



The White Hills Park Trust  
*A Culture of Excellence*

# Key Stage 4 Options Guide September 2024 - July 2026



**Bramcote College**

A member of The White Hills Park Trust

## Key Dates for Spring Term 2024 Options Process

Date	Event
Wednesday 10 <sup>th</sup> January (Assembly)	Key Stage 4 Options presentation for Year 9 Students during assembly
Thursday 25 <sup>th</sup> January (4pm to 6pm)	GCSE Options Evening – held in the school hall – for students and parents
Tuesday 30 <sup>th</sup> January (p.1 and 2)	Year 9 Careers morning – “Meet the Professionals”
Wednesday 7 <sup>th</sup> February (p1)	GCSE Options Taster morning – “Meet the Teachers”
Monday 19 <sup>th</sup> February	Deadline for options choices – please complete the online form sent to students via email / MCAS app.
Easter 2024	Confirmation of subject choices for students

## Welcome to the Year 9 Options Guide

At Bramcote College, we have designed a KS4 curriculum which is suited to the needs of all our students, including those with SEN.

We recognise that not all young people are suited to a full curriculum of academic subjects and have tailored our offer accordingly.

We have identified that your son or daughter may benefit from this specialised pathway and will work with you and your child to choose the right KS4 pathway for them.

Please read this booklet carefully and do not hesitate to contact us at school if you have any questions. We will be available for telephone appointments with parents and will also speak to each student individually during school time.

*Jenny Read*

Deputy Head Teacher  
(Quality of Education)

*Mary Kirby*

Assistant Head Teacher  
(Inclusion/SEN)

## Core Subjects

All students will be studying the following subjects:

- English
- Maths
- Science
- Core PE
- Citizenship/RE & Careers

## Options

Students can select their Options from the following subjects:

- Art
- Food & Nutrition
- Health and Social Care
- Photography
- Sport
- 3D Design
- Drama
- Music
- Textiles

Students must pick **one subject** from each block. Some students may benefit from taking one less option choice at GCSE – we will discuss this with them individually.

<b>Block A</b>	<b>Block B</b>	<b>Block C</b>
Photography	Photography	3D Design
Health & Social Care	Food & Nutrition	Textiles
Achieve – Employability	Sport	Art
Skills	Music	Drama

\*If students on this pathway would like to take History or Geography, please speak to Mrs Read.

## **Information on Compulsory Core Subjects :**

**English:** Head of Department – Mrs Lee [emma.lee@whptrust.org](mailto:emma.lee@whptrust.org)

**Maths:** Head of Department – Mr Devlin [dominic.devlin@whptrust.org](mailto:dominic.devlin@whptrust.org)

**Science:** Head of Department – Mrs Pascual [alison.pascual@whptrust.org](mailto:alison.pascual@whptrust.org)

**PE:** Head of Department – Mr Warner [kieran.warner@whptrust.org](mailto:kieran.warner@whptrust.org)

**Citizenship, RS and RSE:** Head of Department – Mrs Anderson  
[sophie.anderson@whptrust.org](mailto:sophie.anderson@whptrust.org)

**Personal Development / Careers:** Mrs Read [jenny.read@whptrust.org](mailto:jenny.read@whptrust.org)

Subject	GCSE English Language
Exam Board:	AQA
Assessment structure:	100% final exam at the end of two years
Topics covered in this course include:	<p><b>English Language Paper 1: Fiction.</b></p> <p>Students read and respond to an unseen extract from a novel. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer’s methods. Students have to choose one task, which may be descriptive or narrative writing.</p> <p><b>English Language Paper 2: Non-fiction.</b></p> <p>Students read and respond to two unseen extracts, one of which is a 19<sup>th</sup> century text. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer’s methods.</p> <p>Students also have to undertake a task where they could be asked to Argue / Persuade / Advise / Explain or Instruct.</p> <p>Students will also complete a qualification in functional skills English, and some will sit the English Literature GCSE if appropriate.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	English Language is an entry requirement for all subjects at post-16 and plays a key role in developing readiness for work and apprenticeships.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Lee / Mrs Crouch</li> </ul>

