moderation) (30%). These assessments will take place in Year 10 and Year 11.
- **Component 3:** Exam (40%). This will be examined in Year 11.

What career options could this course lead to?

This course naturally leads on to the BTEC National Level 3 Award in Health and Social Care and can lay the foundation for a number of careers in a wide range of occupations: social services, teaching, midwifery, nursing, police officer, youth worker, and working with people with additional needs.

History GCSE

Criteria for taking the subject at Post 14 N/A

Qualification GCSE History

Examination board Edexcel

Examination board website <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Staff Contact Mr Cussen – RCussen@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- General knowledge and interest in the past
- Sound levels of literacy in reading and writing and willingness to develop these
- Ability to describe the events from the past using facts
- Revising actively to remember key information and details
- Organisation and time management
- Ability to read, understand and evaluate sources.

What will you be studying on this course over the next 2 years?

The course is made up of four topics, two in Year 10 and two in Year 11.

Year 10:

The American West 1835-95: You will learn about the lives of American Indians and how and why different European settlers came to live in the “Wild West” looking for gold, building railways, and pushing the Indians off their land.

Medicine in Britain from 1250 - present day: Describing and explaining the changes in medicine and illness since medieval times and the black death, how new discoveries about the body were made and how heroic individuals took risks to discover cures which make our lives so much healthier today.

Year 11:

USA 1954-75: conflict at home and abroad: This shows the Civil Rights campaigners like Martin Luther King and Malcolm X who fought for equal rights for black Americans, a struggle which carries on today. At the same time you will learn how the richest country in the world was losing the Vietnam War and the impact this had on its people.

Elizabethan England 1558-1588:

Elizabeth was Henry VIII’s youngest daughter who overcame sexism, attacks from her own cousin, the Spanish Armada and religious arguments to become one of England’s greatest rulers, in a “Golden Age” for our country.

How will the course be examined?

There are three exams all sat at the end of Year 11.

Paper 1: Medicine: 1 hour 15 minutes (30% of total grade) a mix of essay writing and source skills.

Paper 2: Elizabethan England and the American West: 1 hour 40 minutes (40% of total grade) shorter factual questions with some essay testing of factual knowledge.

Paper 3: USA 1954-75: 1 hour 20 minutes (30% of total grade) with questions based on understanding sources and the ability to write logical opinion pieces.

What career options could this course lead to?

A GCSE in history shows that you have a high level of literacy and that you are able to analyse complex information. Possible careers could include; law, accountancy, media, business, HR and recruitment. However, History is widely recognised and respected as promoting good communication and analytical thinking and is therefore seen as an extremely valuable qualification for a far wider range than just these careers.

BTEC Media Production

Criteria for taking the subject at Post 14 N/A

Qualification BTEC Tec Award (L1 & L2)

Examination board Pearson

Examination board website <https://qualifications.pearson.com/en/home.html>

Staff Contact Mr Mayers – RMayers@priory.herts.sch.uk

What key skills will I need to have to be successful on this course?

- Basic technical computing skills.
- Basic knowledge of new media and the creative industries.
- The ability to work independently and meet deadlines.

What will you be studying on this course over the next 2 years?

Thinking and creating is what the Creative Media Production course is all about. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove aptitude in creative media production. Such as investigating and developing ideas through pre-production, production and post-production of media products;
- process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas;
- attitudes that are considered most important in creative media production, including personal management and communication;
- knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.

The course can lead onto the study of media in the Sixth Form or in the future and it will help develop academic and practical ability.

How will the course be examined?

The course is split into three sections; one exam tested and the other is two coursework units.

1. Exploring Media Products
2. Developing Digital Media Production Skills
3. Create a Media Product in Response to a Brief

What career options could this course lead to?

The course will develop the skills of students to support them working in the media industry. For example in gaming, advertising, broadcasting, journalism, film production, web and graphic design, and many others in the creative industries.

Media Studies GCSE

Criteria for taking the subject at Post 14 N/A

Qualification GCSE

Examination board OCR

Examination board website <https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2017/>

Staff Contact Mr Mayers – RMayers@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Positive approach to learning and an interest in a variety of media platforms.
- Good verbal and written communication skills.
- Creatively minded with the desire to develop wider practical skills.

What will you be studying on this course over the next 2 years?

The course allows students to critically study a range of texts from a variety of media platforms. Students will begin by developing the key skills necessary to critically analyse and create media products. Study will then focus upon some of the key institutional values associated with media industries, such as film marketing, television crime drama, music, radio and the developing newspaper industry.

The course will also include an NEA (coursework) unit, making up 30% of the final grade allowing students to display their own critical understanding of the concepts developed in the classroom. The remaining 70% of the course is then made up of two written exams, taken at the end of their Year 11 study.

