#WeAreCity

Students First OUTWOOD ACADEMY CITY

Guided Pathways Booklet

2026 to 2028

Making the Right Choice

OUTWOOD ACADEMY CITY

Yr9 into Yr10

December 2025

We are pleased to attach the Guided Pathway information booklet for Years 10 & 11 at Outwood Academy City.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our students through our wider educational offer, and specifically our curriculum offer, drives our Trust vision Students First: raising standards and transforming lives. To that end, we are delighted to offer a curriculum, which enables all students within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

Students, as they move from Year 9 into Year 10 at Outwood Academy City, have their first main point of choice within their 5-year educational journey with us. A feature of our Years 10 & 11 curriculum is the Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet, you will see that the core subjects: GCSE English Language and Literature, GCSE Mathematics and GCSE sciences (combined science)- are taken by all students alongside non-examined courses in physical education and Personal Development & Growth (which includes religious and health education). Students then have **3 subjects** to choose as part of their Guided Pathways allocation.

Furthermore, we fully support the entitlement that students have to study the group of qualifications which the **Government** calls the **English Baccalaureate (EBacc)**: English, mathematics, sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study either **geography** or **history**. For many students it will be appropriate that they also study **Spanish** so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for; these subjects are also an excellent foundation for all students, including those who wish to go on and study **A-Levels** in the **'Facilitating Subjects'** (science, English, geography, history, maths, modern and classical languages). It is possible to study both **geography and history** alongside a modern foreign language if a student wishes.

We will provide specialist independent careers advice to ensure that students have access to impartial support during this process.

We understand that this is a crucial time and the choosing of qualification courses is very important. Further information about support available can be found in this booklet, including details of the **Guided Pathway Information Evening** on **Tuesday 13th January 2026 4:00- 6:00 pm.**

Whatever students are hoping to study, and then do in later life, we are sure that the Guided Pathway process will be helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

Making the Right Choice

In general terms what does the curriculum look like?

The school week contains subject learning plus Personal Development & Growth sessions. The timetabled subject week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English (Language and Literature) Maths Sciences PE	
Guided Pathways	Students can choose <u>three subjects</u> from a list of courses (see list below) • The expectation is that **all students** will study at **least one EBacc Humanity subject (geography or history)** at GCSE in Years 10 & 11; • Many will study for the **Full EBacc (Spanish <u>and</u>** either **History** or **Geography)**	

Core

The allocation of lessons for each subject is the same in Year 10 and Year 11:
(Subject periods are 60 minutes)

- English = 5 x periods
- Maths = 4 x periods
- Sciences = 6 x periods
- PE = 1 x period

Guided Pathway Courses

The courses which students can choose from, to start in Year 10, are:

Students to choose three subjects (plus two reserves) from these lists	
Students will need to choose at least one subject from this list of Humanity subjects History (GCSE) Geography (GCSE) (You can choose Geography and History if you wish - this means that you will only need to choose one more subject from the opposite list)	• Art (GCSE) • Child Development (Vocational- Cambridge Nat) • Computer Science (GCSE) • Design & Technology (GCSE) • Drama (Vocational- BTEC) • Hospitality and Catering (Vocational- WJEC) • Health and Social Care (Vocational- Cambridge Nat) • Music (Vocational- BTEC) • Sports Studies (Vocational- Cambridge Nat) • Spanish (GCSE)

Terminology that may help you and your child

Core	These are compulsory subjects: English, maths, science, PE, personal development & growth
Guided Pathway Choices	There is an element of choice about which of these subjects to study
Level 1	GCSE grades 3-1 or equivalent
Level 2	GCSE grades 9-4 or equivalent With grades 5+ being classed as strong pass grades
Level 3	'A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
BTEC or WJEC Technical Award / OCR National / Other	Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Larger portfolio/coursework based elements, with some assessment by exam (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work
Facilitating Subjects	The Facilitating Subjects are: maths, English, sciences (including computer science), geography, history and modern foreign languages. Please see link below regarding the value placed on these subjects https://www.informedchoices.ac.uk/
Full EBacc (EBacc = English Baccalaureate)	For students to study the Full EBacc they must take GCSEs in maths, English, at least two sciences, one of history or geography and a modern foreign language (Spanish)

What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. We would encourage students to choose a broad range of qualifications for Years 10 & 11, to keep their future options open.

