



# Curriculum Pathways Booklet for Key Stage 4 February 2017



**Nova Hreod Academy**

The best in everyone™

Part of United Learning

Dear Students, Parents and Carers

## Year 9 into Year 10 Curriculum Pathways for September 2017

The Spring Term of year 9 is when students, parents and carers need to make careful and informed choices about the GCSE curriculum pathways students will follow throughout years 10 and 11. The purpose of this letter is to set out both background information and the curriculum pathways available to year 9 students at Nova Hreod Academy.

### Curriculum pathways assembly for year 9 students

We will brief year 9 students with regards to their choices in a special curriculum pathways assembly on the morning of Thursday 9<sup>th</sup> February and provide them a hard copy of this curriculum pathways booklet to discuss with their parents and carers over the half term break.

### Curriculum pathways briefing for parents and carers

There will be a briefing for parents and carers in the Theatre at 6pm on Thursday 23<sup>rd</sup> February where we will talk through the compulsory school curriculum and the curriculum pathway choices available to students. At the end of this briefing, senior staff will be available to discuss choices with students, parents and carers. A range of post 16 providers will also be on hand to offer guidance on this evening.

### The compulsory school curriculum

All students will be expected to undertake the full range of examination and non-examination subjects set out below:

- English Language
- English Literature
- Mathematics
- Science (Double Award)
- At least one subject from Computing, French, Geography, History or Spanish
- Sport and Dance (#)
- Social, Moral, Spiritual and Cultural Education (#)

# = non examined

### New GCSE grades

From September 2017, all GCSEs will be graded with the numbers 9 to 1 instead of the more traditional grades A\* to G with which people are currently familiar. Going forward, grade 9 is the highest grade possible with grade 1 being the lowest grade possible.

## Some things to think about when making your choices

**What is best for you?** We are all different – the combination of subjects that is right for your friend may not be the best for you.

**What are you really interested in?** Think hard about what you are good at, what you like doing, the kind of person you are and what you value.

**Is there a subject that would be helpful for a future career you wish to follow?** Develop a career plan. Think about what you want to do and find out more about the kind of training, education and skills that you need to achieve your career goal. If you are unsure about which career path you want to follow, speak to your tutor to help you decide which pathway best suits your strengths. It is a good idea to keep your options as varied as possible.

**Are you choosing a “balanced diet” of subjects?** This is important to give you variety and also to make sure that you have some flexibility about what you can do after GCSEs.

### What choices do I have?

At Nova Hreod Academy we will be offering four distinct curriculum pathways to students this academic year which we hope will provide students with a range of choices that will open a variety of different routes into Further Education, Sixth Form College, Apprenticeships and eventually Higher Education and the world of work.

| Pathway |            | Outline of Examination Subjects Studied   |
|---------|------------|---|
| 1       | EBacc      | <p>English Language and Literature<br/>           Mathematics<br/>           Science (Double Award)<br/>           French or Spanish<br/>           Geography or History<br/>           Free choice from the choices table</p> <p>This choice is best suited to students who want to study a broad and balanced curriculum and who want to leave their options open to study a range of subjects at post 16 level and beyond.</p> |
| 2       | Humanities | <p>English Language and Literature<br/>           Mathematics<br/>           Science (Double Award)<br/>           Geography<br/>           History<br/>           Religious Education</p> <p>This choice is best suited for students who have a passion for the Humanities and who are particularly keen to study Geography, History, RE and/or similar/related disciplines at A Level and beyond.</p>                           |
| 3       | Languages  | <p>English Language and Literature<br/>           Mathematics<br/>           Science (Double Award)<br/>           French<br/>           Spanish<br/>           Free choice from the choices table</p> <p>This choice is best suited for students who have a passion for languages and who are particularly to keen study languages at A Level and beyond.</p>  |

|   |      |  |
|---|------|--|
| 4 | STEM | <p>English Language and Literature<br/> Mathematics<br/> Biology<br/> Chemistry<br/> Computing<br/> Physics<br/> Free choice from the choices table</p> <p>This choice is best suited for students and who are likely to want to study Computing, Engineering, Mathematics, the sciences and/or similar/related disciplines at A Level and beyond.</p> |
|---|------|--|

### Caveat

It might be that some students have a highly specialist career pathway in mind that requires a slightly different combination of GCSE choices. It goes without saying that we will do our very best to accommodate all reasonable requests as far as is logistically possible. In stating this, it is a core curriculum requirement that students study one of Computing, French, Geography, History or Spanish in addition to English, Mathematics and Science.

