Outwood Academy Ripon

Guided Pathways

Year 9 into Year 10

2022/23

Deadline for return: via google link by:

Thursday 26th January 2023

Courses are subject to change if we believe a different course better meets the needs of the students.

Year 9 into 10
Years 10 & 11 Guided Pathway Information
Continuing the Five Year Curriculum Journey

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

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, at Outwood Academy Ripon 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 Ripon, have their second main point of choice within their five 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 (double) science or biology, chemistry and physics - are taken by all students alongside non-examined courses in physical education and personal, social, religious and health education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation. At Outwood Academy Ripon, one of these subjects has been chosen already and is underway in Year 9.

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 a modern foreign language subject 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' (biology, chemistry, English, geography, history, maths, modern and classical languages, physics). 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.

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 Choice

In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus, Tutor Time.
This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 5 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	Students can choose <u>three subjects</u> from a list of courses (see list below) At Outwood Academy Ripon, one of these subjects has been chosen already and is underway in Year 9 **The expectation is that all students will study at least one EBacc Humanity subject (geography or history) at GCSE in Years 10 & 11; and that many will study for the Full EBacc (1x MFL <u>and</u> 1x Humanity).**	

Guided Pathway Courses

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

<table>
<tr><th colspan="2">Students to choose two subjects (plus two reserves) from these lists</th></tr>
<tr><td>Students will need to choose at least one subject from this list of Humanity subjects</td><td rowspan="2">Art (GCSE)
Enterprise (BTEC)
Catering (Tech Award)
Computer Science (GCSE)
French (GCSE)
Geography (GCSE)
History (GCSE)
Engineering (BTEC)</td></tr>
<tr><td>History (GCSE)
Geography (GCSE)</td></tr>
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Terminology that may help you and your child

Core	These are compulsory subjects: English, maths, science, PE, RE/Life
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 Technical Award / OCR National	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
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

https://www.informedchoices.ac.uk/

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 over 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. Subject staff will be available at the Year 9 into10 Guided Pathway Evening on 19th January 2023 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

Deadline for Guided Pathway choices forms to be returned/submitted:

Thursday 26th January 2023

Forms to be returned to Mr O'Brien or Mrs Barron. Choices will be collected via a Google Form.

GCSE Art & Design

(Art, Craft and Design)

COURSE DESCRIPTION

This GCSE allows pupils the freedom to develop a wide range of art skills.

These include -

- Fine Art
- Graphic Design
- Photography
- Textile Design
- Three– Dimensional Design

The course is tailored to each pupil's strengths and allows for a personalised course for learners.

The course is heavily focused around a skills based approach including engaging with a range of stimuli and resources.

ASSESSMENT/ UNIT BREAKDOWN

UNIT ONE

Coursework Portfolio (60%)

This unit will help you to develop your art skills and techniques whilst producing work for your art portfolio. You will be given a theme or starting point in which you will develop your own project from. You will need to follow the design process through the stages or research and ideas, experimentation and development, artist research to produce your final outcome(s).

UNIT TWO

Externally Set Project (40%)

This unit will continue the development of the skills learnt in unit 1 and focus these on one specific theme. The theme for this project is set by the exam board and has a 10 hour practical exam time within the unit. The project will follow the same format as unit 1 with the 10 hour exam time giving you the opportunity to complete your final outcome(s).