Attainment 8

The government created and now uses a Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, geography, history or modern foreign languages
- A further three qualifications, which can be either BTEC Technical Award/OCR National, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve their best possible score in this measure.

What if students cannot do their chosen course?

We build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them, but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched, but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What support is available to help decide which Guided Pathway subjects to take?

1. Heads of Department will be available at the Year 9 into 10 **Guided Pathway Evening on Tuesday 13th January 2026 4:00- 6:00 pm** to discuss courses.
2. A **careers advisor** will also be available on this evening.
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and pastoral staff during the academy day, over the next few weeks

How to make your choices and important dates

- Year 9 into 10 **Guided Pathway Evening**
  - **Tuesday 13th January 2026** - 4:00-6:00pm

The online link for the Guided Choices form will be emailed out to students after the above event, put on the Academy website and it will also be sent by text to all parents and carers. **There is no rush to complete this form**, as we will wait until **all students have made their choices before we start to build groups**.

You can also log onto your child's **Outwood Academy Google account** to access the online Guided Choice forms (**NOTE- you can ONLY access this online form via your child's school account**). Type/copy this link into Google Chrome:

https://forms.gle/JQr67Eh3oQGdcZwW7

If you experience difficulties in completing the online form, a paper version of the form is available on the last page of this booklet Please hand in to the Visitors' Reception.

Deadline for Guided Pathway choices forms to be submitted:

- **Friday 23rd January 2026 3.30pm**

Geography (GCSE)

Course Description:	Assessment:	Students' Comments
Unit content **1. Living with the physical environment** Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK **2. Challenges in the human environment** Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management **3. Geographical applications** Section A: Issue evaluation Section B: Fieldwork **4. Geographical skills**	**Paper 1** The challenge of natural hazards, physical landscapes in the UK, the living world, geographical skills Written exam: 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose. **Paper 2** Urban issues and challenges, the changing economic world, the challenge of resource management, Geographical skills Written exam: 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose. **Paper 3** Issue evaluation, Fieldwork, Geographical skills Written exam: 1 hour 30 minutes, 30% of GCSE	*"Geography is great! You learn about the world and all of the interesting things that happen to it, you also get to visit some of them during fieldwork trips."* *"Geography is an all-round qualification which includes fun lessons."* *"Choose Geography to become more aware of the world you live in and how it works."* *"It's a very interesting subject and the teachers make it really fun!"* *"I really like the Natural Hazards and Urban Issues topics."*

General Comments

Geography is a very special subject because it offers a unique combination of transferable and well recognised skills including the interpretation data, maps, graphs and photographs. Geographers can gather data, evaluate arguments, solve problems and make decisions as well as writing extended pieces of work. Geography keeps you up to date with the world and is an increasingly important subject.

Future Prospects/Career Options

Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification Geography is greatly respected by University entrance officers and employers alike.

It is chosen by over 16 000 undergraduate students each year and has one of the highest rates of graduate employability and is highly valued by employers for its combination of subject knowledge, and how well it links with other subjects especially Maths, English, Science and ICT.

History (GCSE)

Course Description:	Assessment:	Students' Comments
GCSE History builds on the knowledge and skills students have gained in Year 7, 8 and 9, as well as opening up new periods of history for them to study. History GCSE is made up of 3 externally examined papers: **Paper 1** – Thematic study and historic environment (30%) **Paper 2** – Period study and British depth study (40%) **Paper 3** – Modern depth study (30%)	**Paper 1 – Medicine in Britain c1250** – present and The British sector of the Western Front, 1914 – 18, injuries, treatment and the trenches (1 hour and 15 minutes) **Paper 2 – Early Elizabethan England, 1558** – 88 and The American West c1835 – c1895 (1 hour and 45 minutes) **Paper 3 – Weimar and Nazi Germany,** 1918 – 39 (1 hour and 20 minutes)	*"The History course goes into a wide range and it increases your knowledge of key events and the course is still enjoyable."* *"I have really enjoyed the course. I especially enjoyed the Germany section as I learnt a lot of interesting things about the conflict."* *"I really enjoyed Medicine Through Time and thought that the section on women's development in medicine was very empowering."*

General Comments

This is a GCSE option which is being offered by the History department to allow students to gain knowledge and understanding of key events which have taken place in Britain and the wider world and which still impact upon them today.