If you have a specialist career pathway in mind and require a variation on the standard curriculum pathway choices, please email Mr Barton directly via his PA, Mrs Waldron ([t.waldron@novahreodacademy.org.uk](mailto:t.waldron@novahreodacademy.org.uk)) and he will liaise directly with students, parents and carers.

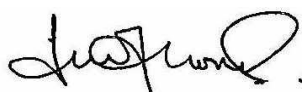
### Note

So that all students are able to access the necessary specialist resources, places on the GCSE Music course are limited to 15 this academic year with places on the Hospitality and Catering course limited to 22 this academic year. A competence on a musical instrument is highly desirable for the GCSE Music course. If there any queries with regards to suitability for GCSE Music, please speak to Mr Gray ([a.gray@novahreodacademy.org.uk](mailto:a.gray@novahreodacademy.org.uk))

### Deadline

All curriculum pathway choice forms to be returned to Mr Thomas by **Friday 10/03/2017.**

With very best wishes



Scott Thomas  
KS4 Raising Standards Leader

Student Name \_\_\_\_\_

**The Choices Table**

| Choice 1  | Choice 2                    | Choice 3       |
|-----------|-----------------------------|----------------|
| French    | French                      | French         |
| Geography | Geography                   | Geography      |
| History   | History                     | History        |
| Art       | Music (15)                  | Drama          |
| PE        | Computing                   | Triple Science |
| RE        | Spanish                     | Art            |
|           | Hospitality & Catering (22) |                |

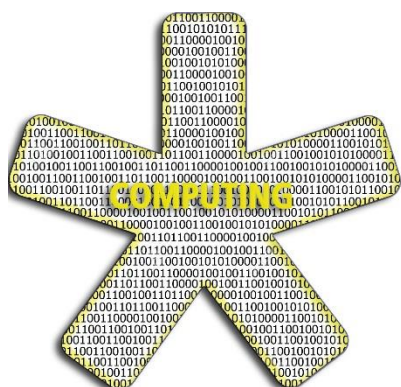
| Pathway |            | Tick <input checked="" type="checkbox"/> | Please circle and write on the line as appropriate  |
|---------|------------|--|---|
| 1       | EBacc      |  | French or Spanish (please circle choice)<br>Geography or History (please circle choice)<br>If French chosen, any other subject from the choices table _____<br>If Spanish chosen, a choice from Choice 1 or Choice 3 from the choices table _____ |
| 2       | Humanities |  | Geography, History and RE   |
| 3       | Languages  |  | French and Spanish<br>Any other subject from Choice 1 or Choice 3 from the choices table _____  |
| 4       | STEM       |  | Biology, Chemistry, Computing and Physics<br>Any other subject from Choice 1 from the choices table _____   |

Signed (parent):

Date:

## Appendix of Subject Choices

## Computing



### Subject Content

In Computing, students will develop their problem solving skills whilst obtaining a deep understanding of how computers think and what makes them think that way. They will improve their abilities of decomposition, abstraction and analysis; skills vital to succeed in the real world.

Students will learn about object-oriented programming and have the opportunity to become fluent in the Python coding language; an industry standard. They will learn everything they need to be able to develop large scale, professional applications; from initial planning stages to final testing

and release. Alongside this, students will be introduced to the ideas of block based programming through game and app development. Supplementary to the practical programming skills, students will also learn all about how a computer system works, covering topics such as hardware and networks.