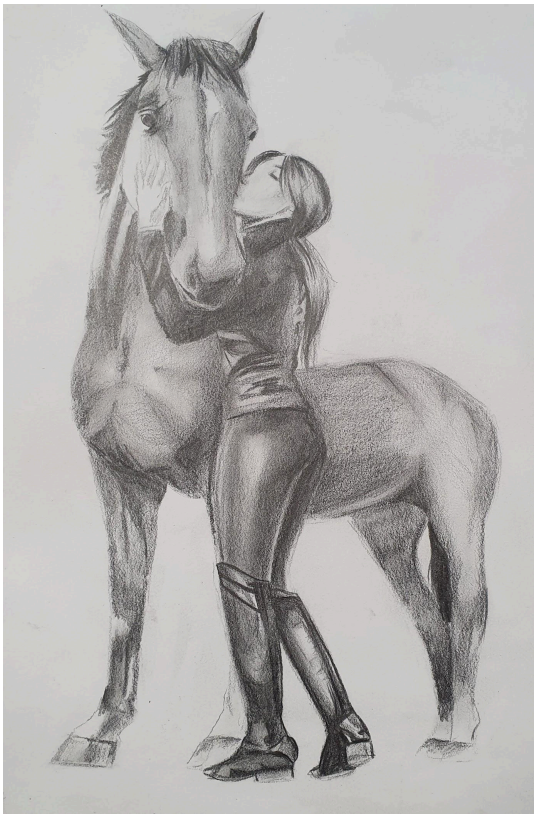
Future qualifications

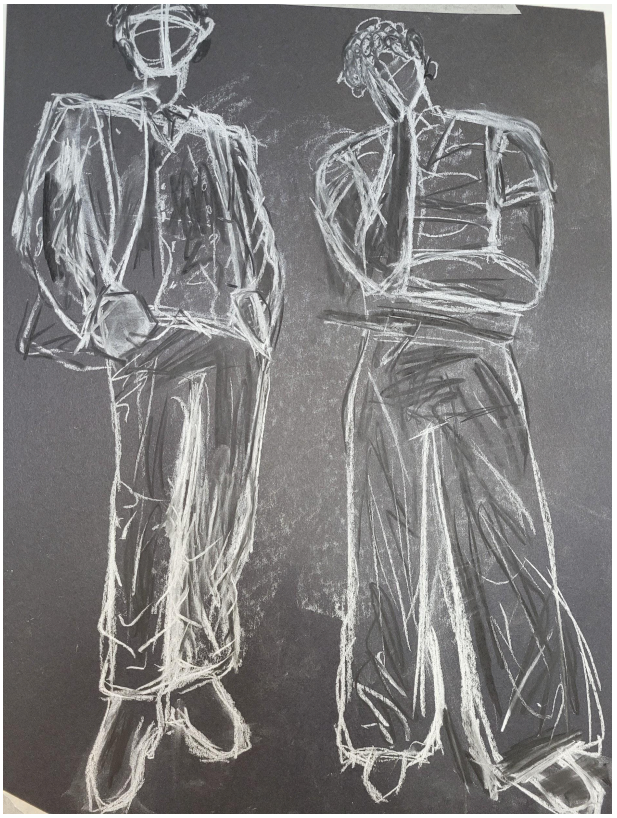
The GCSE in Art & Design gives you a nationally recognised qualification that can be used as the first stepping stone into the creative industries.

This course allows progression to A Level Art and also BTEC Level 3 Art courses.

Future Career Prospects

A career in art is wide reaching and there are many avenues to explore. Jobs range from artists, to museum / gallery curators, art therapists, print makers, graphic designers and working within the television industry to create the artistic effects for TV and film.





BTEC Tech Award- Level 1/2 in Enterprise

COURSE DESCRIPTION

Course Details

Qualification	-	BTEC Tech Award
Exam Board	-	Pearson
Method of Assessment	-	60% internal assessment, 40% external assessment

Course Information and Structure

This qualification is for learners who want to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their key stage 4 learning.

The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through practical and skills-based approach to learning and assessment.

ASSESSMENT/ UNIT BREAKDOWN

Component 1: Exploring Enterprises
(Non-exam internal assessment - 30%)

In this component, you will explore different enterprises to develop your knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. You will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning and Presenting a Micro-Enterprise Idea
(Non-exam internal assessment - 30%)

In this component, you will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. You will individually present your business plan for your idea and review the production and delivery of your presentation to make recommendations for improvements.

Component 3: Marketing and Finance for Enterprise
(External assessment - 40%)

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. You will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. You will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

FUTURE PROSPECTS AND CAREER OPTIONS

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects

- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

BTEC Level 2-

Hospitality and Catering

COURSE DESCRIPTION

The WJEC Level 2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

ASSESSMENT/ UNIT BREAKDOWN

Unit 1 The Hospitality and Catering Industry (External assessment)

Unit 2 Hospitality and Catering in Action (Internal assessment)

Learners must complete both units. This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management.