Future Prospects/Career Options

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others.

Spanish
(GCSE)

Course Description:	Assessment:	Students' Comments:
Higher and Foundation tiers are available. Students study all of the following themes on which the assessments are based. My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism Grammar and knowledge of phonics are also developed as part of the course.	**Listening paper (25%):** 45 minutes (Foundation) 60 minutes (Higher) **Speaking assessment (25%):** 25 minutes (15 preparation + 10 for exam) **Reading paper (25%):** 45 minutes (Foundation) 60 minutes (Higher) **Writing (25%):** 75 minutes (Foundation) 80 minutes (Higher)	*"I can't wait to use my spoken Spanish in another country"* *"I really like the way we can build on our language skills and get more advanced as we go through the course"* *"Intervention is helpful."* *"Learning languages improves my memory."* *"I have learned skills that I can apply to my other subjects too."*

General Comments

Spanish is the second most spoken language in the world by native speakers. Learning it can therefore unlock a world of travelling destinations. It can give you the opportunity to live, volunteer and travel abroad. Many companies offer placements for study in Spanish speaking countries. It is not a very difficult language to learn. English native speakers tend to find Spanish pronunciation quite easy.

Future Prospects/Career Options

Possible careers include: translator, interpreter, teacher, broadcast journalist, diplomatic services operational officer, English as a foreign language teacher, international aid/development worker, logistics and distribution manager, marketing executive, sales executive

Language skills are particularly valued by businesses dealing with foreign companies.

Computer Science (GCSE)

Course Description:	Assessment:	Students' Comments:
You will learn about the different hardware and software components that make up a computer system and how they work, both physically and logically. You will also learn about how computers represent different types of data, such as text, sound and images. The subject also has a strong practical dimension, as you will not only learn about how a computer system can be programmed to achieve different objectives, but also begin to write your own computer programs using Python—a powerful, modern-day, high-level programming language which is behind some of the world's most popular web applications including Google, Instagram, Uber, Netflix and Spotify.	**Component 1: Computer Systems-** 1 hour 30 minutes written examination taken at the end of Y11 (worth 50% of the GCSE). • Systems architecture • Memory and storage • Computer networks, connections & protocols • Network security • Systems software • Ethical, legal, cultural & environmental impacts of digital technology **Component 2: Computational thinking, algorithms and programming-** 1 hour 30 minutes written examination taken at the end of Y11 (worth 50% of the GCSE). • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming language and Integrated Development Environments.	*"It's tricky at times but once you master the basics like knowing what outcome a simple piece of code will produce, it is amazing! "* *"I find it amazing- it is one of my favourite subjects!"* *"I like the problem-solving that we do when coding and programming"*

General Comments

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges

Future Prospects/Career Options

GCSE Computer Science is a highly respected qualification and a very useful one. Anyone looking to go into stem subjects (Science, Technology, Engineering and Maths) at university will no doubt be using programming daily. Anyone wanting to go into areas like game development, web design, or any other technical job will also find the knowledge gained indispensable.

Art and Design (GCSE)

Course Description:	Assessment:	Students' Comments
You will have the chance to develop your skills with a variety of different media to experiment with your own style. You can investigate your ideas using: • Colour • Line • Form • Shape • Tone • Texture You will be able to research contemporary artists and use their work to inspire new ideas.	**Component 1** 60% Portfolio to include: Evidence of the journey from initial ideas to the final piece. This will give you the opportunity to draw together different areas of knowledge and skills in a range of media. You will also develop your skills further with research. **Component 2** 40% Externally Set Assignment: You will have time to prepare for your practical exam theme and then have 10 hours to complete your piece	*"I have really enjoyed art and have loved developing new skills."* *"What a great way to learn, I have used research to help me come up with new ideas."* *"The way that I look at things has really changed."* *"I love how the teachers challenge and advise me equally- my drawing and painting skills have massively improved."* *"Art lessons are a welcome break from other intense academic lessons!"*

General Comments

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media.

Future Prospects/Career Options

This course will provide an excellent start for further study, post 16. It provides an insight into the creative industries.

Child Development
(Vocational- Cambridge National)

Course Description:

The Cambridge National in Child Development gives learners the opportunity to learn about a wide array of

You may be interested in this qualification if you want to learn more about child development and would to pursue a career in that area. Students will use their learning in practical, real-life situations:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting
- the qualification will also help you to develop learning and skills that can be used in other life and work situations, such as research skills - for example, completing research for equipment to help make decisions on which to choose and explaining why.

