



THE ANGELOU PATHWAY

**Year 9
Pathways
Booklet
2024**

KEY STAGE 4 PATHWAYS

"Every Pathway Leads to Success"

During your first three years at King Edward VI Handsworth Wood Girls' Academy you have all followed the same curriculum which has provided you with a broad and balanced experience across a range of subjects. You have had the opportunity to increase your subject knowledge in many areas and develop the high performance skills that will help you in the future. You are now approaching the time where you have the opportunity to make some of your own choices about what you would like to study in the future. Whilst some subjects will be compulsory there will be others that you can choose to continue with or drop, and new subjects that you may wish to start learning. Choosing some subjects can open up future opportunities whilst choosing not to take up other subjects may close down future avenues or make them more difficult to achieve. It is therefore important that you are supported to take subjects that open as many doors as possible. Therefore, the Key Stage 4 curriculum has been divided into 3 pathways to meet your individual needs and aspirations. The pathways are named after three inspirational women who have excelled in their area of expertise. They had the courage to take risks, challenge gender stereotypes and follow their dreams. These three women represent the high aspirations we have for you and the strength of character you will demonstrate whilst working to achieve your goals. A guided pathway will be strongly suggested for you to follow and you will be given support and advice throughout the pathway process. This is to ensure that the subjects and courses selected suit you individually, your ambitions and specific needs. You may already have a clear idea of what you would like to do in the future, for example a job you aspire to or perhaps a university course that you want to study. If that is the case then you must research what sorts of qualifications and subjects are required to achieve your goal. Our Careers team will also support you with your individual goals and ambitions. However, it is not unusual in Year 9 to be unsure of what you wish to do in the future, and it is then in your interest to ensure that you keep your options open. Either way, you will be studying the courses you choose for two years and should ensure that they are ones that you will enjoy and be prepared to put a great deal of effort into. If this is the case you are likely to be successful and happy in your learning. Where a student ends up studying a course which is not right for them, either because of their own poor choice, or because they have been told they should do a particular subject which is not right for them, then the result is likely to be unhappiness, poor engagement in learning and consequentially poor results. So, choose wisely, and remember it is your process and we will guide you to choose the right pathway into key stage 4.

Ms Sally Yates
Deputy Headteacher



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City








High Performance Learning

At King Edward VI Handsworth Wood Girls' Academy we are dedicated to supporting you realise your full potential and become high performers in all aspects of your lives. We therefore follow the High Performance Learning (HPL) framework at our academy.

HPL is a research-based, pedagogy led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for lifetime success.

The HPL framework ties together the Advanced Cognitive Performance Characteristics (ACPs) and the Values, Attitudes and Attributes (VAAs) across our curriculum and beyond the classroom. We explicitly teach and foster the framework within all our curriculum areas and within our pastoral framework.






ACPs

Advanced Cognitive Performance Characteristics

HOW TO THINK

- Meta-thinking
- Linking
- Analysing
- Creating
- Realising



VAAs

Values Attitudes Attributes

HOW TO BEHAVE

- Agile
- Empathetic
- Hard-working

WHAT SHOULD I THINK OF WHEN CHOOSING MY OPTION SUBJECTS?

✓ **Take note of the curriculum content:**

"Am I interested in the topics covered?"

✓ **Ask yourself the question:**

"Have I got an interest in the subject outside of school?"

✓ **Try to work out the necessary skills needed, for example, extended writing or critical thinking skills or strong memory. Ask yourself:**

"Am I good at these skills?"

✓ **Find out the answer to the question:**

"Can I take this subject in sixth form or at college if I do not choose it for GCSE?"

✓ **Find out:**

"Do I need this subject for my future career?"

✓ **Consider:**

"Do I enjoy the way the subject is taught?" For example Music is very practical.

✓ **Reflect on:**

"Does this subject mean that I have a broad selection?"

CORE CURRICULUM

The subjects below will be studied by all students.

| Compulsory Subjects | Number of GCSEs | Lessons per Week | Board |
|--------------------------------------|-----------------|------------------|--|
| English Language and Literature | 2 | 5 | AQA |
| Mathematics | 1 | 5 | Edexcel (Higher) OCR (Foundation) |
| Science: Combined Science Trilogy | 2 | 6 | AQA |
| Religious Education | 1 | 2 | AQA |
| PSHE | Not examined | 1 | Not examined |
| Core Physical Education | Not examined | 1 | Not examined |
| TOTAL GCSEs | 6 | | |

Your pathways form will be emailed to you directly.
Please do not complete until after your pathways day.

YEAR 9 PATHWAYS TIMELINE OF SUPPORT

Year 9 Options Assembly - Monday 5th February
(P3 in The Hall)

Pathway Booklet and Application Form - Monday 6th February
(via Email)

Parents Evening and Pathways Market Stalls - Wednesday 7th February

Year 9 Pathways Taster Day - Tuesday 20th February

Subject Assemblies - Monday 26th February
TEAMs - Creative Arts, Performing Arts, Business Studies/Computing