Subject	GCSE English Literature
Exam Board:	AQA
Assessment structure:	100% final exam at the end of two years. Closed book (this means that students do not have a copy of the text that they have studied with them in the examination).
Topics covered in this course include:	<p><b>English Literature Paper 1: Shakespeare and the 19<sup>th</sup> century novel. (Currently <i>Romeo and Juliet</i> and <i>The Strange Case of Dr Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i> )</b></p> <p>Students read and respond to an extract from a Shakespeare play and a 19<sup>th</sup> century novel that they have studied. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writers' methods.</p> <p><b>English Literature Paper 2: Exploring Modern Texts.</b></p> <p>Students answer one question on a 20<sup>th</sup>/21<sup>st</sup> century text, currently 'An Inspector Calls'. Students also answer one question that asks them to compare two poems from the 'Power &amp; Conflict' poetry anthology that they have studied, one of which is printed on the exam paper. A third question asks students to analyse two unseen poems. The fourth question requires students to compare the effects of language and structure in two unseen poems.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>English Literature GCSE leads into A-Level English Literature, History, Politics and Social Sciences.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Lee</li> </ul>

Subject	GCSE Maths
Exam Board:	AQA
Assessment structure:	100% exam 3 Papers: <ul style="list-style-type: none"> <li>✓ One is a non-calculator paper</li> <li>✓ Two are calculator papers</li> </ul> All exams are 1hr 30 mins.
Topics covered in this course include:	All of the KS3 content covered, and many more new topics, taken from: <ul style="list-style-type: none"> <li>✓ Number</li> <li>✓ Algebra</li> <li>✓ Ratio and Proportion</li> <li>✓ Geometry</li> <li>✓ Statistics</li> </ul>
This course is ideal for:	All students of all abilities – students will take the foundation paper as well as the Entry Level Maths certification.
Progress from this course: (KEY STAGE 5 or possible careers)	<ul style="list-style-type: none"> <li>✓ Preparation for post-16 college courses</li> <li>✓ Preparation for apprenticeships</li> </ul> <p style="text-align: center;">Maths opens every door!</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Devlin</li> </ul>

\* Students will also sit entry level maths.



<b>Subject</b>	<b>Entry Level Science + Combined Trilogy (Biology, Chemistry and Physics)</b>
Exam Board:	AQA
Assessment structure:	<p>Students will complete the Entry Level Science qualification.</p> <p><b>Entry Level Science</b></p> <p>The Entry Level Science course is designed to prepare pupils for the GCSE in Science. It will cover all 3 disciplines of Science and allow pupils to engage with Science skills and develop their understanding of concepts. Pupils will not be examined at the end of this course, however they will complete in class assessments throughout that can lead to an Entry Level qualification. This course is designed to be a transition between KS3 and GCSE – we aim that all students on this pathway will achieve at least one science GCSE as well as the entry level course.</p>
Progress from this course: (Key Stage 5 or possible careers)	The entry level course will provide pupils with the experience and skills that will allow them to move onto work within the Scientific community in a variety of roles, such as working in laboratories or working with animals.
For more information please contact	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Pascual (Head of Science)</li> </ul>

Subject	Core PE
Activities included in Core PE:	Students are asked to make a choice of one of the following <i>pathways</i> : Performance, Creative, Participation and Health. Within the chosen <i>pathway</i> , students select the activities to compete and participate in. We feel giving students a choice is essential, as this is an integral part of sustaining interest and a positive attitude towards being physically active. We hope this will represent the way they may approach physical activity outside of school and so encourage lifelong learning and participation.
Skills developed in core PE:	Within Core PE, students will continue to develop their physical skills and the ability to perform within a range of sports and activities alongside developing their overall understanding of what it is to be fit and healthy for life. We also place a strong emphasis on a range of skills which include the ability to demonstrate leadership, resilience, working within a team and communication skills.
The benefits of Core PE:	The list is numerous, none more so than the ability to understand and maintain a healthy lifestyle, which has numerous physical, social and mental benefits. Within a sporting environment and during physical activity students engage with a number of concepts and challenges that develop the whole person.
Progress from this course:	Progress from Core PE develops into lifelong participation in physical activity. Overall the aim is to develop a person who can understand why it is important to lead a healthy lifestyle and how they can achieve this.