What is involved?

This qualification has three mandatory units:

Unit R057: Health and well-being for child development- you will learn about the importance of pre-conception health and reproduction, antenatal care, preparation for birth, postnatal care and the conditions in which a child can thrive.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years- you will learn how to create a safe environment for children from birth to five years in childcare settings, research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Unit R059: Understand the development of a child from one to five years- you will learn the physical, intellectual and social developmental norms for children from one to five years, the importance of creating plans and providing different play activities to support children in their development.

Assessment:

R057 1 hour 15 minute exam worth 70 marks. OCR-set and marked.

R058 Mandatory NEA OCR-set assignment 60 marks Internally marked and externally moderated by OCR.

R059 Mandatory NEA OCR-set assignment 60 marks Centre-assessed and externally moderated by OCR.

Students' Comments

"It is great to study a subject that could help me get a job in the child care sector".

"I really enjoy Child development because it is different from all of my other subjects."

"I like the fact that the exam is only 40% of the qualification. Our assessments will have already been handed in as we go so there will be less pressure in the exam."

" I want to work in a nursery, so it was a great chance to look at that"

General Comments

Child development is a new course offer this year and is a very popular subject for students who prefer coursework-based assessment to support their exam based assessment in other centres. There is a lot of research and discussion work leading to two extensive pieces of coursework and a final exam. Students must be prepared to put in 100% effort from the onset in order to achieve their potential grade.

Future Prospects/Career Options

The knowledge and skills you develop will help you to progress onto further study in the care sector. This may be other vocational qualifications, such as the Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship. The qualification also helps to develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations.

Design and Technology (GCSE)

Course Description:	Assessment:	Students' Comments
GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will be able to work creatively when designing and making and apply technical and practical expertise. Students will be provided with an opportunity to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.	**Paper 1: What's assessed** **Section A** – Core technical principles (20 marks) **Section B** – Specialist technical principles (30 marks) **Section C** – Designing and making principles (50 marks) **How is it assessed?** Written exam: 2 hours 100 marks- **50% of GCSE** **Coursework: What's assessed?** Practical application of: • Core technical principles • Specialist technical principles • Designing and making principles **How it's assessed** 30–35 hours approx coursework 100 marks- **50% of GCSE**	*"We develop skills through collaborative working and problem-solving."* *"The course is modern and relevant, we learn about new technologies, materials and processes."* *"We are provided with an opportunity to develop our own interests in the practical."* *"We get to generate and develop ideas through a process that leads to new or improved products."* *"I love the fact that we get to make things with our hands. Very different from other subjects"*

General Comments

Design Technology is about the entire process of creating usable products and experiences, starting by defining real people's problems and thinking about possible solutions. That will eventually lead to the best design.

GCSE Design Technology will help you to participate in and think about tomorrow's rapidly changing world of design and manufacture, and to design sustainable, functional and aesthetically pleasing products.

Future Prospects/Career Options

Product Designer, interior designer, homeware designer, furniture designer, graphic designer, illustrator, marketing, animator, games designer, space planner, design engineer, prototype/model maker, research and development, manufacturing, CAD drafter, CNC machine operator, cabinet maker, mechanic.

Hospitality and Catering (Vocational- WJEC)

Course Description:	Assessment:	Students' Comments
Hospitality and Catering is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food safety and the hospitality and catering industry. The course consists of 2 units. Unit 1 enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Unit 2 enables students to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus.	**Unit 1:** The Hospitality and Catering Industry - Learners acquire knowledge of all aspects of the Hospitality & Catering industry- Exam- 40% of the overall grade. **Unit 2:** Hospitality and Catering in Action- Learners apply their learning to safely prepare, cook and present nutritional dishes- Practical & Coursework- 60% of the overall grade.	*"I enjoy the cooking and challenging my level"* *"I'm learning about the hospitality industry and this makes me think."* *"There is a lot of written coursework, but I like that we look at the different jobs and roles in hotels and restaurants"*

General Comments

Hospitality and Catering is an essential subject for all whether you are a budding chef, an interested amateur cook or you would like to work in the hospitality industry. This course covers a cross-section of the Hospitality and Catering industry combining practical skills and knowledge to give a well-rounded understanding of the industry and the potential it can offer for further careers or study.