Future qualifications

Learners will have the options to access further education courses such as: WJEC Level 3 Food, Science and Nutrition (certificate and diploma). Level 3 NVQ Diploma in Advanced Professional Cookery. Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Future Career Prospects

Since 2010, over 25% of all new jobs have been within the Hospitality and Catering sector with the majority of new roles falling within the 18-24 age group. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where Hospitality and Catering is not their primary service but is increasingly important to their success

GCSE- Computer Science

COURSE DESCRIPTION

Course Information and Structure

Computer Systems

This is a perfect course for students who have excelled in computational thinking and who wish to further their education into the more technical areas. GCSE Computer Science will encourage learners to analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. In addition, you will explore the fundamental computing concepts that underpin how technology works and how mathematics has formed a significant part of the development of Computer Science. Much of the course is theory based and therefore although you will use computers within the practical programming lessons, the core concepts taught will be theory based. It is advised that students are strong in mathematics due to the close links of the two subjects as Computer Science is an academic subject.

ASSESSMENT/ UNIT BREAKDOWN

Component 1 – Computer Systems

Written paper

1 hour 30 minutes

50% of the qualification

Component 2 – Computational thinking, algorithms and programming

Written paper

1 hour 30 minutes

50% of the qualification

What will you study? What skills will you develop?

In this course you will learn about the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. In addition you will need to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. You will also explore the components that make up digital systems, and how they communicate with one another and the impacts of digital technology to the individual and to wider society. There are also a number of skills you will develop including thinking creatively, logically and critically to solve problems as these are key skills to be a computer scientist.

Progression Routes This course would leave students with the ideal foundation to study Computer Science or a technical ICT qualification in 6th form or through other post-16 providers. The skills acquired through Computer Science complement most careers, however some of the possible career paths include:Software Developer, Web Application Developer, Computer Systems Analyst and Mobile App Developers. Information Security Analyst.

Future qualifications

This course would leave students with the ideal foundation to study Computer Science or a technical ICT qualification at College or through other post-16 providers.

Future Career Prospects

The skills acquired through Computer Science complement most careers. However some of the possible career paths include: Software Developer, Web Application Developer, Computer Systems Analyst and Mobile App designer.

GCSE- French

COURSE DESCRIPTION

GCSE French builds on the knowledge and skills students have gained in Year 7 to Year 9, extending students' range of vocabulary and their ability to manipulate language to create and understand increasingly complex sentences. They learn through a range of engaging topics, covering French culture and festivals, global issues and travel and tourism, to name but a few. Students are exposed to French language and culture through authentic materials, which prepare them well for further study at A-level.

ASSESSMENT

French GCSE is made up of 4 exams:

Listening: Foundation (35 mins), Higher (45 mins) 25%

Speaking: Foundation (7-9 mins), Higher (10-12 mins) 25%

Reading: Foundation (45 mins), Higher (60 mins) 25%

Writing: Foundation (60 mins), Higher (1hr 15) 25%

"With languages, you are at home anywhere." – Edmund De Waal

"A different language is a different vision of life." - Federico Fellini

GCSE TOPICS

Theme 1 – Identity and Culture

· Me, my family and friends

· Technology in everyday life

· Free time activities

· Customs and festivals

Theme 2 – Local, National, International and Global Areas of Interest

· Home, town, neighbourhood and region

· Social issues

· Global issues

· Travel and tourism

Theme 3 – Current and Future Study and Employment

· My studies

· Life at school / college

· Education post-16

· Jobs, career choices and ambitions

Future Prospects/Career Options

A GCSE in a language really sets you apart from other students. Language-learning is a perfect combination of academic rigour and real-world skill development: you have to use your knowledge in four very different ways (listening, speaking, reading & writing) and your communication skills will be significantly enhanced. A GCSE in a language forms an essential part of the EBacc qualification and is a requirement for some universities. Job opportunities for students with languages include specialist occupations, such as interpreting, translation and teaching, but also industry, business, marketing, finance, the civil service, the European Union agencies, law and the media. Languages graduates are on average 10-15% better paid than other arts graduates and have one of the lowest unemployment rates overall. With the UK as a whole now producing fewer and fewer linguists, students with a modern language are increasingly sought after and employers really value students who can demonstrate a clear international outlook on the world.

GCSE- Geography

Course Description

Under the new AQA specification we will be studying the following topics:

Paper 1: Physical Environment

Section A

- Natural hazards
- Tectonic hazards
- Weather hazards
- Climate change

Section B

- Ecosystems
- Tropical rainforests
- Hot deserts

Section C

- Coastal landscapes
- River landscapes

Paper 2: Human Environment

Section A

- Urban issues and challenges

Section B

- Changing economic world

Paper 3: Geographical Applications

Section A

12 Weeks before the exam you will get some material to analyse and interpret and answer questions in the exam related to the booklet.