National Careers Week - Week beginning Monday 4th March

Pathway Application form deadline - Monday 11th March

Student SLT Interview Week

Offers out to students - From Friday 25th March

THE ANGELOU PATHWAY

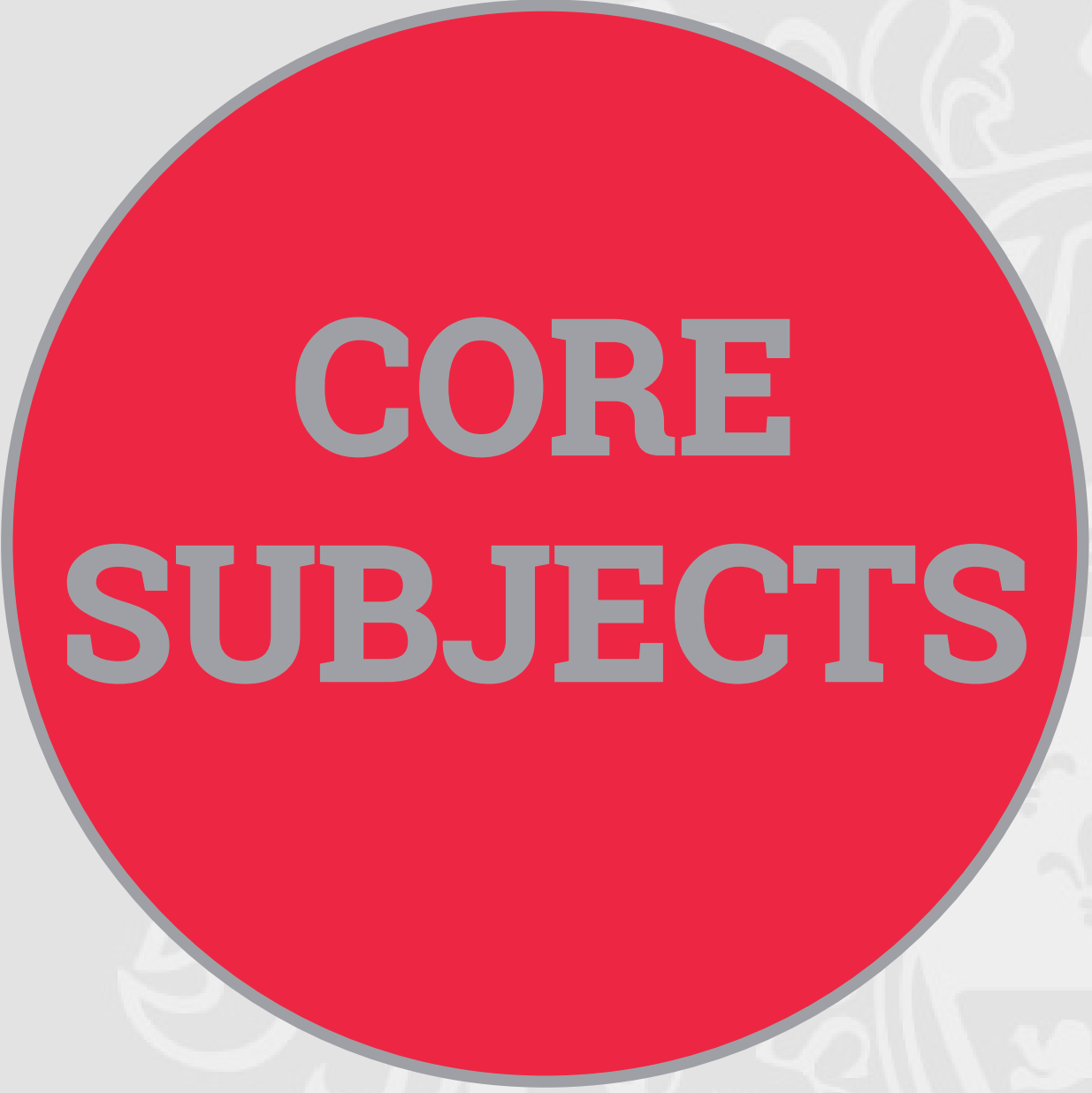


Maya Angelou was a black American author, poet, historian, songwriter, playwright, dancer, stage and screen producer, director, performer, singer, and civil rights activist. She was best known for her seven autobiographical books and has been nominated for National Book Awards and the Pulitzer Prize for Poetry. The first black woman director in Hollywood, Angelou wrote, produced, directed, and starred in productions for stage, film, and television. She received the Golden Eagle Award and was twice nominated for a Tony award for acting. In 2000, she received the National Medal of Arts, and in 2010 she was awarded the Presidential Medal of Freedom by President Barack Obama.

The Angelou Pathway includes studying GCSEs in English Language, English Literature, Maths, Combined Science and a choice of EBacc or open subjects. All students study core PE. Religious Education and PSHE. If you are guided to follow this pathway you would study a combination of the following GCSEs;

| CHOICE 1 | CHOICE 2 | CHOICE 3 |
|--|---|--|
| <ul style="list-style-type: none"> • Art & Design • Drama • D&T: Product Design • French • Geography • History • Music • Spanish • Textiles | <ul style="list-style-type: none"> • Business • Engineering (Voc) • Food Prep. & Nut. • French • Geography • History • Spanish | <ul style="list-style-type: none"> • Art (BTEC) • Digital IT (BTEC) • French • Geography • Health & Social Care (BTEC) • History • Physical Education (BTEC) • Spanish |

This pathway gives you the opportunity to study a wide range of subjects, allowing you to explore your academic interests and creative talents, to develop collaborative skills, technological competencies, flexible thinking, and an appreciation for diversity. Successful university applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course.

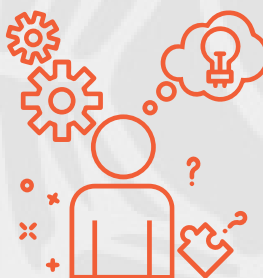


CORE SUBJECTS

**ENGLISH LANGUAGE
ENGLISH LITERATURE
MATHEMATICS
COMBINED SCIENCE TRILOGY
RELIGIOUS EDUCATION
PSHE
PHYSICAL EDUCATION**

SUBJECT:
ENGLISH LANGUAGE
QUALIFICATION:
AQA GCSE

What will I learn?



- To apply analytical and investigative approaches to language ideas.
- Write imaginatively and creatively.
- Create texts appropriate to different audience and purposes [news articles, magazines, report writing, letter writing, etc.].
- Develop spoken language skills by learning to listen and speak confidently in a range of contexts.

How will I be assessed?

- All texts in the examination will be unseen.
- Paper 1: Explorations in Creative Reading and Writing.
- Written exam. 1 hour 45 mins. 80 marks. 50% of GCSE.
- Paper 2: Writers' Viewpoints and Perspectives. Written exam. 80 marks. 50% of GCSE.
- Non-exam assessment: Spoken Language. Presenting, responding to questions and feedback and use of Standard English.



DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|---|--|---|
| KEVI HWGA Sixth Form / Other Sixth Form provider/ College | | You will develop comprehensive written and spoken communication skills, becoming adept at arguing a point, framing a narrative and analysing various levels of meaning. |
| GCSE Grade 4 or 5 minimum requirement. | You will gain access to a wide range of A-Levels, Degree courses and employment. | A degree in English can allow access to numerous careers where verbal and written communication skills are utilised such as; |
| A Level in English Language / Literature | | journalism, media, editing, education and training, publishing, events management, social work. |

SUBJECT:
ENGLISH LITERATURE
QUALIFICATION:
AQA GCSE

What will I learn?



- To read a range of intriguing, fictional prose genres, that are drawn from a body of literary heritage and contemporary texts.
- To read (post – 1945) texts; respond to global literature; study Shakespeare, English literary heritage texts and poetry.
- You will demonstrate that you can read with insight, showing analytical interpretative skills.

