



**Key Stage 4**

**Guided Curriculum Choices**

**2021 - 2023**

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Foreword from Miss Ogden
The Guided Choices Process

## Core Programme

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## Guided Curriculum Choices

Art	Mrs V McBride
Computer Science	Miss K Tzimouli
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Drama	Mrs V Free
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French	Ms S Marie-Anais
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Health & Social Care	Mrs R Penn-Bull
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### DISCLAIMER

This document is accurate at the time of going to print but may be subject to change. The School reserves the right to restrict the number of students taking part in particular courses at Key Stage 4 (KS4).

Dear Student,

## **Taking Control of Your Future | Making Things Happen**

Over the next few weeks you will be making some very important decisions about the future of your education and the direction of your career. As you move into Key Stage 4, you have the opportunity to take control over some aspects of your learning and follow programmes of study which are of particular interest to you.

With this choice, comes greater responsibility and the need to think very carefully about which options you will choose. Whilst this will be your decision, it is important that you use the information in this booklet and advice from your teachers and parents/carers to help you decide which options you should choose.

Over the coming weeks, we will support and guide you through these choices and ensure that you are studying a selection of options that are linked to your strengths and interests, enabling you to achieve academic success.

Take time to consider your choices. They are the beginning of you taking control of your learning and planning your future.

Whatever options you choose only effort will equal success. Your commitment and dedication to your studies over the next two years will determine your limits. It should provide the springboard for a very successful career and future. It is your future; Make Things Happen.

Best Wishes

A handwritten signature in black ink that reads "K. Ogden". The signature is written in a cursive, flowing style.

Katherine Ogden

Principal

## **Introduction**

### **What is the purpose of this booklet?**

This guide is intended to take you through the timeline of the Pathways process and to give detailed information about the courses and subjects we offer.

### **Which subjects are compulsory?**

All students study English, Maths, Science, PSHE (Preparation for Life) and Core (non-examined) PE.

### **How many subjects can I choose?**

You will study four Option subjects. We ask you to choose eight in rank order of preference where Option 1 must come from either Computer Science, French, Geography, History or Triple Science.

We will endeavour to meet your choices however please remember that there are a limited number of spaces in some subject areas.

### **Will my choices affect my career?**

No. Everyone in the country follows a core curriculum which includes all the subjects you need to go on to higher education or employment. Typically, Universities, colleges and employers want to know what level you achieved in your exams, rather than which exams you did. English and Maths GCSEs are the exceptions to this. You need a minimum of a Grade 5 in both English and Maths in order to make progress in many careers and especially if you aim to go to university.

### **Is one subject more important than another?**

As mentioned, English and Maths are the two subjects that employers and universities want to see. Your choices all have equal importance.

## **The New GCSEs**

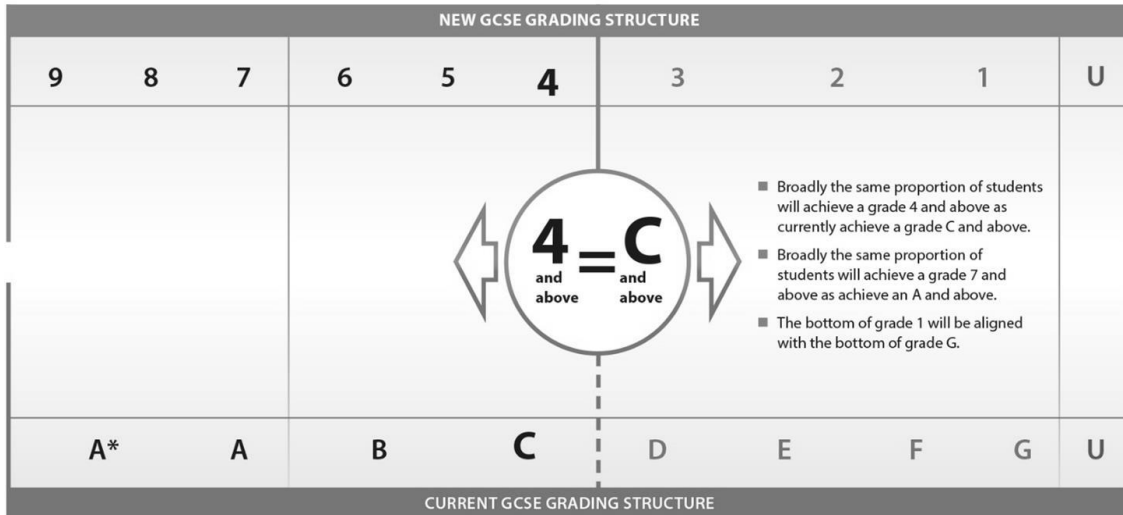
In September 2015, the Department for Education started the reform of GCSE qualifications.

The new GCSEs were designed to:

- make more demands of students, to help them achieve as much as students in countries with the best education systems.
- be taken by the same range of students who take GCSEs currently, across a range of abilities.
- be awarded in grades from 1 up to 9, with grade 9 being the highest grade.
- where possible assess students by exam, with other forms of assessment only for particular subject skills (e.g. in art and design or physical education).

- have all exams at the end of a two year course of study.
- in *most* subjects, not group students in different ability *tiers* for the purposes of assessment – only maths, the sciences and languages will have different papers for different groups of students.

The diagram below shows how Ofqual (the government Office for Qualifications) equates the old A\*-G structure with the new 9-1 structure.



### What is the English Baccalaureate (EBacc)? Is it important?

The English Baccalaureate is a Government measure of achievement for students who have completed a specific combination of GCSEs. The English Baccalaureate is achieved if a student achieves a Grade 5 or above in all of the following subjects:

- English
- Maths
- Two Science subjects (e.g. Double Science or a combination of Physics, Chemistry, Biology).
- Geography or History
- Modern Foreign Language (at KOA we study French)