Future Prospects/Career Options

The study of Hospitality and Catering can lead to a wide range of careers - waiting staff. chefs (head, sous, pastry etc), receptionist, hotels and bar managers, events manager, food technologists.

Health and Social Care
(Vocational- Cambridge National)

Course Description:	Assessment:	Students' Comments
The course has been developed to give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector, along with early years settings. The course provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the OCR Cambridge Technical Diploma in Health and Social Care along with other GCE A levels, e.g. Psychology, Biology etc	R032 – Mandatory - Principles of care in Health and Social Care. Exam worth 40% R033 – Mandatory - Supporting Individuals through life events. Coursework 30% Optional unit – Coursework 30%. Creative and Therapeutic Activities	*"It is great to study a subject that could help me get a job in the NHS or an apprenticeship".* *"I really enjoy Health and Social Care because it is different from all of my other subjects."* *"I like the fact that the exam is only 40% of the qualification. Our assessments will have already been handed in as we go so there will be less pressure in the exam."* *" I want to work in a nursery, so it was a great chance to look at that"*

General Comments

Health and Social Care is a very popular subject for students who prefer coursework-based assessment to support their exam based assessment. There is a lot of research and discussion work leading to two extensive pieces of coursework and a final exam. Students must be prepared to put in 100% effort from the onset in order to achieve their potential grade.

Future Prospects/Career Options

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It could help you to get apprenticeships in the NHS and with social care providers. The A-Level equivalent qualification that this feeds into is Level 3 Health and Social Care.

Music
(Vocational- BTEC)

Course Description:	Assessment:	Students' Comments
In Key Stage 4 Music lessons at Outwood Academy City it is our intention to provide students with a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising. Embark on a transformative musical journey with our KS4 BTEC Tech Award in Music Practice, where passion meets proficiency, and creativity knows no bounds. Designed to ignite the musical genius within every student, this course is a harmonious blend of theory, practice, and boundless inspiration. Discover the depth of your musical abilities and explore the limitless possibilities within the world of music. Develop skills that transcend the musical realm, such as teamwork, critical thinking, performance and creativity, preparing you for success in any future endeavour.	**Component 1: Exploring music products and Styles** - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres. Coursework & Practical - 30% **Component 2: Music Skills Development -** Learners will have the opportunity to develop two musical disciplines through engagement in practical task whilst documenting their progress and planning for further development. Coursework & Practical- 30% **Component 3: Responding to a Commercial Brief -** Learners will be given the opportunity to develop and present music in response to a given commercial music brief. Coursework & Practical- 40%	*"Music is an amazing course which gives you the freedom to express yourself through performance and composition. I would recommend choosing music for the support and exciting lessons you get to take part in"* *"Taking this course created some of my best memories in school. From performing in front of an audience during a school show to when we got to record a song at a professional recording studio!"* *"Music has built my confidence and let me showcase my skills to an audience"* *"This course allowed me to take my love for playing the guitar to a whole new level. The performance assessments gave me the chance to showcase my skills and passion, boosting my confidence as a musician and joining a band!"*

General Comments

This course is designed to ignite a passion for musical expression, fostering not only technical proficiency but also creativity, critical thinking, and a deep appreciation for the diverse world of music. If you love performing, composing and learning about music then this is a good course to choose! This course is well suited to you if you have demonstrated great interest and work ethic in KS3 Music and can sing or play an instrument already, but this is not essential. You must however be committed to wanting to learn to perform on an instrument or vocally.

Future Prospects/Career Options

Careers that the study of Music supports include: ● Performers & Writers ● Recording ● The Record Industry ● Music Business ● Music Industry Touring ● Facility, Arena & Club management ● Film Music ● Music Journalism ● Music Education ● Public Relations & Advertising ● Radio & Television ● Symphony and Orchestra ● Music Health ● Music industry and merchandising ● Instrument work and development**.**

Performing Arts- Drama (Vocational- BTEC)