How will I be assessed?

- All assessments are closed book.
- Paper 1: Shakespeare and the 19th Century novel.
- Written exam: 1 hour 45 minutes. 64 marks. 40% of GCSE.
- Paper 2: Modern texts and poetry.
- Written exam. 2 hours 15 minutes. 96 marks. 60% GCSE.



DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|---|--|--|
| KEVI HWGA Sixth Form / Other Sixth Form provider/ College | | You will develop comprehensive written and spoken communication skills, becoming adept at arguing a point, framing a narrative and analysing various levels of meaning. |
| GCSE Grade 4 or 5 minimum requirement. | You will gain access to a wide range of A-Levels, Degree courses and employment. | A degree in English can allow access to numerous careers where verbal and written communication skills are utilised such as; journalism, media, editing, education and training, publishing, events management, social work. |
| A Level in English Language / Literature | | |

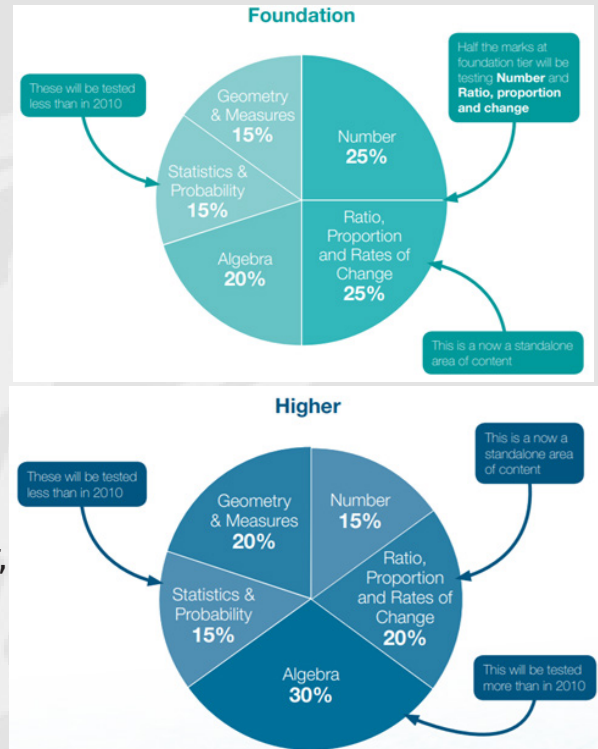
SUBJECT:
MATHEMATICS
QUALIFICATION:
EDEXCEL & OCR GCSE

What will I learn?

- You will learn a variety of topics under the main topics areas of Number, Algebra, Ratio, Proportion & Rates of change, Geometry & Measures, Probability & Statistics.
- The pie charts below show how much each topic area weighs in your exams.

How will I be assessed?

- Our Edexcel and OCR GCSE in Mathematics (9–1) will be assessed through three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator paper, Paper 2 & 3 are calculator papers. Total marks for all 3 papers are 240, which is 80 marks per paper. Each paper is 1 hour 30 minutes long.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9 (grade 3 allowed, anything below a 3 for higher is graded as U).
- During the course, you will be assessed through unit tests which does not count towards your final grade but gives you and your teachers an indication of how well you are progressing.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.



DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|------------|------------|---|
| | | Banking and finance Business consulting and management, Construction and engineering, IT and computing, Local and central government, Pharmaceuticals, Teaching and research |

SUBJECT:
COMBINED SCIENCE TRILOGY
QUALIFICATION:
AQA GCSE

What will I learn?

- When studying the combined science trilogy course, you will develop a knowledge and understanding of all major biological, chemical and physical concepts and will enhance your ability to apply this knowledge to a wide range of concepts within the scientific world.

The units you will cover are:

- o Biology Units: Cell Biology, Organisation, Infection & response, Bioenergetics, Homeostasis, Inheritance & Variation and Ecology
- o Chemistry Units: Atomic Structure, Structure & Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes, Chemical Reactions, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, and Using Resources.
- o Physics Units: Energy, Electricity, Particle model, Atomic Structure, Forces, Waves and Magnetism.
- You will also develop your ability to analyse and interpret scientific data and determine how to make improvements in experimental techniques as well as exploring and highlighting where mistakes have been made in gathering scientific data.
- You will enhance and refine the practical skills you developed in KS3 which will lead to a deeper understanding of how to work and think scientifically thus developing your analytical and evaluation skills. You will complete many investigations and practicals throughout the course, however a number of these will be defined as "Required Practical's" which you will be expected to know and will be examined on in each of the six papers.
- Through a study of science, we will foster a love of the subject and ensure you learn to see and understand the world through the eyes of a scientist.



How will I be assessed?

- Students will be continually assessed throughout the course using internal assessments, extended writing tasks and mock examinations. These will allow your teachers to identify gaps in your knowledge and ensure interventions are in place to support your progress.
- Students will be formally assessed when they sit 6 examinations lasting 1 hour 15 minutes each at the end of the course.
- They will sit 2 examinations in Biology, Chemistry & Physics
- All exams are worth 70 marks
- Some questions will be based on the Required Practical's students' study and undertake throughout the course.
- Students will be awarded two grades when they pass e.g. 66 or 76
- There is NO formal coursework element to the course.



DESTINATIONS

| HWGA | UNIVERSITY | THE FUTURE |
|---|---|--|
| <p>A Level Biology A Level Chemistry A Level Physics BTEC L3 Diploma in Applied Science</p> | <p>Biology, Chemistry, Physics, Medicine, Pharmacy, Ecologist, Molecular Biology, Bioinformatics & Genetics, Zoology, Environmental Science, Fisheries Technology, Neuroscience, Marine Biology, Organic Chemistry, Chemical technology, Chemical biotechnology, Nuclear Physics, Particle Physics, Biomedical Physics, Toxicology, Astrophysics, Quantum Physics and many more</p> | <p>Biological Careers: Agrobiologist, Agricultural Scientist, Bioinformatician, Biomechanics Engineer, Biomedical engineer, Biostatistician, Cell Biologist, Conservationist, Cytologist, Ecologist, Entomologist, Forensic Psychologist, Forensic Scientist, Geneticist, Genomics, Immunologist, Marine Biologist, Pharmacologist, Teaching, Toxicologist, Veterinarian, Virologist, Zoologist</p> <p>Chemistry Careers: Analytical Chemist – Biochemist, Chemical Engineer, Cheminformatics, Cosmetic Chemist, Food Technologist, Forensic Scientist, Materials Engineer, Organic or Inorganic Chemist, Pharmacist, Process Chemist, Toxicologist.</p> <p>Physics Careers: Aerospace Engineer, Applied Mathematician, Astronomer Atomic Physicist, Architect, Astrophysicist Biophysicist, Chemical Physicist, Civil Engineer, Computer Physicist, Cosmologist, Cryophysicist, Geophysicist, High Energy, Nuclear physicist, Optical Physicist, Particle Physicist, Patent analyst, Plasma Physicist, Quantum Physicists, Robotician, X-ray Analysis</p> <p>PLUS MANY MORE</p> |

SUBJECT:
RELIGIOUS EDUCATION
QUALIFICATION:
AQA GCSE

What will I learn?