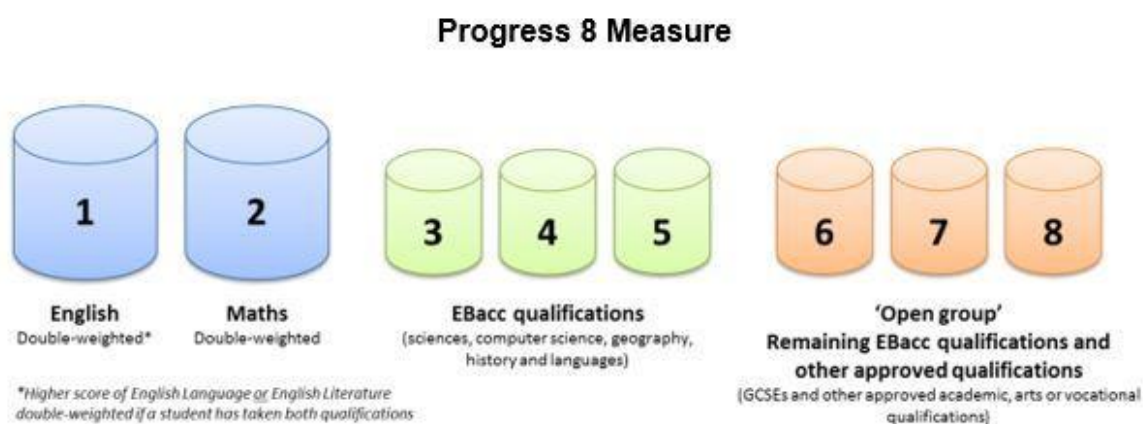
Currently, it is rare for further education establishments or employers to include the EBacc as an entrance requirement however we do know that the achievement is highly regarded and is advisable if you intend to go on to study A-Levels and follow a University education pathway.

### What is “Progress 8”

Progress 8 was introduced in 2016 and is the system that the Government uses to assess student performance. Progress 8 is designed to measure the progress a student makes from the end of Primary school to the end of Secondary school. It is a type of value added measure that compares the results of one student to the achievements of others with the same prior attainment.

### What qualifications count towards Progress 8?

Progress 8 takes your best eight subjects and gives you a score based on your progress and attainment in these subjects. Included in these subjects are: English, Maths, Science, Languages, Geography or History and three other subjects.



### What is the difference between BTEC qualifications and GCSEs?

The BTEC courses that we deliver at King's Oak Academy are equivalent to one GCSE. The main difference is that these qualifications are written from a vocational perspective and study a specific area of work (e.g. Business, Sport, Health and Social Care). These qualifications are designed to improve your knowledge and understanding of how these sectors function whilst developing skills that are relevant to this area of work. GCSE qualifications are different because they are designed to develop your knowledge and understanding of a specific subject.

### What is a good reason to choose a course?

You should base your choices on:

- Subjects you are good at; this will lead to better motivation and your best final results.
- Subjects which interest you, which you enjoy and which you want to study for two years.
- Subjects which may help you with your future career

Do not choose a particular course just because you get on well with the teacher or because a friend chooses it. The chances are that you will have a different teacher next year and you may not be in the same class as your friend.

### How will I know if a particular choice of subjects is not appropriate for me?

All of your teachers have been asked to comment on how appropriate a particular subject would be for you based on your past performance in exams and on classwork. The Senior Leadership Team uses this information to help you decide whether the choices you have made are appropriate. Towards the end of the option selection process, Senior Leaders will meet with you to confirm your option choices and make sure that you are on the right pathway towards achieving academic success.

## Will I get my first choices?

We will do our best to give you your first choices but that is not always possible. This is why we ask you for reserve choices. The reasons why students do not always get their first choices are:

- Some courses have maximum class sizes that they can accept because of the limits of specialist rooms and staff.
  - In this instance, students will be interviewed individually or asked to write a letter of application for the course to help us allocate places.
- Some courses may not attract enough interest to run
- Some subject combinations will not be possible when we arrange the courses on the school timetable.

## What happens next?

The next section of the booklet summarises each of the core GCSE qualifications and provides details of the options qualifications.

It is essential that you read these pages carefully so that you have a clear understanding of the demands of each course.

## Important Dates

<b>10 February 2021</b>	Options evening for Year 9, including options forms
<b>11/12 February 2021</b>	Taster sessions
<b>24 February 2021</b>	Deadline for choosing options for Year 9
<b>Term 4 onwards</b>	1:1 interviews to discuss options

Core	English	Examination Board: AQA
		Syllabus Number: 8700
<p><b>What are the main topics I will study for this qualification?</b></p> <p>The English Department at King's Oak Academy are committed to the achievement of every pupil who studies GCSE English and GCSE English Literature. We ensure that every Year 10 and Year 11 pupil follows a course which is stimulating and rewarding, with a wide range of interesting texts. We also involve students in the review of our course and of our choice of texts. Students and staff are motivated by targets which are aspirational but also achievable.</p> <p>In light of the changes to the KS4 English curriculum, we deliver a GCSE English and English Literature course which offers regular examination practice, both in formal examinations conditions and under timed conditions in the classroom. Students receive regular feedback and are given the opportunity to improve their work.</p>		
<p><b>How will I be assessed in this subject?</b></p> <p><b>English Language summary of modules:</b>  <u>Paper 1: Explorations in Creative Reading and Writing</u>            Section A – Reading Section B - Writing 80 marks 1 hour 45 minutes            50% of final grade</p> <p><u>Paper 2: Writer's Viewpoints and Perspectives</u>            Section A – Reading Section B – Writing 80 marks 1 hour 45 minutes            50% of final grade</p> <p><b>English Literature summary of modules:</b>  <u>Paper 1</u> 1 hour 45 minutes            Section A – Shakespeare; Section B – 19th century novel            40% of final grade</p> <p><u>Paper 2</u> 2 hours 15 minutes            Section A – Modern Texts; Section B – Poetry; Section C – Unseen Poetry            60% of final grade</p>		
<p><b>Where could a qualification in English lead?</b></p> <p>GCSE English provides a foundation of literacy and oracy which enables students to operate effectively in the real world. GCSE English at Grade C or above is also a necessary requirement for most courses in Year 12. GCSE English enables students to study A levels or the IB qualification in Years 12 and 13, which may also lead to further study at University level.</p>		
<p><b>Degree Courses with English:</b></p> <ul style="list-style-type: none"> <li>English Language and/or English Literature can be studied at degree level in most English universities.</li> <li>English Language and/or English Literature can also be studied in conjunction with other subjects such as Linguistics, Drama, and History.</li> <li>English Language and another subject may also be combined and weighted equally, such as the courses offered by Leeds University.</li> </ul>		<p><b>Careers with English:</b></p> <ul style="list-style-type: none"> <li>Teaching</li> <li>Journalism</li> <li>Publishing</li> <li>Advertising</li> <li>Becoming a writer</li> <li>English also teaches skills which may be transferred to other professions</li> </ul>