Course Description:	Assessment:	Students' Comments
The Performing Arts Drama course is for learners who wish to acquire technical skills through vocational contexts by studying acting or musical theatre as part of their Key Stage 4 learning. Students will be provided with the opportunity to explore Drama throughout the curriculum, exploring the physical and vocal performance skills required for a performance. The Performing Arts curriculum will enrich students' knowledge of the Performing Arts industry by exploring various Performance styles and theatrical skills. This will in turn enable students to learn about the technical elements of theatre and various renowned Performing Arts practitioners and Theatre companies. This course has elements of written and practical, all students will be required to perform during lesson time and for their assessments, however there are alternative options for their assessments to focus on Lighting/Set design.	**Component 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. Coursework- 30% **Component 2: Developing Skills and Techniques in the Performing Arts-** Learners will develop their performing arts skills and techniques through the reproduction of repertoire as a performer or a designer. This is the first practical component we The students create a performance using a script, they have three opportunities to perform the script. Coursework & Practical- 30% **Component 3: Responding to a brief-** Learners will be given the opportunity to work as part of a group to contribute to a performance as either a performer or designer in response to a given brief and stimulus. Coursework & Practical- 40%	*"Drama has built my confidence in working with others and talking to new people"* *"I feel like I can be myself in Drama and that has improved my performance skills"* *"I feel apart of a family in Drama"* *"Drama is scary, but then when you do it and get up in front of people, you are not scared of anything, anymore. I used to hate getting up to give presentations in other classes- now I don't even care!"* *"There is writing involved in Drama but it's interesting to learn about the industry.."* *"I think the subject is really inclusive and engaging, we've all made new friends because of it"* *"Probably something I will always have in my life a little bit now - liking shows and plays and things"*

General Comments

Performing Arts means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Performing Arts also means the use of drama techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require you to question the purpose of performance and the intention of a range of practitioners/ directors and styles.

Future Prospects/Career Options

The Performing Arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the Performing Arts sector.

NON EBACC COURSE OPTIONS:

Sports Studies
(Vocational- Cambridge National)

Course Description:

The Cambridge Nationals in Sport Studies gives learners the opportunity to learn about a wide array for sports-related topics. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

What is involved?

A total of four units.

- Practical Sports Performance
- Working in the Sports Industry
- Outdoor and Adventurous Activities
- Contemporary issues in Sport

How shall I learn?

Learning is through classroom-based lessons, observations, written tasks and assessments and engaging practical techniques in theory lessons.

Assessment:

The course is 75% coursework, 25% is an external examination.

Students' Comments

"I have really enjoyed the different theory topics as I didn't know anything about them until I started doing this course."

"I love the practical activities and this course lets you study sports in more detail, especially about the tactics."

"There is a lot of written coursework, but the exam is only 25%, so less pressure on exams"

"I love the outdoor unit- we spent a day climbing at Stanage Edge"

General Comments

The content of the course has been designed to allow you to study Physical Education in an academic setting, allowing you to critically analyse and evaluate physical performance and apply your experience of practical activities in developing your knowledge and understanding of Physical Education. The course allows you to explore a range of activities in the role of performer, including both team and individual activities. The course can also start you on a career path in Physical Education and Sport through A Level and Degree Level Sports Subjects.

Future Prospects/Career Options

Study of Sports Studies can lead to a wide range of careers: PE teaching; sports scientist; physiotherapist; sports coach; sports development officer; fitness instructor and personal trainer; sports psychologist; sports analyst; sports journalist; sports masseuse.

Y9 Guided Choices Form 2026

(Return to Visitors' Reception by Fri 23rd Jan 2026)

Name: _____ PDG Group: _____

1. Choose **either** Geography **or** History

Geography (GCSE)	
History (GCSE)	

(You can choose both if you wish, this means that you will only select one from the box below).

2. Choose **two** from the choices below. Please number your choices '2' and '3' depending on preference.

Subjects		Subjects	
Art and Design (GCSE)		History (GCSE) (if you wish to study another Humanity)	
Child Development (Vocational- Cambridge National)		Spanish (GCSE)	
Computer Science (GCSE)		Music (Vocational- BTEC)	
Design and Technology (GCSE)		Performing Arts- Drama (Vocational- BTEC)	
Health & Social Care (Vocational- Cambridge National)		Sports Studies (Vocational- Cambridge National)	
Hospitality & Catering (Vocational- WJEC)		Geography (GCSE) (if you wish to study another Humanity)	

3. Finally, please write in two **reserve choices** taken from the box above:

Reserve 1		Reserve 2	

Thank you

Academy use only.

Logged on _____ by _____