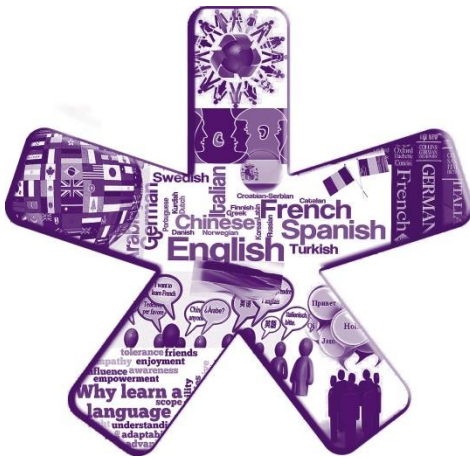
### Assessments

80% Written Assessment – Students will complete 2 written papers, each 1 hour and 30 minutes long. The first assesses their computational thinking and problem solving ability, and the second will assess their theory knowledge. Each paper is worth 40% individually.

20% Practical Programming Controlled Assessment – Students to complete a 25 hour controlled assessment within lesson time. This assessment tests the students' programming skills, along with their ability to articulate their work through a written report. Students will complete the assessment at the beginning of year 11.



## French and Spanish



We are offering both French and Spanish at GCSE; both subjects are open to pupils who have studied it a KS3. We will be following the Edexcel specification. Both languages will follow a linear model of assessment, where all skill areas will be examined at the end of the two year teaching period. Our objective is to enable students of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. We feel that the Edexcel specification for the new MFL GCSE offers one the opportunity to develop students'

cultural knowledge whilst developing their language skills.

The key topic areas are:

### Theme 1: Identity and culture

Me, my family and friends, Technology in everyday life, Free-time activities, Customs and festivals in French-speaking countries/communities

### 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

The assessment model for the new GCSE is shown below, where it is clearly shown the linear form of assessments and also the level of entry qualifications; allowing for all students to make progress in MFL.

|  |   |   |   |
|--|---|---|---|
| <p><b>Paper 1: Listening</b></p> <p><b>What's assessed</b></p> <p>Understanding and responding to different types of spoken language</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>25% of GCSE</li> </ul> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>Section A – questions in English, to be answered in English or non-verbally</li> <li>Section B – questions in French, to be answered in French or non-verbally</li> </ul> | <p><b>Paper 2: Speaking</b></p> <p><b>What's assessed</b></p> <p>Communicating and interacting effectively in speech for a variety of purposes</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Non-exam assessment</li> <li>7–9 minutes (Foundation Tier) + preparation time</li> <li>10–12 minutes (Higher Tier) + preparation time</li> <li>60 marks (for each of Foundation Tier and Higher Tier)</li> <li>25% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> <li>Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</li> <li>Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</li> <li>General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</li> </ul> | <p><b>Paper 3: Reading</b></p> <p><b>What's assessed</b></p> <p>Understanding and responding to different types of written language</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>60 marks (for each of Foundation Tier and Higher Tier)</li> <li>25% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>Section A – questions in English, to be answered in English or non-verbally</li> <li>Section B – questions in French, to be answered in French or non-verbally</li> <li>Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</li> </ul> | <p><b>Paper 4: Writing</b></p> <p><b>What's assessed</b></p> <p>Communicating effectively in writing for a variety of purposes</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>25% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"> <li>Question 1 – message (student produces four sentences in response to a photo) – 8 marks</li> <li>Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</li> <li>Question 3 – translation from English into French (minimum 35 words) – 10 marks</li> <li>Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li> </ul> <p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li> <li>Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</li> <li>Question 3 – translation from English into French (minimum 50 words) – 12 marks</li> </ul> |
|--|---|---|---|



## Geography

This exciting and in depth course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. The subject content is split into four units: 3.1 living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.