Subject	Citizenship/Religious Studies
Activities included:	Students cover all the key aspects of their statutory entitlement in these subjects including: <ul style="list-style-type: none"> <li>✓ Relationships and Sex Education (RSE)</li> <li>✓ Online safety</li> <li>✓ Religious views on controversial topics</li> <li>✓ Migration, identity &amp; religious beliefs</li> <li>✓ Core British Values</li> <li>✓ Health and Wellbeing (physical &amp; mental)</li> </ul>
Skills developed:	RSE, RS and Citizenship enable students to acquire the necessary skills and knowledge to become informed, active citizens.
The benefits of this course:	These subjects enable students to discuss issues within society and develop analytical skills.
Progress from this course:	This course is particularly appropriate to studying Government & Politics and / or Philosophy & Ethics. It is also essential for all students in order to prepare them for the next stage of their education and life outside of school.

Subject	Careers
Activities included:	Students cover all the key aspects of their statutory entitlement to high quality careers education including: <ul style="list-style-type: none"> <li>✓ Digital Literacy</li> <li>✓ Financial and Economic Well-being</li> <li>✓ Labour-market information and the world of work</li> <li>✓ Employability Skills</li> <li>✓ Making Post-16 choices</li> <li>✓ CVs, applications and interview skills</li> </ul>
Skills developed:	Personal Development enables students to acquire the necessary skills and knowledge to move on to the next stage of their education.
The benefits of this course:	This subject enables all students to prepare for their next steps in their education and the world of work – students are well prepared to make applications, attend interviews and make decisions about their future.
Progress from this course:	This course is essential for all students in order to prepare them for the next stage of their education and life after they leave school.

Alongside their personal development lessons, all students will receive independent careers advice from our Level 6 Qualified independent adviser during Year 11. They will also have the opportunity to take part in a range of careers activities during Key Stage 4 including meeting employers, work place visits, meeting higher and further education providers, taking part in a mock interview and learning about apprenticeships. If you would like more information about our careers provision, please visit:

<https://bramcote.college/curriculum/careers/careers-info>

Subject	Personal Development & Employability Skills (Achieve/Aim)
Exam Board:	Prince's Trust
Assessment structure:	<p>100% coursework &amp; project based</p> <p>Students will achieve a Level 2 Diploma or Award depending on the number of units completed.</p>
Topics covered in this course include:	<p>The course aims to develop confidence and prepare students for work and further education.</p> <p>Students can complete units in:</p> <ul style="list-style-type: none"> <li>- Career planning</li> <li>- Managing money</li> <li>- Interview skills</li> <li>- Presentation skills</li> <li>- Leadership</li> <li>- Personal wellbeing</li> <li>- Teamwork</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Preparation for all Post-16 courses, skills for apprenticeships and employment.</p> <p>Development of life skills and confidence.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Kirby</li> <li>✓ Mr Alexander</li> </ul>

## **Options Subjects: Art & Technology**

### **Head of Art: Mrs Hewitt**

[margaret.hewitt@whptrust.org](mailto:margaret.hewitt@whptrust.org)

GCSE Art (Fine Art)

### **Head of Technology: Mr Worth**

[chris.worth@whptrust.org](mailto:chris.worth@whptrust.org)

GCSE Food Preparation and Nutrition

GCSE Art (3D Design)

GCSE Art (Textile Design)

### **Head of Photography: Mrs Deacon**

[lisa.deacon@whptrust.org](mailto:lisa.deacon@whptrust.org)