- The study of religions: beliefs and teachings of two religions , Christianity and Islam
- Thematic studies: religious, philosophical and ethical studies:



Theme A: Relationships and families

Theme B: Religion, peace and conflict

Theme D: Religion, peace and conflict

Theme F: Religion, human rights and social justice

- Develop their knowledge and understanding of religions and non-religious beliefs
- Develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community



How will I be assessed?

- Written exam: 1 hour 45 minutes x 2
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|---------------------------|---|---|
| A-Level Religious Studies | <ul style="list-style-type: none">• Durham• Cambridge• Oxford• Exeter• St Andrews• Birmingham• Aberdeen• Lancaster• Bristol• Sheffield• Edinburgh | <ol style="list-style-type: none">1. Advertising2. Archivist (Museums and Libraries)3. Charity work4. Human Resources5. Law6. Politics / Civil Service7. Media (journalism)8. Medicine9. Publishing10. Social / Public services11. Teaching |

SUBJECT: **PSHE** QUALIFICATION: **NON-EXAMINED**

What will I learn?

PSHE continues in Key Stage 4 and enables students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

The PSHE curriculum aims to develop knowledge of a range of mandatory topics; develop skills of enquiry and communication; develop an understanding of the spiritual, moral, social and cultural (SMSC) values of society and of people of diverse faiths and finally develop skills of active participation and responsible action.

The core PSHE curriculum is delivered by specialist staff during one timetabled lesson per week. Personal development days also enable further learning opportunities. The curriculum has been developed around the three core themes.

1. Health and wellbeing,
2. Relationships
3. Living in the wider world: economic wellbeing, careers & the world of work



Relationship and Sex Education is delivered as part of the PSHE curriculum. The school provides appropriate training for staff delivering these sessions during PSHE lessons. Where necessary external agencies, such as the NHS, and Umbrella provide additional support. Under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance, by law we are required to teach relationships and sex education (RSE). We must also teach health education under the same statutory guidance.

For further information:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Alongside the PSHE content that is delivered, students also study Character Education that fosters the development of ethical individuals. The ultimate aim of Character Education is to guide students towards being the best people that they can be, so they can flourish in both the educational setting and in society. Character Education lessons provides the opportunity for students to reflect on their character strengths and consider how they wish to lead virtuous lives.

Character Education:

- Teaches students about the positive traits that informs their motivation whilst guiding conduct.
- Provides students with the knowledge, core values and skills necessary for success throughout life.
- Helping students grasp what is ethically important and how to respond appropriately in a range of situations.
- Teaching students to consider the right course of action that correlates to a given situation, basing decisions for the right reasons.

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|--|--|---|
| A Level PSHE Education, Compulsory PSHE in sixth form. | A small selection being... PSHE Degree Teaching degree Citizenship Degree | Teaching, social worker, educational psychologist, teaching assistant, counselling plus many more |

SUBJECT:
PHYSICAL EDUCATION
QUALIFICATION:
NON-EXAMINED

What will I learn?

- Invasion Games (Football, Netball, Basketball)
- Net/Wall Games (Tennis, Badminton, Volleyball)
- Striking and Fielding (Cricket, Rounders)
- Dance & Gymnastics
- Fitness and Athletics
- Outdoor & Adventurous Activities



How will I be assessed?

Core PE is not formally assessed as it is a non-examined subject. Pupils will cover a variety of sports and activities which are fun and exciting and will hopefully help pupils to continue to lead a healthy, active lifestyle once they leave school.

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|---|--|---|
| Continued participation in sporting activities. 6th form Enrichment Extra-Curricular Clubs | Sport Science Sport Studies Sports Development Sports Management Sports Marketing Sports Coaching | Professional Sport Sport science Physiotherapy Sports therapy Fitness industry Sports management Teaching |



PATHWAY SUBJECTS

**ART & DESIGN
ART (BTEC)
BUSINESS
DIGITAL IT (BTEC)
DRAMA
D&T: PRODUCT DESIGN
ENGINEERING
FOOD PREPARATION & NUTRITION
FRENCH
GEOGRAPHY
HEALTH & SOCIAL CARE (BTEC)
HISTORY
MUSIC
PHYSICAL EDUCATION (BTEC)
SPANISH
TEXTILES**

SUBJECT:
ART & DESIGN
QUALIFICATION:
OCR GCSE

What will I learn?



GCSE Art provides an opportunity for students who take an interest in art to study an exciting and stimulating course to grow and develop as artists. Learners can have the opportunity to gain insight into an artist's practice, experiment and take risks with a range of different media, materials and processes and develop their own artistic style.

GCSE Art aims to equip students with a range of valuable and transferable skills. Students will advance their proficiency in handling materials and develop technical skills learning about a broad range of techniques. They will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures through research, debate and discussion.

How will I be assessed?



Coursework (Portfolio) Weighting- 60%

Internally set task and marked internally- Out of 120 marks

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

Exam (Externally Set Task) Weighting- 40%

Externally set task with 10 hour exam and moderated externally- Out of 80 marks

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

DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|------------------|---|---|
| A-Level Fine Art | A small selection being... Foundation Art and Design, Fine Art Degree, Illustration Degree, Graphic Design Degree, Fashion Degree, Architecture Degree, Marketing Degree | Art Therapist, Art Gallery Manager, Exhibition Designer, Interior Designer, Graphic Designer, Game Designer, Architect, Lecturer, Teacher, Advertising and Marketing, Illustrator, Publisher, Special Effects Technician and many more.... |

SUBJECT:
ART AND DESIGN PRACTICE
QUALIFICATION:
TECH AWARD LEVEL 1/2 PEARSON BTEC



What will I learn?