### **Paper 1: Living with the physical environment**

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

- **Section A: The challenge of natural hazards:** Natural Hazards, Tectonic Hazards,
- **Section B: The living world:** Ecosystems, Tropical rainforest, Hot Deserts, Cold Environments
- **Section C: Physical landscapes in the UK:** UK physical landscapes, Coastal landscapes in the UK, River landscapes in the UK, Glacial landscapes in the UK

### **Paper 2: Challenges in the human environment**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs)

- **Section A: Urban issues and challenges**
- **Section B: The changing economic world:**
- **Section C: The challenge of resource management:** Food, Water, Energy,

### **Paper 3: Geographical applications**

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

- **Section A: Issue evaluation**
- **Section B: Fieldwork:** Conduct two Geographical Enquiries which include the collecting primary data
- **Section C: Geographical Skills**

**Geographical Skills you will learn:** Cartographic skills, Graphical skills, Numerical Skills, Statistical skills, use of qualitative and quantitative data, formulate enquire and argument, literacy.





## Triple Science

Students who study the Triple Science course will study the same content as in Combined Science as well as extra topics in Biology, Chemistry and Physics.

Students will gain 3 GCSEs at the end of the course in Biology, Physics and Chemistry. Students who study Triple Science should be aiming to study Science to A Level and possibly into University. Triple Science will be of particular interest to students who want to go into fields such as medicine, engineering and research.

### What will I Learn?

#### Biology Topics

Cell biology, organization, Infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology,

#### Chemistry Topics

Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

#### Physics Topics

Energy, Electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space physics (physics only).

### How will I be assessed?

Each GCSE has two 1hr 45min examination papers; these will all be taken in the summer of year 11. There is no controlled assessment or coursework component. Students will be required to complete a series of required practicals that will be undertaken during lesson time.



## GCSE Art

**"Art is not what you see, but what you make others see."**

**Edgar Degas**

### **What will I be doing in GCSE Art?**

- ★ Learning about famous artists
- ★ Experimenting with different materials
- ★ Developing skills in a range of media
- ★ Visiting galleries and museums on a trip to London
- ★ Exploring photography, digital Art to developing Photoshop skills.

### **UNIT 1: COURSEWORK**

You will have a chance to create a portfolio of work that looks at the theme Conflict. You will make Art work in response to the theme and take your ideas from initial engagement to final ideas and realising your intentions.

The coursework makes up 60% of the GCSE mark and is a vital part of the course. Students can expect to spend at least an hour each week outside of school working towards presenting their portfolio.

### **UNIT 2: - EXTERNALLY SET ASSIGNMENT**

For the externally set assignment students are given 7 themes to choose from, students respond to their chosen starting point, evidencing coverage of all four assessment objectives.

The externally set assignment will culminate in a 10 hour exam over 2 school days where students will create work that showcases their talent and skill.

As part of the course, students are expected to respond to cultural influences, this gives us the opportunity to go on an Art trip to a capital city. This year students will be going to the Tate Modern in London and will be gathering inspiration on the Southbank and they will be drawing first hand from iconic landmarks such as the London eye. Students will use photography to record their trip. Any research material gathered will then be used in the classroom to inspire their projects.

Students will have the opportunity to showcase their Artwork in an exhibition at Nova and their work will be entered for competitions both locally and nationally.

You may even get the chance to see your Artwork become something in the real world, like year10 student Connie Maclennan who had her designs published and made into a Christmas card.

**"I enjoy Art because I can express myself and develop my own style. I really enjoy learning new techniques and experimenting with materials."** -Robyn Titcombe – YR10 Art student

## GCSE Drama

*"Logic will get you from A to B. Imagination will take you everywhere."*  
*–Albert Einstein*



What will I be doing in GCSE Drama?