Section B

You will have to answer questions based on fieldwork techniques as well as the two geographical enquiries that you have done yourself.

Human fieldwork trip to Middlesbrough.

Physical fieldwork trip to Redcar.

Assessment

100% Examination

You will sit three exams, based on the following:

Unit 1 Physical Environment

Paper 1 is structured:

1 hour 30 minutes 88 marks

35% of your final mark

Unit 2 Human Environment

Paper 2 is structured:

1 hour 30 minutes 88 marks

35% of your final mark

Unit 3 Geographical application

Paper 3 is structured:

1 hour 15 minutes 76 marks

30% of your final mark

Section C · Resource management · River landscapes		

Future Prospects/Career Options

Geography is a broad based academic subject which is well respected by employers. Geography graduates have one of the highest rates of graduate employment.

Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning.

Jobs geographers may go into: town and transport planning, chartered surveying, land and water management, sustainability, environmental consultancy, development, tourism, conservation, housing and social welfare, information technology, teaching, international aid/development worker, administration and management, the financial sector, marketing, research, and industry and manufacturing.

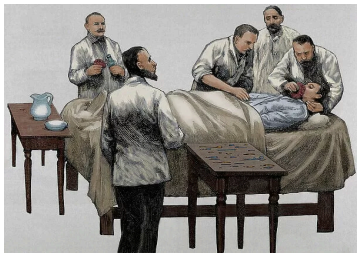
Students' Comments

' I really enjoy learning about what different places around the world are like.'

'It has taught me so many skills'

GCSE- History

COURSE DESCRIPTION



GCSE History builds on the knowledge and skills students have gained in Year 7, Year 8, and Year 9 as well as opening up new periods of history for them to study. It is an engaging course which will draw students into the subject and prepare them well for further study at A level and beyond.

History Edexcel GCSE is made up of 3 externally examined papers:

Paper 1 – Thematic Study and Historic Environment (30%) 1 hour 15 minutes

Paper 2 – Period Study and British Depth Study (40%) 1 hour 45 minutes

Paper 3 – Modern Depth Study (30%) 1 hour 20 minutes

'With the historian it is an article of faith that knowledge of the past is a key to understanding the present.' -

Kenneth Stamp

ASSESSMENT

Assessment

Paper 1 – Medicine in Britain c1250 – Present and The British Sector of the Western Front, 1914 – 18

- How medicine developed in the trenches
- Discovery of penicillin and DNA
- Religion as a treatment

Paper 2 – Early Elizabethan England, 1558 – 88 and

The American West c1835 – 1895

- Spanish Armada
- Mary, Queen of Scots
- The American Civil War
- Conflict between Plains Indians and White Americans

Paper 3 – Weimar and Nazi Germany, 1918 – 39

- The Treaty of Versailles
- Effects of WWI on Germany
- Hitler's Rise to Power

Students' Comments

"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.’ ‘the Germany section as I learnt a lot of interesting things about the conflict.’ *'With the historian it is an article of faith that knowledge of the past is a key to understanding the present.’ - Kenneth Stamp*

Future Prospects/Career Options

History is an impressive academic subject valued by all branches of higher education and by 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, technology, teaching, international aid/development work, administration and management, the financial sector, marketing, research, and industry and manufacturing and many others.

Btec Engineering

COURSE DESCRIPTION

BTEC Engineering is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design.

The BTEC Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

• Development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly.

• Knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry • knowledge of the stages involved in planning and implementing an engineering project.

• Knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

ASSESSMENT/ UNIT BREAKDOWN

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

Component 1A (coursework unit): Exploring engineering sectors and design applications. Learners will explore the links between the various engineering sectors and the role of design in the production of engineered products.

Component 1B (Coursework unit): Explore engineering skills through the design process. Through practical exercises, learners will produce solutions to problems using different combinations of engineering skills, including designing as part of the engineering design and make process.

Component 2 (coursework unit): Investigating an Engineered product. Learners will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component.

Component 3 (Written and practical external examination): Responding to an Engineering brief. External assessment includes a practical experiment task taken under supervised conditions, alongside a separate written examination.

Future qualifications

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as BTEC National in Engineering, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in an engineering area.

Future Career Prospects

The engineering sector is hugely diverse with dozens of different disciplines and sectors, so there's a wide range of roles that can suit anyone interested in science, technology, construction and manufacturing.