Media Studies is an engaging and ever-developing subject, allowing students to gain a valuable insight into a subject area that will continue to shape the world around them.

How will the course be examined?

The course is split into three sections, of which 70% is assessed through examination in the final year of study. NEA coursework makes up the final 30%:

- Television and Promoting Media (exam-based assessment)
- Music and News (exam-based assessment)
- Creating Media - NEA (Non-examined assessment – coursework)

What career options could this course lead to?

The course will develop students' understanding of a wide variety of media platforms and would be a great pathway into a variety of higher education courses within Sixth Form or colleges. The content and style of learning would also develop skills appropriate to some apprenticeships in the media and related industries.

Music GCSE

Criteria for taking the subject at Post 14	<p>Minimum Grade 2 standard on an instrument or voice. (You do not have to have done the actual graded exam.)</p> <p>It is a requirement that you attend at least one ensemble group within the department to ensure you have material for your group performance.</p>
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Qualification	GCSE Music
Examination board	Edexcel / Pearson
Examination board website	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html
Staff Contact	Mrs Creak – LCreak@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Competent performer
- Creativity
- General interest in all genres of music
- Time management to balance commitment to extra-curricular music groups and studies
- Knowledge of music theory or willingness to learn
- Commitment to music both in and out of school.

What will you be studying on this course over the next 2 years?

You will study all 3 areas of composing, performing and appraising over the next 2 years. Composition and appraising will be covered in the 5 lessons you receive every 2 weeks. Performance skills will be covered through instrumental lessons and private practise. During your lessons, you will compose using a range of techniques and software and will be able to choose whichever method you feel most comfortable using for your final work. In addition to this, you will also study 8 set works from the following 4 areas: instrumental music, vocal music, music for stage and screen, and fusions.

If you want to know which units at KS3 are linked to GCSE Music, then look at your Yellow Assessment Tracker Card as this will show you.

How will the course be examined?

You will be examined in each of the three areas separately:

Performing (30%)

You will be required to perform as a soloist AND within a group. The total length of the performance time is 4 minutes, with the solo and ensemble piece being at least one minute long. This will be recorded during Year 11.

Composing (30%)

You will compose 2 pieces of music. You will start one piece in Year 10 and complete this in Year 11. The other will be written to a brief released by the exam board at the start of Year 11. Both of these pieces carry an equal weighting of 15% each.

Appraising (40%)

You will sit a 2-hour exam in the final summer term. Six of the questions will be related to listening extracts from the pieces you have studied over the course. They will be short-answer questions. The next 2 questions are theory knowledge based and will be from unfamiliar pieces (which will be played in the exam). The final section requires you to compare a section of one of your set pieces with a piece you have not heard before. You will receive a score for both pieces and they will be played to you as well. You will then be required to complete a 12-mark response to the question.

What career options could this course lead to?

GCSE Music can lay the foundation for a number of careers in a wide range of industries including sound engineer, TV & film production, performer, composer, music publisher, conductor, teacher and radio presenter.

BTEC Level 1/2 Tech Award in Music Practice

Criteria for taking the subject at Post 14	<p>An enjoyment of music and an interest in sound production/ technology</p> <p>*** Please note that you DO NOT have to be able to play an instrument to do this qualification. Please speak to your class teacher about this. ***</p>
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Qualification	BTEC Level 1/2 Tech Award in Music Practice
Examination board	Edexcel (Pearson)
Examination board website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html
Staff Contact	Mrs Creak – LCreak@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- The ability to work in a team
- Independent thinker who is well organised and can work to deadlines
- Good with doing practical activities
- Willingness to try new things
- Computer literate
- An interest in music from 1950s onwards.

What will you be studying on this course over the next 2 years?

This course is divided into 3 components:

- **Component 1:** You will explore a variety of styles of music including pop, jazz, world music, film and computer music. As well as this, you will learn about the way music is created in these styles and experiment with performing and creating music in this way. You will also learn how to use the iMac computers and software to create your own pieces and set up equipment to record musicians. You will produce a portfolio for this unit containing all the work you complete along the way (practical evidence and written work).
- **Component 2:** This component lasts the longest and covers 4 to 6 months. You will evaluate your skills as a performer, composer or producer and put a plan in place to develop your skills in 2 of these areas. You will then review these at 6 various points over the months and will then hand in all your evidence to be marked.
- **Component 3:** This unit is externally assessed and completed in Year 11 (although you will learn the required skills during activities in Year 10 as well as a mock exam in Year 11). You will be given a list of 10 popular songs and asked to use elements to create a new piece. You can choose to either perform your new version or use computer software to produce it instead. Once this is completed, it is sent off to be marked.

How will the course be examined?