Core	Maths	Examination Board: AQA
		Syllabus Number: 8300
<p><b>What are the main topics I will study for this qualification?</b></p> <p>The Mathematics Department at King's Oak Academy are committed to ensuring that all students are equipped with the skills and understanding that will enable them to fulfill their potential in GCSE Mathematics and beyond. Students will be encouraged to develop a mathematical curiosity and desire to solve problems which will help them become successful in the ever fast changing modern world.</p> <p>In light of the changes to the KS4 Mathematics curriculum, we will provide students with several opportunities during the course to experience tackling full exam papers. After each examination students will be given clear feedback outlining how to improve. Students will be given access to the HegartyMaths website which provides students with over 800 video clips and quizzes and is used as our weekly homework.</p> <p><b>Summary of Content:</b></p> <ol style="list-style-type: none"> <li>1 Number</li> <li>2 Algebra</li> <li>3 Ratio, proportion and rates of change</li> <li>4 Geometry and measures</li> <li>5 Probability</li> <li>6 Statistics</li> </ol>		
<p><b>How will I be assessed in this subject?</b></p> <p>There are 3 papers as outlined below:</p> <p>Paper 1 : Non-Calculator Papers 2 and 3: Calculator</p> <p><u>What's assessed?</u> Content from any part of the specification may be assessed</p> <p><u>How it's assessed?</u> Written exam: each is 1 hour 30 minutes Each paper is 33⅓% of the GCSE Mathematics assessment</p> <p><u>Questions</u> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>		
<p><b>Where could a qualification in Maths lead?</b></p> <p>Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be, whatever profession, whatever further qualifications. Maths will help open that path.</p>		
<p><b>Degree courses with Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Physics related degrees</li> <li>• Economics</li> <li>• Accountancy</li> <li>• Computer related degrees</li> <li>• And mathematics and statistics!</li> </ul>		<p><b>Careers with Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Actuary</li> <li>• Operational researcher</li> <li>• Research scientist</li> <li>• Aerospace engineer</li> <li>• Insurance underwriter</li> <li>• Meteorologist</li> </ul>

Core	Combined Science	Examination Board: Edexcel
		Syllabus Number: 1SC0
<p><b>What are the main topics I will study for this qualification?</b></p> <p>Any careers requiring science will typically require GCSE science. All employers, colleges and universities consider these subjects more valuable than others barring maths and English. Scientists and those with science degrees remain the most in demand and highest paid of all graduates.</p> <p><b>Summary of modules:</b></p> <p>Assessment overview A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.</p> <p><u>Paper 1: Biology 1 Written examination: 1 hour and 10 minutes 16.67% of the qualification 60 marks</u>  Content overview: Topic 1: Key concepts in biology; Topic 2: Cells and control; Topic 3: Genetics; Topic 4: Natural selection and genetic modification; Topic 5 – Health, disease and the development of medicines.</p> <p><u>Paper 2: Biology 2 Written examination: 1 hour 10 minutes 16.67% of the qualification 60 marks</u>  Content overview: Topic 1: Key concepts in biology; Topic 6: Plant structures and their functions; Topic 7: Animal coordination, control and homeostasis; Topic 8: Exchange and transport in animals; Topic 9: Ecosystems and material cycles.</p> <p><u>Paper 3: Chemistry 1 Written examination: 1 hour and 10 minutes 16.67% of the qualification 60 marks</u>  Content overview: Topic 1: Key concepts in chemistry; Topic 2: States of matter and mixtures; Topic 3: Chemical changes; Topic 4: Extracting metals and equilibria; Topic 5: Separate chemistry 1.</p> <p><u>Paper 4: Chemistry 2 Written examination: 1 hour 10 minutes 16.67% of the qualification 60 marks</u>  Content overview: Topic 1: Key concepts in chemistry; Topic 6: Groups in the periodic table; Topic 7: Rates of reaction and energy changes; Topic 8: Fuels and Earth science; Topic 9: Separate chemistry 2.</p> <p><u>Paper 5: Physics 1 Written examination: 1 hour and 10 minutes 16.67% of the qualification 60 marks</u>  Content overview: Topic 1: Key concepts of physics; Topic 2: Motion and forces; Topic 3: Conservation of energy; Topic 4: Waves; Topic 5: Light and the electromagnetic spectrum; Topic 6: Radioactivity; Topic 7: Astronomy.</p>		
<p><b>Where could GCSE Combined Science lead?</b></p> <p>All employers and further education providers ask for problem solving skills and ability to communicate in different situations. Science is the meeting point of maths and language which allows you to build the skills to express yourself well but also to solve some of the most interesting puzzles that life can create. Science also requires methodical working, planning and reflection on your methods and ideas that will stand anyone in good stead in terms of life-skills, employment or further education.</p>		
<p><b>Degree courses with Science</b></p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Biology</li> <li>• Physics</li> <li>• Chemistry</li> <li>• Medicine</li> <li>• Veterinary Science</li> </ul>		<p><b>Careers with Science</b></p> <ul style="list-style-type: none"> <li>• Research Scientist</li> <li>• Marine Biologist</li> <li>• Dentist / Doctor / Physiotherapist</li> <li>• Engineer</li> <li>• Forensic Investigator</li> <li>• Physiologist</li> </ul>