The Technical award has been developed to give learners at Key stage 4 the opportunity to study a vocational area in the curriculum. The award focuses on developing sector-specific knowledge and technical skills in a practical learning environment. This course is essentially a vocational course, which means there is greater emphasis on a more “hands on” approach. In this Tech award, you will be learning about a variety of art, design & technical skills and processes through theory and practical application.

This vocational course focuses on the purpose of art and design practice and the broader attributes valued in this sector, for example researching, planning, generating ideas, realising intentions, problem solving and communicating, as well as more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.



How will I be assessed?

The BTEC Technical award in Art & Design Practice is assessed in three components.

- Component 1 - Creative Practice in Art & Design (Internal Assessment)
- Component 2 - Responding to a Brief (External Assessment)

DESTINATIONS

| | HWGA SIXTH FORM/ COLLEGE/APPRENTICESHIP | THE FUTURE |
|------|---|--|
| HWGA | After completing the course, the direct route would be to continue on to further study with the BTEC Level 3 National in Art and Design or an A Level in Art and Design or an apprenticeship. | The vocational nature of the course provides students with the foundation to gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression in a variety of areas within this sector. |

SUBJECT:
BUSINESS
QUALIFICATION:
EDEXCEL GCSE

Why should I take this course?

Business makes the world go round, regardless of the career profession you choose it will involve some interaction with businesses. Lawyers, Dentists, Artists, Hairdressers will need to have an idea of how to run a successful business. In addition to specialist qualifications, having a in-depth understanding of the business world will be essential in achieving your future success. You may even want to set up your own business and be your own boss. The GCSE Business course is aimed at students who want to learn about the world of business. It enables you to develop independent thinking skills, solve problems and develop decision-making whilst understanding the dynamics of business activity and the influence this has on decision-making processes within a business.



What will I learn?

You will be given the opportunity to build a foundation of business knowledge, focussing on key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business. In your final year of the course, you will delve deeper by examining how a business develops beyond the start-up phase. The course focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows. The new Edexcel specification requires you to:

- apply knowledge and understanding to contemporary business issues
- develop as enterprising individuals with the ability to think commercially and creatively to make informed business decisions and solve business problems
- develop as effective and independent students
- investigate and analyse real business opportunities and issues
- develop and apply quantitative skills relevant to business, including using and interpreting data.



How will I be assessed?

| Theme 1: Investigating Small Business (50%) | Theme 2: Building a Business (50%) |
|---|---|
| Topic 1.1 Enterprise and entrepreneurship | Topic 2.1 Growing the business |
| Topic 1.2 Spotting a business opportunity | Topic 2.2 Making marketing decisions |
| Topic 1.3 Putting a business idea into practice | Topic 2.3 Making operational decisions |
| Topic 1.4 Making the business effective | Topic 2.4 Making financial decisions |
| Topic 1.5 Understanding external influences on business | Topic 2.5 Making human resource decisions |

Examination requirements - 100% exam based

Theme 1: Investigating a Small Business

Theme 2: Building a Business

Both written exam papers have the same format and are 1hr 30 mins = 90 marks Worth 50%. The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.



DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|------------------------|--|---|
| GCSE (9-1) Business | A Level in Business, Accounting, Economics T Level in Business | University A variety of courses especially Finance, Accounting, Marketing, Sales and Economics. Entrepreneurship Skills and knowledge to set up a small business. Employment Excellent transferable skills. |

If you would like anymore information please email Mrs Siransira@hwga.org.uk

SUBJECT:
DIGITAL INFORMATION TECHNOLOGY
QUALIFICATION:
PEARSON BTEC LEVEL 2

Why should I take this course?

BTEC Level 2 Tech Award in Digital Information Technology is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

This course is ideal for learners who want to progress to a digital Apprenticeship or BTEC Level 3 Nationals and for learners who want a career in IT . In this digital world, qualifications in IT and Computer Science are becoming essential. The BTEC Tech DIT course is a stepping stone towards that.



What will I learn?

The Level 2 BTEC Tech DIT is separated into three components. Component 1 and 2 are coursework based whereas Component 3 is assessed by a written exam.

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface. The user interface could be a website, mobile app or an interactive touch screen display.

Component 2 - Collecting, Presenting and Interpreting Data

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This component will help learners gain valuable IT skills used in almost all future careers.

Component 3 - Effective Digital Working Practices

In this component, learners will discover about how organisations can use technology safely and about the cyber security issues when working in a digital organisation. The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where your understanding of technology will be relevant.

How will I be assessed?

| Course Structure: |
|---|
| Component 1: Exploring User Interface Design Principles and Project Planning Techniques – Internally Assessed in the form of coursework assignments (30% of the entire course) |
| Component 2: Collecting, Presenting and Interpreting Data – Internally Assessed in the form of coursework assignments (30% of the entire course) |
| Component 3: Effective Digital Working Practices – Externally assessed by a 1 hour 30 minutes written exam (40% of the entire course) |

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.



DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|----------------------------|---|---|
| BTEC Level 2 in Digital IT | L3 Extended Certificate in Digital Information Technology | University A variety of courses, such as: Computing, IT, Website Design, Game Design, Networking Apprenticeship Employment |

Email Mr Ali for further information - kali@hwga.org.uk

SUBJECT: **DRAMA**

QUALIFICATION: **EDUQAS (PART OF WJEC) GCSE**

What will I learn?

What does GCSE Drama involve?

The GCSE Drama is designed to give you a broad and balanced experience of Drama.

You will be given the opportunity to develop not only your

performance skills but also your design skills in areas such as: Lighting design, Sound design, set design, Costume, Hair and Make-Up Design.

You will collaborate in devising your own piece of theatre and perform in a performance from a text. You can choose to concentrate on acting or design. You will explore a range of texts and view a variety of live theatre productions.



How will I be assessed?

Non-exam assessments:

Component 1 Devising Theatre – 40%

Students will be assessed on either acting or design. Learners participate in the creation, development, and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus.

Learners must produce:

- a performance of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.



Component 2 – Performing from a text – 20%

Learners will be assessed on either acting or design.