GCSE Photography

Subject	GCSE Art & Design – Fine Art
Exam Board:	AQA
Assessment structure:	<p>The AQA GCSE Art &amp; Design (Fine Art) carries a 60% weighting for controlled assessment over two years. Students will carry out two broad units of work during this time. This is then followed by a 10 hour practical exam/controlled test after a given preparation time. This makes up 40% of the final GCSE grade.</p>
Topics covered in this course include:	<p>Students carry out a range of practical projects in two and three dimensions; learn about the creative process, and how to make decisions about the development and direction of their work. They will also need to be able to demonstrate an awareness and understanding of the work of other artists and craftspeople. This can be done in writing and annotating their own personal response to others' work and their own work also by a personal response through their own artwork.</p>
This course is ideal for:	<p>This course will appeal to students who enjoy Art, or who would like to consider a creative or design-orientated career.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Students who are considering further study at A-Level in Art and Design or are thinking of a career in any of the design areas below will need to take the GCSE Art &amp; Design course as they will be required to submit a portfolio of work at interview.</p> <p>There are numerous career opportunities in Art related fields such as architecture, product designer, window dresser, teacher, film or theatre set designer, web designer, game design, animation, graphics, textile design, fashion or costume design.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Hewitt</li> </ul>

Subject	GCSE Art & Design - Photography
Exam Board:	Eduqas
Assessment Structure:	<p>Students following the GCSE Photography course will complete two main assessment portfolios.</p> <p><b>Component 1 (Portfolio)</b> This is worth 60% of the final mark and is a Personal Investigation exploring one major theme.</p> <p><b>Component 2 (exam topic)</b> This is worth 40% of the final mark. Students must respond to a title set by Eduqas during a 10 hour practical exam/controlled test after a set preparation time.</p>
Topics Covered in this course include:	<p>We begin the course by introducing students to different photographic styles and techniques, including macro photography, sequencing and portrait digital editing. Students will produce a sketchbook of work in which they explore different photographers, experiment with editing techniques and refine their own photographic skills.</p>
This course is ideal for:	<p>GCSE Photography is ideal for students who enjoy developing a creative, personal response to different themes, and who can work independently to develop their passion for taking photographs and creating digital artwork.</p>
Progress from this course: (Key Stage 5 or possible careers)	<p>As well as preparing students for further A Level study, this course allows for a clear progression to creative and practical Post 16 vocational qualifications or apprenticeships. Students will be able to apply their skills to a range of subject areas including digital and creative media, web design and advertising.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Deacon</li> <li>✓ Ms Cooper</li> </ul>

Subject	GCSE Food Preparation & Nutrition
Exam Board	AQA
Assessment structure:	Written examination: 1 hour 45 minutes. 50% of the final mark Internal Assessment: 50% of the final mark
Topics covered in this course include:	<p><u>This is a food science-based course.</u></p> <p><b>Task 1:</b> Food investigation (30 marks) 15%</p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p><b>Task 2:</b> Food preparation assessment (70 marks) 35%</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task</p> <p>Students will prepare, cook and present a final menu of three dishes.</p> <p>Written or electronic portfolio including photographic evidence.</p>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students learn through practical experimentation and skills development</li> <li>✓ Increase knowledge, skills and confidence in working with a wide range of foods and preparation and cooking methods.</li> <li>✓ Developing an understanding of food and health so that pupils can look after their own needs and those of others.</li> <li>✓ Developing an understanding of factors that influence the foods that we eat e.g. environmental, ethical, economic, social</li> <li>✓ Exploring and understanding a range of ingredients and processes from different culinary traditions</li> <li>✓ Being creative with food and enjoying working with and developing new recipes</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level courses in Food Science and Nutrition</p> <p>Level 2 and 3 courses in Catering and Hospitality</p> <p><u>Future prospects</u> - Food scientist, product development, hospitality and catering, dietician, sports nutrition, teaching, health promotion</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Miss Crumpton</li> </ul>