- ★ Performing scripts
- ★ Devising PLAYS
- ★ Studying plays
- ★ Writing live theatre reviews
- ★ Learning about technical aspects of the theatre
- ★ Building performance skills and confidence

GCSE Drama comprises of 3 parts – two scripted performances, devising drama and a written exam. The exam includes a section based on your own review of a live theatre performance which we will undertake as a group. In the past, we have had trips to see Ghost the Musical, Woman in Black and any more plays and shows in London and surrounding areas. The exam also includes looking at a set play and knowing your theatre inside and out. You will work in small groups to produce performances of two extracts from a chosen play. This will be performed in front of an audience and also an examiner in Year 11. You will also get the opportunity to develop your skills as an actor by devising your own plays and performances. This will be using various stimuli including poems, pictures, videos and music to create original material. This is accompanied by a working logbook for you to document your journey and show your development as a young performer.

| Unit 1 – Written Exam<br>40%   | Unit 2 – Devising Drama 40%  | Unit 3 – Scripted Performance<br>20%   |
|--|--|--|
| <ul style="list-style-type: none"> <li>➤ Section A: Theatre roles and terminology</li> <li>➤ Section B: Study of set text</li> <li>➤ Section C: Live theatre production</li> </ul> | <ul style="list-style-type: none"> <li>➤ Performance of a devised piece (25% of unit)</li> <li>➤ Devising Logbook (75% of unit)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Scripted Performance 1</li> <li>➤ Scripted performance 2</li> </ul> |

GCSE Drama is a highly appealing course due to the diverse range of activities, combining both practical and theoretical approaches to learning. This combination of academic and creative challenge with a practical focus makes for a dynamic and engaging course.

Drama can offer so much more than just an opportunity to perform. You will develop generic study skills that feed into all courses: speaking and listening, research and investigation, analysis and evaluation, public speaking and literacy. You will find that drama will help you feel more self-confident and prepare you to deal with a range of different situations and people. You will also be developing skills that all employers value in a workplace.



## GCSE Music

“Music can change the world because it can change people.”

Bono, U2

What will I be doing in GCSE Music?

- Performing as a soloist
- Performing as part of a group
- Composing music in different styles from around the world and from different time periods
- Studying the works of some of the greatest musicians from the world of classical music, popular music and film music

GCSE is comprised of three main elements; performance, composition and musicology.

The performance element is worth 30%, this includes a solo performance and a performance as part of a group. During the course you will practice and perform multiple solo and ensemble pieces until you find a solo and ensemble piece which suits you and which you can refine ready for submission in year 11.

The musicology element is worth 40%, this includes a 1 hour and 45 minute paper on music from around the world and from different periods in history including Beethoven, Queen, Stephen Schwartz (Defying Gravity) and the film music of John Williams (Star Wars). Through studying the works of history's greatest musicians you will gain a greater understanding and affinity with music of any style. You will hear music in a whole new light.

The composition element is worth 30%, this includes two separate compositions over year 10 and 11. Through studying great musical works you will begin to pinpoint which elements make these pieces successful. You can then take these elements and apply them to your own music writing which could be in any style including popular, classical or film.

Through studying music at GCSE you can gain a greater understanding of our culture and cultures from around the world and history. It shall also develop your analytical skills through analysing pieces, your literacy skills through writing about music and your team working skills through group performance. It shall also raise your self-confidence through sharing your performances and compositions with others and help you develop social skills, essential for almost any career.



## GCSE PE

**"The mind is the limit. As long as the mind can envision the fact that you can do something, you can do it"**

*–Arnold Schwarzenegger*

### What will I be doing in GCSE PE?

- Exciting theory content with a strong Sport Science focus
- New qualification that demands and develops in depth knowledge
- Interactive theory lessons that allow hands on learning
- Advanced topics including biomechanics, psychology and anatomy and physiology
- Practical based learning for performance and learning in a creative environment
- Interactive lessons that allow for hands on learning

**GCSE PE combines both your practical capabilities with a strong theoretical challenge –**

Throughout the two years students will build great understanding of a link between sporting knowledge, Sport science and sporting performance. The GCSE PE offers the opportunity to learn new sports that are not currently based within the current core PE curriculum, these demand some similar skills but in many cases a different set of abilities. Students will face challenge that will develop understanding and personality as well as offers the opportunity to learn a wealth of knowledge that will prepare the student for a number of career choices. The PE GCSE is now highly challenging with a strong focus on applied knowledge it fully prepares any student looking to continue an education into a sporting field or wishing to pursue a career in the sports industry. The course includes new key topics that are exciting and personal to those that participate in sport either inside or outside of school. With a focus on sports science there will be a big focus on theory based lessons to prepare for the two written exams as well as practical based learning that will support the exam content but also develop the student for the performance aspects of the course.