<b>Option</b>	<b>Triple Science</b>	<b>Examination Board: Edexcel</b> <b>Syllabus Number: 1B10 / 1CHO / 1PHO</b>
<p><b>Why should I study Triple Science?</b></p> <p>Any careers requiring science will typically require triple science. All employers, colleges and universities consider these subjects more valuable than others barring maths and English. No employer or educational institute will ever consider that someone has done too much science as long as they can show that their writing style is good. Scientists and those with science degrees remain the most in demand and highest paid of all graduates.</p>		
<p><b>What topics are covered on the course and how am I assessed?</b></p> <p><b>Summary of modules:</b> Assessment overview: A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.</p> <p><b>Biology:</b> <u>Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Content overview: Topic 1: Key concepts in biology; Topic 2: Cells and control; Topic 3: Genetics; Topic 4: Natural selection and genetic modification; Topic 5: Health, disease and the development of medicines. <u>Paper 2: Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</u> Content overview: Topic 1: Key concepts in biology; Topic 6: Plant structures and their functions; Topic 7: Animal coordination, control and homeostasis; Topic 8: Exchange and transport in animals; Topic 9: Ecosystems and material cycles.</p> <p><b>Chemistry:</b> <u>Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Content overview: Topic 1: Key concepts in chemistry; Topic 2: States of matter and mixtures; Topic 3: Chemical changes; Topic 4: Extracting metals and equilibria; Topic 5: Separate chemistry 1. <u>Paper 2: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Content overview: Topic 1: Key concepts in chemistry; Topic 6: Groups in the periodic table; Topic 7: Rates of reaction and energy changes; Topic 8: Fuels and Earth science; Topic 9: Separate chemistry 2.</p> <p><b>Physics:</b> <u>Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Content overview: Topic 1: Key concepts of physics; Topic 2: Motion and forces; Topic 3: Conservation of energy; Topic 4: Waves; Topic 5: Light and the electromagnetic spectrum; Topic 6: Radioactivity; Topic 7: Astronomy <u>Paper 2: Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</u> Content overview: Topic 1: Key concepts of physics ;Topic 8: Energy - Forces doing work; Topic 9: Forces and their effects; Topic 10: Electricity and circuits; Topic 11: Static electricity; Topic 12: Magnetism and the motor effect; Topic 13: Electromagnetic induction; Topic 14: Particle model; Topic 15: Forces and matter.</p>		
<p><b>Where could a qualification in Triple Science lead?</b></p> <ul style="list-style-type: none"> <li>• Research Scientist / Marine Biologist</li> <li>• Dentist / Doctor / Physiotherapist</li> <li>• Engineer / Scientist / Sports Scientist / Researcher</li> </ul>		

Option	Art	Examination Board: Syllabus Number:
<p><b>Why choose GCSE Art?</b></p> <p>If you choose to study GCSE Art you will explore a range of practical activities and respond in a personal way to different themes and ideas.</p> <ul style="list-style-type: none"> <li>You will experiment with a range of media and materials including drawing, painting in acrylics and watercolours, inks, printmaking, collage etc enabling you to develop confidence with your skills.</li> <li>You will continue to develop your critical thinking in response to a range of art and artists.</li> <li>You will discover the work of artists who inspire you to create personal &amp; original pieces of Art.</li> </ul>		
<p><b>What will you learn in Years 10 and 11:</b></p> <ul style="list-style-type: none"> <li>Students will practice using a variety of materials to develop their ideas.</li> <li>They will learn how to analyse and understand the work of others, using them to inspire their own ideas.</li> <li>They will learn how to review the progress they are making and refine their outcomes.</li> <li>Homework is an essential part of the course, a minimum of one hour week is expected to ensure that they continue their own investigations and research at home.</li> <li>We encourage students to visit exhibitions in galleries and where possible we organise trips to visit relevant exhibitions.</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>The course is divided into two components,</p> <ul style="list-style-type: none"> <li>Component One (60%) Coursework portfolio</li> <li>Component Two (40%) Externally set assignment: a project set by the exam board with the final piece of artwork created in 10 hours (2 days) of exam time</li> </ul>		
<p><b>Degree courses with Art include:</b></p> <ul style="list-style-type: none"> <li>Digital art</li> <li>Animator</li> <li>Ceramics, Glass, Jewellery</li> <li>Fine Art</li> <li>Graphic Design</li> <li>Architecture</li> <li>Illustration</li> <li>Interior Designer</li> <li>Fashion Design</li> </ul>	<p><b>Careers with Art include:</b></p> <ul style="list-style-type: none"> <li>Animator</li> <li>Ceramics Designer</li> <li>Exhibition Designer</li> <li>Graphic Designer or Illustrator</li> <li>Set design or Make-Up Artist</li> <li>Interior Designer</li> <li>Set designer for theatre</li> <li>Art teacher</li> </ul>	

<b>Option</b>	<b>Computer Science</b>	<b>Examination Board: OCR</b>
		<b>Syllabus Number: J277</b>
<p><b>Why choose Computer Science?</b></p> <p>Computer Science has become a very high-profile subject over the last few years. The ability to program computers is a very valuable skill. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.</p> <p>Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the cyber security, gaming, mobile and web related industries and GCSE Computer Science has been designed with this in mind.</p>		
<p><b>What will you learn in Years 10 and 11:</b></p> <p><b>COMPONENT 01: COMPUTER SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• study how the central processing unit (CPU) works</li> <li>• investigate computer memory and storage</li> <li>• explore modern network layouts and how they function</li> <li>• build skills in the ever important realm of cyber security</li> <li>• investigate how types of software are used within computer systems</li> <li>• stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues</li> </ul> <p><b>COMPONENT 02: COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• study fundamental algorithms in computer science</li> <li>• build a firm foundation in programming techniques</li> <li>• produce programs through diagrams and using pseudocode</li> <li>• thoroughly test programs and make them resistant to misuse</li> <li>• explore Boolean algebra (AND, OR, NOT)</li> <li>• understand how we store data within computers in binary form</li> </ul> <p><b>PRACTICAL PROGRAMMING</b></p> <p>Undertake programming task(s) which allow development of designing, writing, testing and refining programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).</p>		
<p><b>How will I be assessed in this subject?</b></p> <p>Two 90 minute written examinations:</p> <ul style="list-style-type: none"> <li>• Computer systems</li> <li>• Computational Thinking Algorithms and Programming</li> </ul>		

**Degree courses with Computer Science**

- Computer Science
- Graphic design
- Information systems
- Artificial Intelligence
- Software engineering
- Health informatics
- Cybersecurity
- Systems & Network Administration

**Careers with Computer Science**

- Applications developer / engineer
- Information security analyst
- Database administrator
- Games developer / Web Designer
- IT consultant
- Data scientist/analyst
- Software tester
- Web developer
- Systems analyst
- Business analyst
- Product manager
- Network architect
- Software engineer
- Cloud computing engineer
- Computer science professor
- Chief information security officer
- Mobile application designer or developer
- Artificial intelligence and machine learning engineer