Learner's study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts

Examination assessment

Component 3 – Interpreting Theatre- written exam 1 hour 30 minutes

Section A: Set Text for assessment from 2024 onwards A series of questions on one set text from a choice of seven:

1. Macbeth William Shakespeare
2. An Inspector Calls J.B. Priestley
3. Find Me Olwen Wymark
4. Noughts & Crosses Malorie Blackman
5. Refugee Boy Benjamin Zephaniah
6. I Love You Mum – I Promise I Won't Die Mark Wheeler
7. The IT Vivienne Franzmann.

Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|--|---|---|
| KS5 Drama courses are available where a variety of approaches in specialist areas can be explored. | This would naturally lead to a University degree course in the preferred area of study. This can range from acting to stagecraft. | Acting, directing, writing, film, TV, theatre, theatre design production, journalism. Teaching, Occupational therapy, drama in the community. |

SUBJECT:
D&T: PRODUCT DESIGN
QUALIFICATION:
AQA GCSE

What will I learn?

- How to identify problems and solve them using practical knowledge.
- How to develop solutions to problems for different user needs.
- You can choose to use materials from resistant materials, Graphics, electronics or a mixture.
- You will use your skills learnt in years 7, 8 & 9 to professionally design and manufacture either a Graphics Outcome or Product Design outcome.
- You have the option to use a range of hand skills (traditional) and the more modern laser cutter, sign printer & 3D printer to help manufacture your outcome.



How will I be assessed?

- **Students will be assessed in 2 ways.** A written exam at the end of the course and a practical task that will be assessed throughout with a final mark given at the end of the course.
- These are split 50% exam and 50% practical task. The practical task is called NEA (Course work).



DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|----------------------------|---|--|
| GCSE Design and Technology | BTEC Level 3 Engineering | Degrees in Product Design. Career paths leading to: Product designer, Graphic design/ advertising, engineering interior design, architecture and automotive design. |
| | AS / A Level Product Design/Graphic Design | |
| | Any level 3 design related course which utilises similar skills and material knowledge. | |
| | Apprenticeships in Design, Construction & Engineering. | |

SUBJECT: **ENGINEERING**

QUALIFICATION: **OCR CAMBRIDGE NATIONAL IN ENGINEERING DESIGN**

What will I learn?

- How to identify problems and solve them using practical knowledge.
- How to develop solutions to problems for different user needs.
- You will learn how to work with engineering materials.
- You will use and build on your skills learnt in years 7, 8 & 9 to professionally design and manufacture engineering outcomes.
- You will use a rang of traditional and modern engineering tools and processes.
- You will fundamentally develop the skills and knowledge needed to progress onto a higher engineering course.
- You will learn how to draw, design and fabricate engineering solutions.



How will I be assessed?

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

M = Mandatory

E = External assessment

N = NEA

Students must achieve this unit

We set and mark the exam

You assess this and we moderate it



| Unit no. | Unit title | Unit ref. no. (URN) | Guided learning hours (GLH) | How are they assessed? | Mandatory or optional |
|----------|----------------------------------|---------------------|-----------------------------|------------------------|-----------------------|
| R038 | Principles of engineering design | R/618/5829 | 48 | E | M |
| R039 | Communicating designs | J/618/5830 | 36 | NEA | M |
| R040 | Design evaluation and modelling | L/618/5831 | 36 | NEA | M |


around 40% exam and 60% practical

DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|-------------|--|--|
| Engineering | <ul style="list-style-type: none"> - BTEC Level 3 Engineering - AS / A Level Product Design/Graphic Design - Any level 3 design related course which utilises similar skills and material knowledge. - Apprenticeships in Design, Construction & engineering | Degrees in Product Design. Career paths leading to: Product designer, Graphic design/advertising, engineering interior design, architecture and automotive design. |

SUBJECT:
FOOD PREPARATION AND NUTRITION
QUALIFICATION:
EDUQAS GCSE

What will I learn?

- 
- Cooking and food preparation skills for different environments.
 - Where food comes from and why different cultures eat different foods to remain healthy.
 - How our diet helps keeps us healthy and well-nourished for all the stages of growth and development
 - The science of food and why food is cooked.
 - Different cooking methods and styles
 - The principles of nutrition
 - Food commodities and their uses.

How will I be assessed?

The GCSE course is assessed in 2 units.

Unit 1: Food Investigation Task - 15%
Food Preparation Task - 35% 50% of qualification

Unit 2: Written external examination - 50% of qualification.



DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|---|--|--|
| GCSE Food Preparation and Nutrition | Eduqas (or similar) Level 3 Food Science and Nutrition (QCF). | Career in the Food Industry. Management. University degree. |

SUBJECT:
FRENCH
QUALIFICATION:
AQA GCSE

What will I learn?

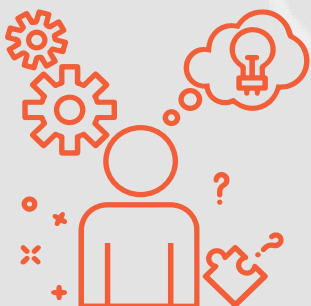
You will develop your listening, speaking, reading and writing skills across different themes. You will also learn about French culture and customs.

Six themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Topics include:

| | | | |
|----------------------|-------------------------|--|---------------------|
| family | friends | relationships | equality |
| physical well-being | mental well-being | food and drink | sports |
| places in town | shopping | transport | the natural world |
| environmental issues | social media and gaming | future opportunities (e.g. work, travel) | school |
| music | TV and film | accommodation | tourist attractions |



How will I be assessed?

| | | |
|--|------------------------|-----------------|
| Paper 1: Speaking | | 50 marks |
| Foundation: 7-9 mins | Higher: 10-12mins | 25% |
| Task 1: Read aloud and two short unprepared questions | | |
| Task 2: Role play | | |
| Task 3: Picture description, two short unprepared questions and follow-on conversation | | |
| Paper 2: Listening and Understanding | | 50 marks |
| Foundation: 45 mins | Higher: 1 hour | 25% |
| Section A: Listening – multiple choice, multiple response and short-answer open response questions. All questions in English | | |
| Section B: Dictation | | |
| Paper 3: Reading and Understanding | | 50 marks |
| Foundation: 45 mins | Higher: 1 hour | 25% |
| Section A: Reading – multiple choice, multiple response and short-answer open response questions. All questions in English | | |
| Section B: Translation into English | | |
| Paper 4: Writing | | 50 marks |
| Foundation: 1 hour 15 mins | Higher: 1 hour 20 mins | 25% |
| Picture task (Foundation tier only) | | |
| Two writing responses (both tiers, with a choice of two options for each question) | | |
| Translation into French (both tiers) | | |

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|----------------|---|--|
| A-Level French | Degree courses in: French Linguistics European Studies Politics History International Law Philosophy | Travel and tourism, teaching, translation, catering, interpreting, journalism, business management, marketing, media. |

SUBJECT:
GEOGRAPHY
QUALIFICATION:
OCR B GCSE

What will I learn?

