



**THE CHANDI 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
<b>TOTAL GCSEs</b>	<b>6</b>		

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 CHANDI PATHWAY

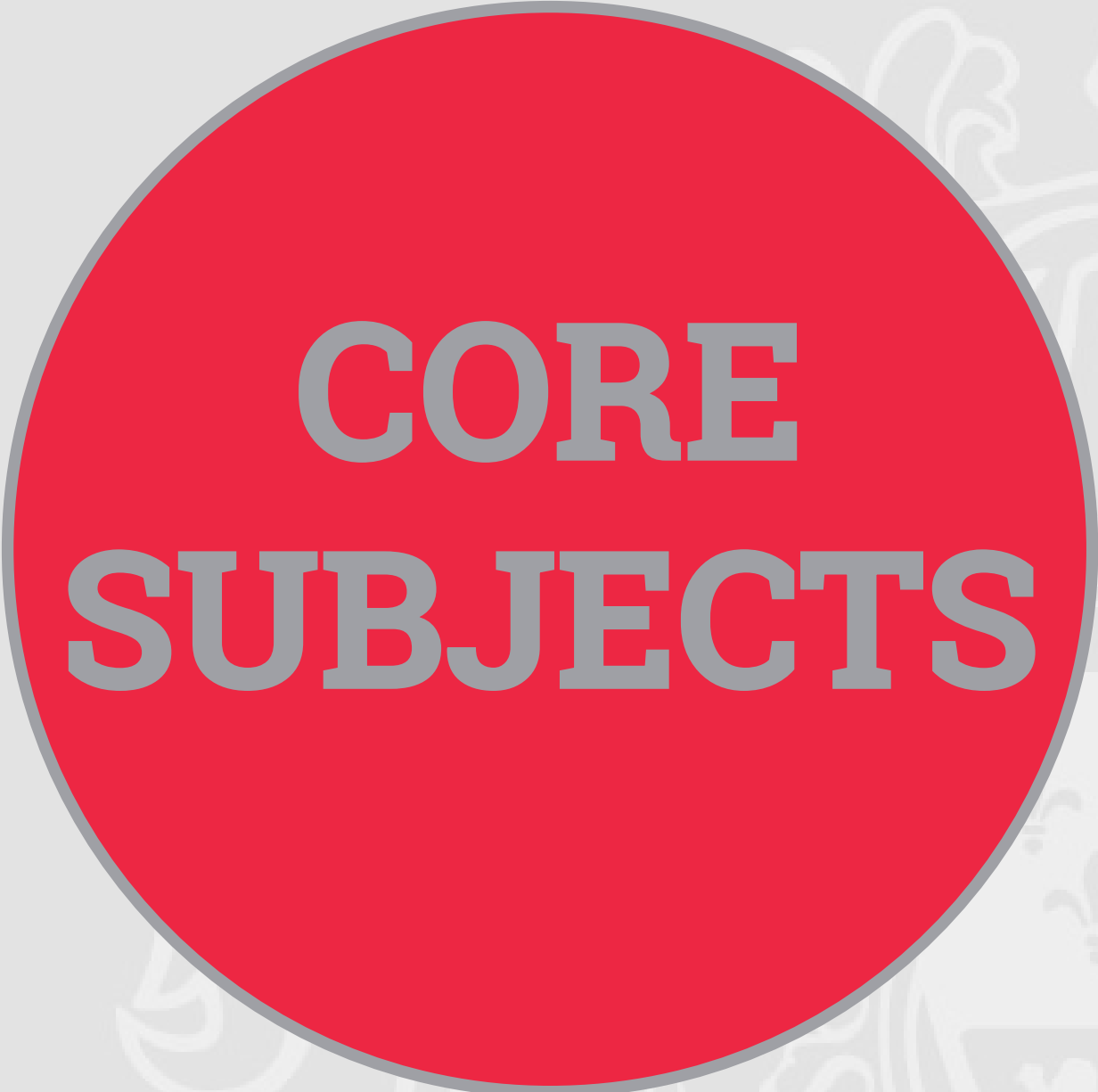


Preet Chandi is thought to have become the first woman of colour to complete a solo expedition across Antarctica. Preet Chandi trekked 700 miles in 40 days, facing temperatures of  $-50^{\circ}\text{C}$ , poor visibility and fatigue along the way. Capt Chandi from Derby, said she set the challenge because she wanted to inspire others to “push boundaries”. Capt Chandi, an Army physiotherapist, took two years planning and training for the expedition. Some of her training included pulling a tyre along Derby streets and a 27-day trip to Greenland to help become accustomed to the extreme weather conditions. Capt Chandi travelled a daily average of 17 miles and used specialist communications equipment to send audio and photos to family during her mission. During the trek, she had to tackle 60mph winds while pulling a 90kg sled and suffered from exhaustion towards the end of the journey. Capt Chandi is now the third fastest woman to trek across the continent.