Option	Design Technology	Examination Board: WJEC Eduqas Syllabus Number: 4140
<p><b>Why choose Design Technology?</b></p> <p>Design Technology, alongside Maths and Sciences, gives you the skills you need for employment in key growth sectors like advanced manufacturing, design, engineering and creative industries:</p> <ul style="list-style-type: none"> <li>• It is the subject where you have to make decisions, plan and predict, design creative and innovative solutions to problems, evaluate and assess the consequences of your decisions.</li> <li>• Design Technology stretches and challenges you and makes you think creatively about many key issues which affect people's lives.</li> <li>• It will inspire you to follow a career in areas which are vital for the future of our country and perhaps to be an entrepreneur who designs and makes products that people want.</li> <li>• It brings real world issues and industry issues into your classroom.</li> <li>• It helps to prepare you for life in an advanced technological society</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>There are two methods of assessment in Design Technology. Both forms of assessment are equally weighted.</p> <p><b>Written Exam: Design and Technology in the 21st Century</b> Written examination: 2 hours (50% of qualification) 100 marks</p> <p><b>Non Examined Assessment (NEA) Design and Make task</b> Approximately 35 hours (50% of qualification) 100 marks</p>		
<p><b>Where could qualification in Design Technology lead?</b></p> <p>You could find work in many areas of commerce and industry, for example, in toy manufacturing as part of an in-house design team working on a new product launch. Alternatively, you could be employed by a design consultancy and work on a variety of different projects. You could also work freelance. With experience, you may be able to progress to senior designer, then creative director. You could also move into project or design management, perhaps after completing a postgraduate business award or qualification in project management.</p>		
<p><b>Degree courses with Design Technology:</b></p> <ul style="list-style-type: none"> <li>• B.A. Interior Design</li> <li>• B.Eng. Automotive and Motorsport Engineering (Hons)</li> <li>• B.Sc. Product Design</li> <li>• B.Eng. Mechanical Design Engineering</li> <li>• Bachelor Product Design</li> <li>• B.A. Silversmithing and Jewellery (Hons)</li> </ul>	<p><b>Careers with Design Technology</b></p> <ul style="list-style-type: none"> <li>• Product Designer</li> <li>• Commercial Designer</li> <li>• Teaching Design &amp; Technology</li> <li>• Building Technician</li> <li>• Biomedical Engineering</li> <li>• Measurement and Control Engineering</li> <li>• Backstage Theatre Work</li> </ul>	

<b>Option</b>	<b>Drama</b>	<b>Examination Board: Pearson</b>
		<b>Course: BTEC Tech Award in Performing Arts Level 1 / 2</b>
<p><b>Why choose BTEC Drama?</b>  “Logic will get you from A to B but imagination will take you everywhere.” (Albert Einstein)</p> <p>There is a growing number of professions and businesses that value those people who studied Performing Arts as a subject at school. Why...? ..... Because of the skills you will develop. You will learn how to understand and develop empathy and self-identification; celebrate differences and diversities exploring a variety of topics practically. Performing Arts will increase your self-esteem and confidence. It will develop your skills of listening, negotiating and communicating as well as encourage effective independent work as well as team work.</p> <p><b>Things you need to be aware of:</b></p> <ul style="list-style-type: none"> <li>• You will be filmed at points in the course and need to be comfortable with that, we do explore a range of themes and issues, some are funny, some are moving and thought provoking.</li> <li>• You need to be prepared to think deeply about difficult situations and support others in doing so. You need to be open minded and respect different opinions to your own.</li> <li>• Most practical work is carried out in groups of varying sizes – you must feel comfortable working with all of your peers.</li> </ul>		
<p><b>How will I be assessed?</b>  Students will complete 3 units:</p> <ol style="list-style-type: none"> <li><b>1. Exploring the Performing Arts (Coursework)</b>  In this unit students will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance</li> <li><b>2. Developing Skills and Techniques in the Performing Arts (Coursework)</b>  In this unit students will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</li> <li><b>3. Responding to a Brief (Exam)</b>  In this unit students 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.</li> </ol>		
<p><b>Where could a qualification in Performing Arts Lead?</b>  ANYWHERE! Performing Arts will help you across your academic study as you develop a vast range of transferable skills like; team work, communication and even, development of your memory. From studying Performing Arts you increase your capacity to work within any team environment with good negotiating and listening skills. The course will help you in your study of English as you appreciate the use of language and expressive arts. In addition, as you spend a lot of time discussing and sharing your ideas, you develop confidence in your ability to talk openly to people regardless if they are a stranger. This is an increasingly important skill when trying to secure work or within a job, particularly as many businesses like drama graduates because of their ability to articulate their thoughts and ideas and present confidently to a room full of people.</p>		
<p><b>Performing Arts Degree courses</b></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Theatre and Drama</li> <li>• Education with English and Drama</li> </ul>	<p><b>Careers with Performing Arts:</b></p> <ul style="list-style-type: none"> <li>• Acting / TV presenter / Film director / Choreographer</li> <li>• Law / Counselling / Mental Health Therapist</li> <li>• Teaching / Community Arts projects / Events management</li> </ul>	



Option	Enterprise	<b>Examination Board: Pearson</b> <b>Course: BTEC Tech Award in Enterprise (Level 1 / 2)</b>
<p><b>Why choose BTEC Technical Award in Enterprise?</b></p> <p>BTEC Enterprise aims:</p> <ul style="list-style-type: none"> <li>• To help students develop an understanding of the business world in a practical way, investigating different businesses and applying information learned to different assignments.</li> <li>• To help students develop employability skills and become independent learners.</li> <li>• To provide a qualification that can be used to progress to higher education</li> </ul> <p>What will you learn in Years 10 and 11:</p> <p>Students study the BTEC Tech Award (equivalent to 1 GCSE) in Business which comprises 3 units:</p> <ul style="list-style-type: none"> <li>• Exploring Enterprises</li> <li>• Planning and Pitching an Enterprise</li> <li>• Promotion and Finance for Enterprise</li> </ul> <p>The course enables students to develop a range of personal skills and attributes including: written and verbal presentation skills and use of ICT skills.</p>		
<p><b>How will I be assessed in this subject?</b></p> <p>During the course students will complete three units:</p> <p><b>1. Exploring Enterprises (Coursework)</b>  In this unit students will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.</p> <p><b>2. Planning for and Pitching an Enterprise Activity (Coursework)</b>  In this unit students will select an idea for a micro-enterprise activity to plan and pitch. They will pitch their business plan for their idea and then use the feedback to review their plan and pitch</p> <p><b>3. Promotion and Finance for Enterprise (Exam)</b>  In this unit students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success</p>		
<p><b>Where could a qualification in Enterprise lead?</b></p> <ul style="list-style-type: none"> <li>• Business / Entrepreneur</li> <li>• Accounting</li> <li>• Information Technology</li> <li>• Event Management</li> <li>• Human Resources</li> <li>• Business Management with Marketing</li> </ul>		