This qualification does not have a written exam. However, one of the units has a set timescale and is externally assessed. You have one month to complete this task and it will be done early in the Summer term of Year 10, with an opportunity for a resit in Year 11. The other units are all internally assessed and then externally moderated. You will be set assignments with work booklets to complete in order to ensure you have all the material you require for the assessments.

What career options could this course lead to?

A music practitioners qualification can lay the foundation for a number of careers in a wide range of industries, such as sound engineer, stage manager, sound designer, sound technician, recording technician and studio manager.

BTEC Performing Arts

Criteria for taking the subject at Post 14	N/A
Qualification	Level 2 BTEC Tech Award in Performing Arts
Examination board	Edexcel
Examination board website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html
Staff Contact	Mr Evans – TEvans@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- To enjoy performing to an audience.
- Confident working in groups devising drama based upon various stimuli.
- An understanding of the key skills used to explore and develop drama.
- Enjoy watching and analysing the repertoire of key practitioners and their own work.
- The ability to work to deadlines on projects.

What will you be studying on this course over the next 2 years?

Students will undertake 3 units over the two year period.

Unit 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Unit 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting or musical theatre repertoire as performers or designers.

Unit 3: Responding to a brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

How will the course be examined?

Unit 1: Exploring the Performing Arts: Internally set task, internally marked and externally moderated worth 30% of assessed course.

Unit 2: Developing Skills and Techniques in the Performing Arts: Internally set task, internally marked and externally moderated worth 30 % of assessed course.

Unit 3: Responding to a brief: Externally set task, externally marked worth 40% of assessed course.

What career options could this course lead to?

This qualification can lay the foundation for a number of careers in a wide range of industries; broadcast journalist, choreographer, lighting technician, sound engineer, make-up artist, film camera operator, TV director, TV producer and film production assistant.

Philosophy and Ethics GCSE

Criteria for taking the subject at Post 14 N/A

Qualification	GCSE
Examination board	AQA
Examination board website	http://www.aqa.org.uk/subjects/religious-studies
Staff Contact	Miss Watkins – CWatkins@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- An ability to discuss and evaluate different viewpoints
- An interest in finding out about philosophical, ethical, moral and religious issues
- Knowledge and understanding of religious beliefs and philosophical ideas in Christianity/Islam
- General literacy skills.

What will you be studying on this course over the next 2 years?

Over the two years you will be studying a variety of different topics which are split into 2 main categories:

Religion	Philosophical and Ethical Themes
<ul style="list-style-type: none"> • Christian beliefs and practices • Muslim beliefs and practices. 	<ul style="list-style-type: none"> • Matters of Life and Death (origins of the universe, value of human life; abortion/euthanasia) through Christianity • Marriage and The Family (marriage, sex, divorce and gender equality) through Christianity • Peace and Conflict (pacifism, conflict, war, weapons of mass destruction and justice) through Islam • Crime and Punishment (capital punishment, forgiveness, drugs and alcohol) through Islam.

Throughout the course you will be required to formulate your own opinions about the issues studied, as well as be able to consider other points of view. You will learn to become aware of and express your own beliefs in a safe and questioning environment, whilst learning to be accepting of the beliefs and opinions of others. The course involves discussion and thinking, which will show your awareness of others' beliefs as well as making you aware of the multi-cultural and multi-faith society in which we live. A variety of different teaching and learning methods will be used throughout the lessons, including discussions, videos, role play, written tasks and blended learning.

How will the course be examined?

- **Component 1:** 1hr 45-minute exam on Christianity and its associated themes (50%)
- **Component 2:** 1hr 45-minute exam on Islam and its associated themes (50%)

Each paper has four sections – one section for each unit you have learnt. The structure to the questions is the same across the two papers, with a mixture of 'outline', 'explain' and 'evaluate' questions – skills and question types that you should already be aware of from your P&E career through Years 7 to 9. There is no coursework involved, all marks are gained in the examinations. Regular exam questions will be set (both as assessments and just as practice for the whole class) during the course of the 2 years to ensure you are fully equipped for the exam in Year 11.

What career options could this course lead to?

Careers that philosophy and ethics would be useful for include law, police, nursing, medicine, teaching, charity work, social work, scientific research, and HR and recruitment. Philosophy and ethics can be used for any job that requires knowledge and understanding of people and resolving difficult situations. A GCSE in philosophy and ethics shows that you have a high level of literacy and that you are able to analyse complex information and reach balanced conclusions.