- Physical Geography – Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems.
- Human Geography – Urban Futures, Dynamic Development, The UK in the 21st Century, Resource Reliance.
- Fieldwork skills that will lead to paper 3.
- A range of transferable skills such as ICT, presentation skills, fieldwork and data collection.



How will I be assessed?

The Geography GCSE consists of 2 x 1¼ hour exams which are each worth 35% and third 1½ hour exam. All papers will include geographical skills. GCSE Geography will be a single tier paper. The questions will be graded accordingly to achieve the higher grades.



DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|----------------------|--|---|
| AS/A-Level Geography | Human Geography, Physical Geography Environmental Geography | Urban Planner Teaching Cartographer Climatologist Environmental Journalism Tourism |

SUBJECT:
HISTORY
QUALIFICATION:
EDEXCEL GCSE

What will I learn?

- At GCSE students build upon and reinforce the sequence of learning from their Key Stage 3 History studies. They will learn about themes of conflict and tension in the American West between c1835 – c1895 and consider the challenges for Elizabeth I as the leading female and protestant monarch in Europe in the 16th century.
- Students develop methods of historical enquiry, including how evidence (such as sources and interpretations) can be used to make historical claims. Including a study of fighting and living on the Western Front and considering how and why Hitler and the Nazis were able to secure control, and shape Germany in the inter war years.
- Students gain an increasing historical perspective understanding the connections between local, national and international history, between long- and short-term timescales, with a consideration of change and continuity in Medicine in Britain over the last 1000 years. This has a strong chronological focus from c1250 – present.

How will I be assessed?



- **Paper 1** – British Thematic Study with Historical Environment (Medicine through Time 1250 – present.) 52 marks with 30% weighing. The exam is 1 hour and 15 minutes.
- **Paper 2** – Period Study and British Depth Study (The American West, c1835 – c.1895) and (Early Elizabethan England, 1558 – 1588) 64 marks with 40% weighting. The exam is 1 hour and 45 minutes.
- **Paper 3** - Modern Depth Study (Weimar and Nazi Germany, 1918 – 1939) 52 marks with a 30% weighting. The exam is 1 hour 20 minutes.

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|---|--|--|
| We offer History as a full A-Level at KEVI HWGA. Students study a mix of modern history such as Communist Russia and Mao's China alongside British history and an independent coursework enquiry. | Historians gain essential skills valued in Higher Educational Settings. History teaches key analytical skills making historians highlyvalued as critical thinkers able to question, interpret and explain features of the world around them. | History can lead to a wide range of interesting and often well-paid careers including the civil service, management, law and politics, academia, the media and the police or the armed forces. |

SUBJECT:
HEALTH AND SOCIAL CARE
QUALIFICATION:

PEARSON/EDEXCEL BTEC TECH LEVEL 1/2 TECH AWARD

What will I learn?



Component 1 – Human Lifespan Development – will help you to explore how individuals develop physically, intellectually, emotionally and socially; how life events and choices impact on a person's growth and development; and how people adapt to life events and cope with changes.

Component 2 – Health and Social Care Services and Values – you will learn what services are available (NHS healthcare, opticians, dental services etc.), why people need them, who provides the services and what might prevent people from accessing these services; the care values (respecting others, confidentiality, communication, anti-discrimination, safeguarding etc.)

Component 3 – Health and Wellbeing – factors which influence health and wellbeing (genetics, lifestyle, diet, exercise, smoking, drinking, hygiene, social interaction etc.); health indicators (pulse rate, blood pressure, BMI, peak flow etc).



How will I be assessed?

Component 1: Human Lifespan Development: Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component 2: Health and Social Care Services and Values: Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component 3: Health and well – being. External assessment set and marked by Pearson, completed under supervised conditions.

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|--|---|---|
| BTEC L3 Diploma / L3 Extended Diploma. | Health and Social Care, nursing, social care etc. | NHS, nursing, midwifery, pharmacy, optician, physiotherapist, social care, children's' services, elderly people's care etc. |

SUBJECT: **MUSIC**

QUALIFICATION:

EDUCAS PERFORMING ARTS TECHNICAL AWARD LEVEL 2

What will I learn?

All your Music skills and knowledge from KS3 will be developed, sustaining a tool for confidence, creativity and positive emotional wellbeing. Extra-curricular activities have included The Birmingham Symphony Hall, Town Hall, Highbury Theatre and Aston University.

- You will specialise in a musical instrument or voice, developing your instrumental skills in order to perform to an audience. You might compose your own music or write lyrics for an original song. You will perform multiple songs and learn about artists and bands of all genres. Cross curricular link: English language.
- In a team, you will plan and put on an event, or record an album together. You will need to promote your event or album and consider your finances, maybe even make a profit! Cross curricular link: Business Studies, Accounting and finance, Marketing and Event Management.
- You will learn about the careers available within the Music Industry and how they work together to generate income. Cross curricular link: Business Studies.
- You will produce and sequence your own music track using a Digital Audio Workstation like Garageband or Bandlab. Cross curricular link: ICT.



How will I be assessed?

There are 3 units for the level 2 Technical award.

Unit 1: Performing - Students will work with an existing piece of music and undertake a re-search and rehearsal process in order to reproduce the work to a professional standard.

Unit 2: Creating - Students will be given a brief and they will create a piece of music. They will use research to help inform the style of their composition keeping track of their progress through a composition log.

Unit 3: Performing Arts in Practice - Students will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.



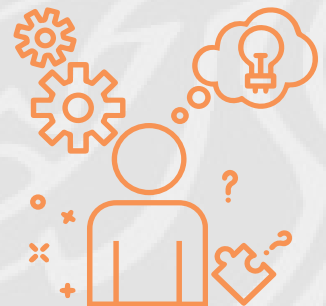
DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|---|--|---|
| Level 3 Music Performance or Technology | Degree in Popular Music, Music Technology, Music Production, Music Performance | Session Musician, Touring Artist, Composer for Film, Music Producer, Music Teacher, Instrumental teacher. |

SUBJECT:
PHYSICAL EDUCATION
QUALIFICATION:
BTEC TECH AWARDS IN SPORT

What will I learn?