<b>Option</b>	<b>French</b>	<b>Examination Board: AQA</b>
		<b>Syllabus Number: 8658</b>
<p><b>Why choose GCSE French?</b></p> <p>The GCSE course builds on topics and language taught in Key Stage 3, whilst offering something different in Key Stage 4. It provides progression opportunities to A Level French and beyond. Studying a Modern Foreign Language at GCSE is a valuable addition to your other GCSE studies, putting you at a distinct advantage when it comes to applying for a job or a further education course. You will develop your skills in all kinds of different areas (problem-solving skills, analytic and interpretive capacities, memory, and self-discipline), including those relating to the world of work. Speaking a foreign language teaches you skills which will increase your marketability.</p> <p>English is widely spoken throughout the world, but the global economy depends on communication. Furthermore, when you speak another language, you can enjoy literature, films, internet surfing, and music in the original language. The study of a foreign language helps you understand your own language. As you compare a foreign language with English, you develop your understanding of how English language works.</p> <p><b>What will you learn in Years 10 and 11:</b></p> <p>This course consists of various topics examined at Foundation and Higher levels in Listening, Reading, Speaking and Writing. Each language skill equally represents 25% of the total GCSE. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes.</p> <p>The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.</p> <p>Theme 1: Identity and culture</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Theme 3: Current and future study and employment</p>		
<p><b>How will I be assessed in this subject?</b></p> <p>The French GCSE consists of four externally examined papers based on the following language skills: Listening, Reading, Speaking and Writing. Students must complete their Speaking assessment in April/May and all other assessments in May/June in Year 11. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.</p>		
<p><b>Degree courses with French:</b></p> <ul style="list-style-type: none"> <li>• Accounting and Finance with French</li> <li>• Business and Management with French</li> <li>• Drama and Theatre Studies and French</li> <li>• English and French Laws</li> <li>• French and Politics</li> <li>• French Language with Festival and Events Management</li> </ul>	<p><b>Careers with French:</b></p> <ul style="list-style-type: none"> <li>• Interpreter / Translator</li> <li>• Teacher</li> <li>• Tour manager in Travel and Tourism</li> <li>• Import / Export sales</li> <li>• Diplomatic Services operational officer</li> <li>• International aid/development worker</li> </ul>	

<b>Option</b>	<b>Geography</b>	<b>Examination Board: AQA</b>	
		<b>Syllabus Number: 8035</b>	
<b>Why choose GCSE Geography?</b>			
<p>GCSE Geography provides students with a solid foundation to go on and study a range of A level subjects and is highly regarded by universities. It also complements a range of subjects including, English, Science, Maths, History and other humanities subjects. Geography is a very important subject that will help you to make sense of the world we live in. We deal with topical issues such as sustainability and major physical events such as earthquakes and floods. Universities and employers value Geography and the skills that Geography students develop, such as the ability to think critically, to question, to communicate well—both verbally and in writing. Geographers are confident users of maps and GIS; they can manipulate statistics and interpret graphs. Geographers are recognised as being numerate as well as literate. They also understand the enquiry processes and can carry out independent fieldwork investigations.</p>			
<b>What will you learn in Years 10 and 11:</b>			
<p><u>Living with the physical environment</u></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• Physical landscapes in the UK</li> <li>• The living world</li> </ul> <p><u>Challenges in the human environment</u></p> <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul> <p><u>Geographical applications</u></p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork: Geographical skills</li> </ul>			
<b>How will I be assessed in this subject?</b>			
<ul style="list-style-type: none"> <li>• 2 exam papers based on physical and human geography;</li> <li>• 1 exam paper based on - Issue evaluation, Fieldwork, Geographical skills.</li> </ul> <p>Students have to take part in two field trips as part of the geography course. This will enable them to carry out data collection and to develop enquiry skills.</p>			
<b>Further education with Geography:</b>		<b>Careers with Geography:</b>	
<p>Apprenticeships:</p> <ul style="list-style-type: none"> <li>• Civil Engineering</li> <li>• City Planning and Surveying</li> <li>• Public services</li> <li>• Conservation</li> </ul> <p>Degrees</p> <ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Human or Physical Geography</li> <li>• Development Studies</li> <li>• Politics or International Relations</li> </ul>		<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Environmental management</li> <li>• Emergency services</li> <li>• Teaching</li> <li>• Disaster management</li> <li>• Armed forces</li> </ul>	

Option	Health and Social Care	Examination Board: Pearson
		Course: BTEC Tech Award in Health & Social Care (Level 1 / 2)
<p><b>Why choose Health and Social Care?</b></p> <p>The Health and Social Care course gives students the opportunity to develop knowledge and skills in the Health and Social Care sector in a practical learning environment. The main focus of the course is on four areas:</p> <ol style="list-style-type: none"> <li>1. Developing skills that support your interest in health and social care, such as interpreting data to assess an individual's health.</li> <li>2. Explore effective ways of working in health and social care, such as designing a plan to improve an individual's health and well-being</li> <li>3. Evaluate and practice attitudes and approaches that are important in health and social care, including the care values</li> <li>4. Gain knowledge that underpins effective use of skills, processes and attitudes in health and social care e.g. human growth and development, health and social care services and factors affecting people's health and well-being</li> </ol> <p>This course builds on and uses the knowledge and skills you learn in your GCSEs, such as English. It will also complement aspects covered by GCSE Biology, Psychology, Food and Nutrition by allowing you to apply your skills practically in a vocational context.</p>		
<p><b>How will I be assessed in this subject?</b></p> <p>Throughout the course, students will complete 3 units of work:</p> <p><b>1. Human Lifespan Development (Coursework)</b> Students will explore human growth and development across life stages. Students will also investigate how individuals deal with life events.</p> <p><b>2. Health and Social Care Values (Coursework)</b> Students will explore the different types of health and social care services and barriers to accessing them. Students will also demonstrate care values and review their own practice.</p> <p><b>3. Health and Well-Being (Externally Assessed)</b> Students will study the factors that affect health and well-being, learn about physiological and lifestyle indicators, and how to design a health &amp; well-being improvement plan.</p> <p>In this assessment students will be given a case study and will assess an individual's health and well-being. Students will then design a health and well-being improvement plan that draws on their knowledge and services and care values from Unit 2.</p>		
<p><b>What can a qualification in Health and Social Care lead to?</b></p> <ul style="list-style-type: none"> <li>• Progression towards A-Level or Level 3 Vocational qualifications</li> <li>• Apprenticeships in the Health and Social Care sector</li> <li>• Employment in industries such as: <ul style="list-style-type: none"> <li>• Nurse / Occupational therapist / Care Manager</li> <li>• Counsellor / Social Worker / Youth Worker / Family Support Worker</li> <li>• Personal Trainer / Life Coach</li> <li>• Psychotherapist / Cognitive behavioural therapist (CBT) / Education Psychologist</li> </ul> </li> </ul>		