Subject	GCSE Textile Design
Exam Board	AQA
Assessment structure:	<p>Coursework 60%. Presentation of a portfolio of work undertaken over 2 years.</p> <p>Examination 40%. This will be externally set starting in January of Year 11. Students will produce preparatory studies over the spring term working with the support of their teacher. At the end of this period there will be a 10-hour exam realising a finished piece of work based on preparation work. All units of work involve preparatory studies and a realized outcome.</p> <p>Regular assessment will occur throughout the course. Much emphasis is placed on independent study .</p>
Topics covered in this course include:	<p>Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products.</p> <p>Areas of study could include: constructed textiles, digital textiles, dyed fabrics and printed fabrics, fashion design, installed textiles, soft furnishings and stitched and/or embellished textiles. The new GCSE Specification has highlighted the importance of sustained observational drawing and written analysis; students must be prepared to explore ideas rigorously through drawing and annotation throughout the GCSE course.</p>
This course is ideal for:	The course offers you an opportunity to develop: creative thinking, independent work, knowledge/skills using a range of media, and presenting information/ideas in a lively and stimulating way. These skills are not confined to Art and Design but are relevant to most areas of working life.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A level Textile Design.</p> <p>Careers in Art and Design include the following: graphics, fashion, furniture, industrial, interior and theatre design. Students from an Art and Design background are increasingly successful in the media industry.</p>
For more information please contact:	✓ Miss Giddins

Subject	GCSE 3D Design
Exam Board	AQA
Assessment structure:	<p>Component 1 Portfolio Non-exam Assessment (NEA) Coursework 96 marks 60% of GCSE Grade</p> <p>Component 2 Externally set assignment Preparatory period followed by a 10 hour practical exam 96 marks 40% of GCSE Grade</p>
Topics covered in this course include:	<p>During the first term students will learn a range of different skills to prepare them for the NEA. This will range from creating bespoke boxes, pewter casting, drawing and card modelling techniques.</p> <p><b>Portfolio Project.</b> Students will be designing and making a product themed around IKEA, we begin the project by visiting IKEA in Giltbrook to research suitable products that could be made in school. From here you go onto research IKEA designers and produce / develop Ideas and models before making your final product. In the past students have made objects such as lamps, desk tidies, mirrors, clocks to name a few.</p> <p>Students do not need to have done 3D design as an option in year 9 to be able to study this.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	A Level 3D Design / Product Design / BTEC Engineering / Furniture Design / Architecture / Product Design / Construction / Set Design
For more information please contact:	✓ Mr Worth

## Options Subjects : Social Sciences Department

**Head of Department: Mrs Seals**

[emma.seals@whptrust.org](mailto:emma.seals@whptrust.org)

Subject	Level 1 and 2: Technical Award Health & Social Care
Exam Board:	OCR
Assessment structure:	<p>There are four units. Three units are coursework based and cover the topics of communication, Life Span Development and First Aid. The First Aid unit is a practical unit and you will be assessed on your First Aid skills. In addition, you will receive a First Aid Certificate.</p> <p>The coursework is worth 75% of the overall grade.</p> <p>There is a written exam- which is one- hour long.</p> <p>You can retake the exam and improve your coursework. and the highest score will be the one counts!</p>
Topics covered in this course include:	<p>Communication Skills- These cover verbal, written and electronic. You will also participate in assessed interactions.</p> <p>Life Span Human Development- You will cover how people develop from birth to old age and how to support people with various needs.</p> <p>First Aid- You will be assessed on your skills to carry out: DR ABC, bandaging and other wounds.</p> <p>Working in Health and Social Care- This unit focuses on the skills required to work in Health and Social Care, along with the procedures that we must follow.</p>
This course is ideal for:	Students who have a desire to provide care for vulnerable people in society and want to understand key principles that underpin why and how this should be done.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Level 3 Health/Social Care related courses/Sociology/Psychology/A-Level Science/Biology. NVQ and Apprenticeship route</p> <p>Careers: Paramedic, nurse/midwife, mental health worker, childcare worker, occupational therapist, counsellor, radiographer plus many, many more.</p>
For more information please contact:	<p>✓ Mrs Seals ✓ Mrs Smith</p>