The Chandi Pathway includes studying English, Maths, Science, RE plus a personalised curriculum. You will also study core PE.

CHOICE 1	CHOICE 2	CHOICE 3
Additional English support	Employability	<ul style="list-style-type: none"><li>• Art (BTEC)</li><li>• Digital IT (BTEC)</li><li>• Health &amp; Social Care (BTEC)</li><li>• Physical Education (BTEC)</li></ul>

This pathway provides you with the appropriate core qualifications in English, Maths, Science and RE. Through the personalised programme you will develop personal, social and employability skills at the same time as achieving qualifications that will take you to the next stage of your education and prepare you for adulthood. You will also have a vocational subject choice where some of the assessments are ongoing rather than all at the end of the 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		

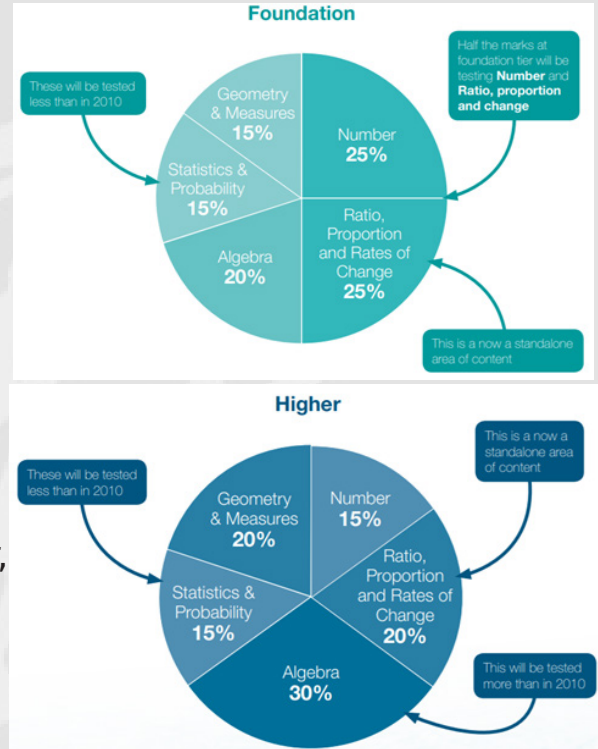
SUBJECT:  
**MATHEMATICS**  
QUALIFICATION:  
**EDEXCEL & OCR GCSE**

### 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 &amp; 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><b>Biological Careers:</b> 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><b>Chemistry Careers:</b> Analytical Chemist – Biochemist, Chemical Engineer, Cheminformatics, Cosmetic Chemist, Food Technologist, Forensic Scientist, Materials Engineer, Organic or Inorganic Chemist, Pharmacist, Process Chemist, Toxicologist.</p> <p><b>Physics Careers:</b> 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, Robotacist, X-ray Analysis <b>PLUS MANY MORE</b></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"><li>• Durham</li><li>• Cambridge</li><li>• Oxford</li><li>• Exeter</li><li>• St Andrews</li><li>• Birmingham</li><li>• Aberdeen</li><li>• Lancaster</li><li>• Bristol</li><li>• Sheffield</li><li>• Edinburgh</li></ul>	<ol style="list-style-type: none"><li>1. Advertising</li><li>2. Archivist (Museums and Libraries)</li><li>3. Charity work</li><li>4. Human Resources</li><li>5. Law</li><li>6. Politics / Civil Service</li><li>7. Media (journalism)</li><li>8. Medicine</li><li>9. Publishing</li><li>10. Social / Public services</li><li>11. Teaching</li></ol>



# 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



The background of the slide features a large, faint watermark of the University of Winchester crest. The crest is circular and contains a shield with various heraldic symbols, including a lion, a fleur-de-lis, and a book. The words "UNIVERSITY OF WINCHESTER" are visible around the top of the crest, and "FUND. 1862" is at the bottom. The crest is rendered in a light gray color.

# **PATHWAY SUBJECTS**

**ART (BTEC)  
DIGITAL IT (BTEC)  
HEALTH & SOCIAL CARE (BTEC)  
PHYSICAL EDUCATION (BTEC)**



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:  
**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](mailto:kali@hwga.org.uk)



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.

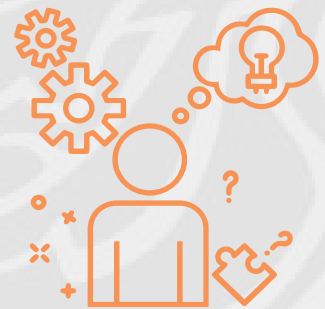
## DESTINATIONS

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:  
**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

## 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**

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*Educational excellence for our City*



High  
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