Option	History	Examination Board: Edexcel
		Syllabus Number: 1H10
<p><b>Why choose GCSE History?</b></p> <p>Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A level subjects. It is a respected qualification. Without some historical knowledge and background you will find many other subjects difficult to put into context.</p> <p>A qualification in History provides a wide range of transferable skills, which are important in many career fields. Understanding and analysis of issues and events are of key importance to historians and can be applied in many other fields of work. Other skill areas developed in studying history include: an ability for clear expression both oral and written, putting forward ideas and arguments in a concise manner, gathering, investigating and assessing material, condensing facts, ideas and arguments, basing conclusions on research, synthesising ideas, organising material in a logical and coherent way.</p>		
<p><b>What will you learn in Years 10 and 11:</b></p> <p>Across the CLF all academies follow the same exam board and programme of study. During Year 10 and 11 King's Oak students will have the opportunity to explore the following areas:</p> <ul style="list-style-type: none"> <li>• History theme and the historic environment: Medicine in Britain c.1250-present and the Western Front – injuries, treatment and the trenches OR Crime and Punishment in Britain 1000-present and Whitechapel 1870-1900 – crime policing and the inner city (Jack the Ripper)</li> <li>• British Depth Studies : Elizabethan England 1558-1588</li> <li>• Superpower relations and the Cold War, 1941-1991</li> <li>• Modern Depth Study: Conflict at home and abroad: America – Civil Rights and Vietnam</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>3 written final exams and continuous assessment of understanding and progress throughout the course.</p>		
<p><b>Degree courses with History:</b></p> <p>History can be combined with virtually any subject at a higher level. Here are some of the most common:</p> <ul style="list-style-type: none"> <li>• American Studies: History</li> <li>• Art History</li> <li>• Archaeology</li> <li>• History and Architecture</li> <li>• History and Politics</li> <li>• European History</li> </ul>	<p><b>Careers with History:</b></p> <p>Students who have selected History GCSE are often able to pursue higher qualifications in subjects such as politics, law, economics and sociology. History also links well with subjects such as English, Languages and other World Affairs subjects such as Geography. This is because History is about people, analysing data, finding patterns, using evidence and then forming opinions and judgements – precisely the skills employers are looking for.</p>	

<b>Option</b>	<b>Hospitality &amp; Catering</b>	<b>Examination Board: WJEC (Eduqas)</b>
		<b>Course: Hospitality &amp; Catering (Vocational) Level 1-2 Award</b>

### Why choose Hospitality and Catering?

Hospitality & Catering is a NEW style vocational course. It is similar, but not the same, as the FOOD & NUTRITION GCSE. This exciting and wide-ranging course is for students who enjoy working with all aspects of food preparation, catering business/industry processes and the understanding and application of nutrition/dietary needs. The subject requires students to show evidence of knowledge and understanding of Food preparation and Food industry processes **in written and project form** as well as develop competent practical skills in a range of categories and food groups.

### What will I be studying in Hospitality and Catering?

1. Factors that affect the Hospitality and Catering Industry:
  - Food Nutrition and Health; Food Choices; Food trends
  - Food Safety and Hygiene
  - Food Provenance (sustainability, regional and organic, cost)
  - Client base and working to a brief
  - Budgeting, profit and economy
  - Hospitality an catering providers and working conditions
2. Menu design and creation:
  - Responding to and researching a brief
  - Time management and sequencing when cooking
  - Cooking and food preparation skills
  - Food presentation and service
  - Safety controls

### How will I be assessed in this subject?

#### Unit 1—40% of grade = Written paper (90 marks), taken in June of Year 11

This is a 1 hour 30min written paper. This component consists of short and extended answer questions. Students will be required to use stimulus material presented in different formats to respond to questions. This test assesses learners' ability to recall, select and communicate their knowledge and understanding of factors affecting the Hospitality and Catering Industry and their ability to analyse evidence provided to support their answers. It is externally marked.

#### Unit 2—60% of grade = Non-exam Assessment (NEA)/Controlled Assessment

Hospitality and Catering 'in Action'. In the Spring of Year 11, Learners are required to safely plan, prepare, cook and present nutritional dishes in response to a final brief (and for a specified client group), across 9 hours of supervised assessment time. A 4-hour practical test will form part of this to create their planned dishes. The test assesses technical skill and appropriateness of choices in response to the brief and client group. This unit is internally marked and externally moderated.

### **Anything else I need to know?**

This is NOT a fully practical, life skills 'cookery' course where students only get to cook dishes they like themselves.

Student behaviour and attitude to others in the kitchen must conform to safe working practices, as in a professional kitchen.

Theory lessons will inevitably outweigh practicals in number, in order to cover the learning and knowledge requirements. There will be **ONE practical cooking lesson on average per 2 week cycle**. This may increase as students work to planning their response to a brief in order to refine dishes. Students will be expected to provide their own ingredients for each recipe. It is essential students are organised and prepared for practical lessons, or they will fail to cover the range of skills and food groups required.

**An interest in analysing and applying nutritional understanding and 'cooking for others' in preparation for working in the hospitality and catering industry, is essential.**

### **Progression opportunities**

This course prepares students to undertake a Higher Level Diploma in Hospitality and Catering at an FE institution or an Apprenticeship route.