## **Options Subjects: Other Departments**

**Performing Arts – Head of Department: Mrs Franklin**

[claire.franklin@whptrust.org](mailto:claire.franklin@whptrust.org)

BTEC Performing Arts (Drama)

Vocational Certificate in Performing Arts (Music)

**PE – Head of Department: Mr Warner**

[kieran.warner@whptrust.org](mailto:kieran.warner@whptrust.org)

BTEC Sport

Subject	BTEC Performing Arts (DRAMA)
Exam Board:	Pearson
Assessment Structure:	<p>Component 1 &amp; 2 are internally assessed coursework units.</p> <p>Component 3 is an externally assessed performance unit.</p>
Topics Covered in this course include:	<ul style="list-style-type: none"> <li>✓ Examine live and recorded performances</li> <li>✓ Learn about professional roles in performing arts</li> <li>✓ Look at different performing styles</li> <li>✓ Consider techniques and skills used in performances</li> <li>✓ Create your own performances and develop your skills as a dramatist.</li> <li>✓ Develop skills in theatre design.</li> </ul>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students who enjoy performing and are interested in a career in Performing Arts</li> <li>✓ Those who want to build confidence and teamwork skills within an Arts context</li> <li>✓ Students keen to have a creative outlet</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Level 3 Dance, Drama or Performance Studies courses.</p> <p>Former students now have careers in performance, teaching, sales, marketing and design.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Agius</li> </ul>

Subject	L1/2 Vocational Certificate in Performing Arts (MUSIC)
Exam Board:	Eduqas
Assessment Structure:	Unit 1 & 2 are internally assessed coursework units. Unit 3 is an externally assessed coursework unit.
Topics Covered in this course include:	<ul style="list-style-type: none"> <li>✓ Develop your rehearsal and performance skills</li> <li>✓ Work in your chosen genre and on the instrument of your choice or with your voice</li> <li>✓ Develop your ability to create your own music in a style of your choice using either live sound or digital media</li> <li>✓ Creating music to a given brief</li> <li>✓ Events management, including conceptualising, planning, light design, sound engineering, stage management, marketing, budgeting, health and safety, and profit.</li> <li>✓ Learn about professional roles in the music industry</li> </ul>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students who want to develop their musicianship</li> <li>✓ Students who enjoy playing music and are interested in a career in the Arts</li> <li>✓ Those who want to build confidence and teamwork skills within a musical context</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	Level 3 Music courses. Former students now have careers in composition, performance, teaching, broadcasting, publicity and the military.
For more information please contact:	✓ Mrs Franklin

Subject	BTEC Sport
Exam Board:	Pearson Edexcel
Assessment structure:	40% external exam 60% internal controlled assessment
Topics covered in this course include:	<ul style="list-style-type: none"> <li>• Preparing participants to take part in sports and physical activity.</li> <li>• Taking part and improving other participants sporting performance</li> <li>• Developing fitness to improve other participants performance in sport and physical activity.</li> </ul>
This course is ideal for:	Learners who want to acquire sector-specific applied knowledge and skills by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification also enables learners to develop their sector-specific skills, such as sport analysis and sports leadership.
Progress from this course: (KEY STAGE 5 or possible careers)	A BTEC Tech award in Sport will aid progression to further study and prepare students to enter the workplace in due course. Typical employment opportunities may include working as a coach or as a fitness instructor. A BTEC will allow students to gain an introductory understanding of a vocational area. It is a good stepping stone into higher level courses, as there is a clear progression route to the Sport A-Level course, which can be studied at Bramcote College, or an apprenticeship.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Warner</li> </ul>