In Component 1, learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.



In Component 2, learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

In Component 3, Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

How will I be assessed?

- Component 1: Preparing Participants to Take Part in Sport and Physical Activity (Internal)
- Component 2: Taking Part and Improving Other Participants Sporting Performance (Internal)
- Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External Synoptic)

DESTINATIONS

| HWGA | HWGA SIXTH FORM/COLLEGE | THE FUTURE |
|---|--|---|
| A-Level PE and Sports Science BTEC Level 3 Sport Sports Leadership Award | Sport Science Sport Studies Sports Development Sports Management Sports Marketing Sports Coaching | Professional Sport Sport science Physiotherapy Sports therapy Fitness industry Sports management Teaching |

SUBJECT:
SPANISH
QUALIFICATION:
AQA GCSE

What will I learn?

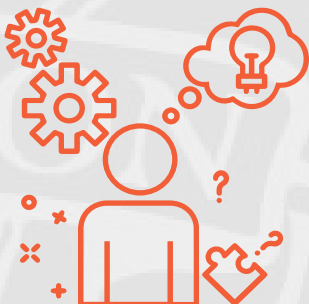
You will develop your listening, speaking, reading and writing skills across different themes. You will also learn about French culture and customs.

Six themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Topics include:

| | | | |
|----------------------|-------------------------|--|---------------------|
| family | friends | relationships | equality |
| physical well-being | mental well-being | food and drink | sports |
| places in town | shopping | transport | the natural world |
| environmental issues | social media and gaming | future opportunities (e.g. work, travel) | school |
| music | TV and film | accommodation | tourist attractions |



How will I be assessed?

| | | |
|--|------------------------|-----------------|
| Paper 1: Speaking | | 50 marks |
| Foundation: 7-9 mins | Higher: 10-12mins | 25% |
| Task 1: Read aloud and two short unprepared questions | | |
| Task 2: Role play | | |
| Task 3: Picture description, two short unprepared questions and follow-on conversation | | |
| Paper 2: Listening and Understanding | | 50 marks |
| Foundation: 45 mins | Higher: 1 hour | 25% |
| Section A: Listening – multiple choice, multiple response and short-answer open response questions. All questions in English | | |
| Section B: Dictation | | |
| Paper 3: Reading and Understanding | | 50 marks |
| Foundation: 45 mins | Higher: 1 hour | 25% |
| Section A: Reading – multiple choice, multiple response and short-answer open response questions. All questions in English | | |
| Section B: Translation into English | | |
| Paper 4: Writing | | 50 marks |
| Foundation: 1 hour 15 mins | Higher: 1 hour 20 mins | 25% |
| Picture task (Foundation tier only) | | |
| Two writing responses (both tiers, with a choice of two options for each question) | | |
| Translation into Spanish (both tiers) | | |

DESTINATIONS

| SIXTH FORM | UNIVERSITY | THE FUTURE |
|-----------------|---|--|
| A-Level Spanish | Degree courses in: Spanish Linguistics European Studies International Law | Travel and tourism, teaching, translation, catering, interpreting, journalism, business management, marketing, media. |

SUBJECT:
TEXTILES
QUALIFICATION:
OCR GCSE



What will I learn?

- Responding to a theme in a creative, inspired and coherent way.
- Learning and using of a variety of art and textiles techniques to create, embellish and produce textiles, home furnishings and garments.
- Developing knowledge, skills, and understanding along with creativity and imagination.
- Experimenting and taking creative and visual risks.
- Take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study.
- Developing a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study.

How will I be assessed?

The GCSE has TWO components.



Component 1: Portfolio

Learners should produce: a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

Portfolio: 120 marks non-exam assessment (internally assessed and externally moderated) 60% of total GCSE

Component 2: Externally set task

The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options.

Externally set task: 80 marks, 10 hours non-exam assessment (internally assessed and externally moderated) 40 % of total GCSE.

DESTINATIONS

| HWGA | HWGA SIXTH FORM/ COLLEGE | THE FUTURE |
|------|---|--|
| | University route can lead to a BA and MA courses with specialis technical knowledge as well as employability prospects for graduates. | Fashion/Textiles Designer, Pattern Cutter, Block Maker, Print and Knitwear Designer, Sportswear and Technical fabric Engineer, Fashion stylist, Fashion Buyer, Visual Merchandiser artisan and one off professions: Seamstress/Tailoring, Millinery, Weaving, Bridal Wear. |

Careers Education

Access to information, advice and guidance (CEIAG)

Careers Education, Information and Guidance (known as CEIAG) play an important part in the lives of students at King Edward VI Handsworth Wood Girls' Academy. The aim of our programme is to provide students with the skills and knowledge to make wise and informed choices regarding their future and develop skills to prepare them for their working life.

CEIAG, supported by personalised information, begins in Key Stage 3 where students are introduced to the world of work through assemblies, PSHE and through curriculum activities. During year 9 students have focused time around Careers and choosing options and in the later years (including Sixth Form) help and advice is given to students so that each one is able to make an informed choice about continuing in education, jobs and training. Students will be given the opportunity to attend a Careers Fair and half termly off timetable Citizenship Days allow the students to take part in work and careers related activities.

Employability skills are entwined across the curriculum in all year groups with work experience becoming a major focus in years 10 and 12. In year 11 and Sixth Form a robust programme is in place to ensure that students are very well prepared for their next phase of life.

The school works closely with an external and impartial Careers Advisor who visits the school regularly. In addition to individual interviews and group sessions, the Aspirations Leader offers drop-in lunch time sessions and Careers guidance is available at parents evenings. Students have access to up to date information about their future options in the Careers sections of the Library where leaflets, books, magazines and university prospectuses are available and the Academy has invested in the web based package Unifrog, which can be accessed at home as well as in the Academy.

A dedicated Careers team, comprising of a Careers Leader (Mrs Yousaf) and Aspirations Leader (Miss Yasin), works across the academy to ensure the quality of our Careers delivery. We have developed links with employers such as West Midlands Police, Shakespeare Martineau Law Firm, Aecom and BMW and work closely with The Universities of Aston, Birmingham, UCB, Oxford and many more.



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



High
Performance
Learning

World Class School

Scholarship - Character - Community