OCR National Sports Science Level 2

Criteria for taking the subject at Post 14	Interest and involvement in sport and physical activity
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Qualification	Level 1/2 Award/Certificate Cambridge Nationals Sports Science
Examination board	OCR Cambridge Nationals
Examination board website	http://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-sport-science-level-1-2-j802-j812/
Staff Contact	Mr Jessney – NJessney@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Desire and interest to know what is happening to the body when exercising.
- Reacting positively to feedback to improve work.
- Wider reading and interest in sport.
- The ability to work to set deadlines.

What will you be studying on this course over the next 2 years?

The course is divided into four units which consist of the following:

Reducing the Risk of Sports Injuries

Students will learn the different factors which influence the risk of injury. They will examine the different factors that could contribute to an injury and how these can be reduced. Students will learn how to prepare adequately and recover from exercise. Students will learn how to respond to a range of injuries in a sports-based context. Students will gain an understanding of how to deal with common medical conditions, for example the steps they would put in place to support an individual with asthma or epilepsy. This unit will be assessed through an external examination. Learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

Applying the Principles of Training

Students will learn about the principles of training. Students will be able to plan training for specific athletes taking into account specific methods of training and component of fitness. Students will be able to plan and carry out fitness testing. They will be able to plan and carry out a fitness training programme. This unit will be assessed both practically and through several pieces of written coursework.

Sports Nutrition

Students will learn about the nutrients that are required for a healthy, balanced diet. They will gain an understanding of the importance of nutrition in sport, such as knowing the importance of consuming specific nutrients before and after exercise. Students will learn about the effects of a poor diet on sports performance and participation. Students will be assessed through several pieces of written coursework for this unit.

Technology in Sport

Students will learn how technology is used in sports to enhance performance and to enhance game play and spectatorship. Students will understand the positive and negative effects of sports technology. Students will be able to evaluate the impact of technology in sport. This unit will be assessed through several pieces of written coursework for this unit.

How will the course be examined?

The course is weighted in the following way: coursework 75% and external exam 25%. The course is assessed by a series of pieces of coursework for three of the units. These are marked internally, with an external moderation process at the end of the course. Reducing the risks of sports injuries is assessed through a written examination. The examination paper is one hour long and involves short and long answer questions.

What career options could this course lead to?

This vocational qualification would prepare students well for any career in sport including working in a sports centre, working in the leisure industry, sports therapy or a career in personal training.

OCR Cambridge National Sports Studies Level 2

Criteria for taking the subject at Post 14	<ul style="list-style-type: none">• Commitment to sport either at school or through involvement at club level.• General interest for sport and physical activity.
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Qualification	Cambridge Nationals Sports Studies Level 1/2 Award/Certificate
Examination board	OCR Cambridge Nationals
Examination board website	http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813/
Staff Contact	Mr Jessney – NJessney@priory.herts.sch.uk

What key skills will you need to have to be successful on this course?

- Ability to work as part of a team to carry out key tasks
- Ability to work independently to complete written coursework assignments
- Leadership skills such as communication, organisation, etc.
- Reacting positively to feedback to improve work
- Wider reading and interest in sport.

What will you be studying on this course over the next 2 years?

The course is divided into 3 units which consist of the following:

Contemporary issues in sport

In this unit students will learn about a range of topical and contemporary issues in sport, relating to:

- participation levels in sport and barriers to participation;
- promotion of values and ethical behaviour;
- the role of high-profile sporting events;
- the role of national governing bodies; and
- how technology is used within sport.

Students will be assessed through a 1 hr 15-minute written examination.

Performance and leadership in sports activities

Students will be assessed in 2 practical sports; including one individual and one team sport. They will be expected to know and write about the skills, techniques, tactics and strategies used in these sports. Students will need to identify their own strengths and weaknesses in their practical performances. Students will be assessed through their practical performance and through several pieces of written coursework. As a leader in sport, students will need to risk assess, plan, deliver and review safe and effective sports activity sessions, which will also give them an opportunity to develop a range of transferable skills.

Sport and the Media

Students will explore different sources of media and apply real-life examples that demonstrate both the positive and negative aspects of the relationship between the media and sport. They will also develop their abilities to evaluate and interpret the different ways in which the media represents sport.

How will the course be examined?

The course is weighted in the following way:

Component 1: Coursework (63%)

Component 2: External exam (37%)

The course is assessed through a written examination for one unit and through a series of written coursework pieces for the other 2 units.

Contemporary Issues in Sport is assessed through a written examination. The examination paper is 1 hr 15 minutes long and involves short- and long-answer questions.

In Performance and Leadership in Sports Activities, students are assessed practically by departmental staff and a witness statement is written to describe their level of ability.

Sport and the Media is assessed through a number of pieces of independently produced written coursework.

The 2 units are marked internally, with an external moderation process at the end of the course.

What career options could this course lead to?

This vocational qualification would prepare students well for any career involving sport including event management, working in a sports centre, working in the leisure industry or a career in personal training.