<b>Option</b>	<b>Music</b>	<b>Examination Board: Edexcel</b>
		<b>Course: BTEC Level 1&amp;2 First Award in Music</b>
<b>What will I learn in BTEC Music?</b>		
<p>The Award gives students the opportunity to develop music industry specific knowledge and skills in a practical learning environment. The course focuses on 4 key areas:</p> <ol style="list-style-type: none"> <li>1. The continued development of key skills that prove students' interest in Music</li> <li>2. Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance</li> <li>3. Attitudes that are considered most important in the music industry, including personal management and communication</li> <li>4. Knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.</li> </ol>		
<b>How will I be assessed in this subject?</b>		
<ul style="list-style-type: none"> <li>• The course has three internally assessed units and one externally assessed unit.</li> <li>• The externally assessed unit is a one hour written exam paper which investigates students awareness of the Music industry <b>(UNIT 1)</b></li> </ul> <p><b>UNIT 2. Managing a music product. (Course work)</b> In your group, you will decide upon a product to be planned, developed and carried out, working individually and within a team. In previous years, this has been a talent show in which a considerable amount of money is also raised for a chosen charity.</p> <p><b>UNIT 4. Introducing Music Composition. (Course work)</b> You will compose, possibly using Apple mac computers if you wish a short theme tune for either a TV programme, or a film. This is something which has already been prepared for in years 7,8 &amp;9</p> <p><b>UNIT 5. Introducing Music Performance. (Course work)</b> Through the course you will continue to develop your performing skills, eventually completing two musical performances.</p> <p>All units covered have been part of your previous Music experience in Years 7,8 &amp; 9</p>		
<b>Careers in Music</b>		
<p>There are numerous careers in the Music and creative field. Some possible examples are;</p> <ul style="list-style-type: none"> <li>• Performer / Composer / Song-Writer</li> <li>• Record Producer / Manager/DJ</li> <li>• Music Therapist</li> <li>• Live Sound Technician / Promoter / Concert Manager / Studio Manager/Sound engineer</li> <li>• Radio Presenter / Music Journalist / Music Blogger/</li> <li>• Music Teacher / Instrumental Technician/Music retail</li> </ul>		



<b>Option</b>	<b>Religious Studies</b>	<b>Examination Board: Eduqas</b>
		<b>Syllabus Number: 601/8879/0 A</b>

**What will I learn in GCSE Religious Studies?**

Not only does this course develop students' understanding of different cultures locally, nationally and in the wider world, but it also contributes to their spiritual and moral development, their health and well-being and helps them to develop their own values, opinions and attitudes, which will contribute to social and community cohesion. It helps students learn to argue a case, both orally and on paper and draw conclusions from evidence and people's beliefs. These skills are highly valued by both universities and employers.

**How will I be assessed in this subject?**

Component	Content	Assessment	% of grade
Paper 1	The beliefs, teachings and practices of Christianity	1 hour exam	25%
Paper 2	The beliefs, teachings and practices of Islam	1 hour exam	25%
Paper 3	Religion, philosophy and ethics in the modern world from a Christian perspective, including four themes: <ul style="list-style-type: none"> <li>• Relationships and families</li> <li>• The existence of God, gods and the ultimate reality</li> <li>• Religion, peace and conflict</li> <li>• Dialogue between religious and non-religious beliefs</li> </ul>	2 hour exam	50%

**How will I be assessed in this subject?**

This qualification is valued by many further education courses and career paths, such as, law, the police, armed forces, counselling, social work, nurse, doctor, youth work, teaching, journalism, Human Resources, administration, working in another country or in any career that requires an understanding of a variety of people and how their beliefs may affect their lives.

Option	Level 1/2 First Award in Sport	Examination Board: Pearson
		Syllabus Number: 600/4779/3
<p><b>What are the main topics I will study for this qualification?</b></p> <p>This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.</p> <p>It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is 120 GLH, which is the same size and level as a GCSE, is aimed at everyone who wants to find out more about the sport industry.</p> <p>You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:</p> <ul style="list-style-type: none"> <li>● fitness for sport and exercise</li> <li>● practical performance in sport</li> <li>● applying the principles of personal training.</li> </ul> <p>You will build on the knowledge gained in the mandatory units by completing the following unit:</p> <ul style="list-style-type: none"> <li>● Leading sports activities</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.</p> <p><b>Fitness for sport and exercise</b></p> <p>This is assessed via an onscreen test which is sat on demand and assessed by Pearson. Students get two attempts at this test.</p> <p><b>Practical performance in sport</b></p> <p>This is assessed via three written coursework assignments and video evidence of a range of skills, conditioned practices and game play in two practical sports. All assignments and videos are assessed by your class teacher.</p> <p><b>Applying the principles of personal training</b></p> <p>This unit requires the students to use information and learning from the <i>Fitness for sport and exercise</i> and <i>Practical performance in sport</i> units to show their understanding.</p>		

Students will complete three written assignments and video evidence of them completing a 6-week training programme. All assignments and videos are assessed by your class teacher.

### **Leading sports activities**

The final unit is assessed with three written assignments and video evidence of the students leading a sports activity or session. All written and video based evidence is assessed by the class teacher.

### **Where could BTEC Sport lead?**

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at Level 3, including apprenticeships.

Careers through BTEC Sport:

- ***Fitness industry***  
(Fitness facilities manager, Gym instructor, Group exercise instructor, Personal trainer and membership consultant)
- ***Teaching***  
(Primary school teacher, Secondary school PE teacher)
- ***Sports development industry***  
(Sports development manager and Sports development officer)
- ***Sport business roles***  
(Sports agent, Sports marketing, Sports Journalist, Sports media commentator, Sports media influencer and Sports lawyer).
- ***Sports management roles***  
(Fitness gym manager, Leisure manager, Director/Head of a sports centre and Education manager)
- ***Leisure industry***  
(Swimming teacher, Leisure centre manager, receptionist, Recreation assistant, Lifeguard and Team leader)
- ***Wellbeing***  
(Community health officer and Pilates, Yoga or Tai Chi instructor)
- ***Coaching***  
(Community coach, Elite performance – Assistant coach, coach and advanced senior coach)
- ***Elite Sport***  
(Athlete – Sponsorship, Influencer, performer; Sports analyst, Sports scientist, Physiotherapist, Strengthening and conditioning coach, sports nutritionist, Sports driver and Sports kit manager)
- ***Outdoor and adventurous activities***  
(Outdoor activities instructor, Assistant activity leader, Outdoor centre manager, Mountain leader and Outdoor event organiser)