|  |  |  |
|--|--|--|
| <p>Paper 1 – Written Exam<br/>30%</p> <p>The human body and movement in physical activity and sport.</p>   | <p>Paper 2 – Devising Drama 30%</p> <p>Socio-cultural influences and well-being in physical activity and sport.</p>  | <p>Controlled assessment – Scripted Performance<br/>40%</p> <p>Practical performance across three sports, analysis and evaluation of performance</p>   |
| <ul style="list-style-type: none"> <li>➤ Applied anatomy and physiology</li> <li>➤ Movement analysis</li> <li>➤ Physical training</li> <li>➤ Use of data.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Sports psychology,</li> <li>➤ Socio-cultural influences</li> <li>➤ Health</li> <li>➤ fitness and well-being</li> <li>➤ Use of data</li> </ul> | <ul style="list-style-type: none"> <li>➤ Performance in one individual sport</li> <li>➤ Performance in one team sport</li> <li>➤ Performance in a second from either team or individual</li> <li>➤ Evaluate and analyse performance with preparation to improve</li> </ul> |



GCSE PE is a demanding course but to anyone aspiring to a career involved in any sporting field will fully prepare them for the physical and academic demand. The combination of both theory and practical complement each other building a well-rounded sporting individual. With less focus on sporting performance allows those individual with a single sporting expertise to succeed.

The PE GCSE offers more than additional activity but a wealth of knowledge, the course is challenging but will allow the student to learn and grow. Not only supporting the skills required for the subject each student will have the opportunity to develop further skills such as general study, communication, written and confidence. All skills found to be favoured by further educational institutes and employers.

## GCSE Religious Education

Students will follow two areas of study which will be assessed through two external examinations.

Each area of study focuses on a different religion; Islam and Christianity.



**Area of Study 1:** Religion and Ethics with the focus on Christianity. This area of study comprises a depth of Christianity as a lived religion within the UK and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death.

There are four sections: Christian Beliefs, Marriage and Family, Living the Christian Life and Matters of Life and Death.

This will be assessed through a written external examination which will last 1 hour 45 minutes and will hold 50% of the qualification.

**Area of Study 2:** Religion, Peace and Conflict with the focus on Islam. This area of study looks in depth at Islam as a lived religion within the UK and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment.

There are four sections: Islamic Beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict.

This will be assessed through a written external examination which will last 1 hour 45 minutes and will hold 50% of the qualification.

# EDUQAS Level 1/2 Award in Hospitality and Catering



## What will I learn?

This course concentrates on the Hospitality and Catering industry. You will develop 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. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful Hospitality and Catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## How will I learn?

You will learn about the Hospitality and Catering industry by:

- Undertaking practical work to learn new skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients once a week.
- Practical competitions (when/where relevant)
- Visiting/Podcast speakers and/or case studies (when/where relevant)



The great bonus of this course is that there is a strong emphasis on gaining the required skills and knowledge via practical work so it is great for anyone who wants to learn 'by doing'.

## How will I be assessed?

**Unit 1: The Hospitality and Catering Industry** will be externally assessed with an on line examination that lasts 90 minutes. You will be graded as follows:

*Grading:* Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction- these grades link to GCSE criteria.

**Unit 2: Hospitality and Catering in Action** is internally assessed:

This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by EDUQAS and will have to safely plan, prepare, cook and present a range of nutritional dishes.

## What can I do with this qualification?

This qualification will help you develop the essential skills to move into employment, training and further education. You could move onto NVQ's, BTEC Hospitality and Catering courses.



## Career Pathways:

Employment in Hospitality and Catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education. Businesses that provide food, beverages, and/or accommodation services include: restaurants; hotels; pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues etc.



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