

# Outwood Academy Riverside



## Guided Pathway Options Year 9 into Year 10 2022/23

Deadline for return

**Monday 30th January 2023**





# **Year 9 into 10**

## **Years 10 & 11 Guided Pathway Information**

### **Continuing the Five Year Curriculum Journey**

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

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our students through our wider educational offer, and specifically our curriculum offer, drives our Trust vision Students First: raising standards and transforming lives. To that end, at Outwood Academy Riverside we are delighted to offer a curriculum, which enables all students within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

For September 2023 we are changing the structure of how we deliver the curriculum at Outwood Academy Riverside. In order to do this, we are going to ask Year 9 students to re-make all of their choices to start in Year 10. They are currently studying Sport studies, Health and Social Care or Catering. If they would like to carry on with this subject, they simply need to choose it again. If they do not wish to carry on with this subject and want to choose something different, they simply choose 3 new subjects.

A feature of our Years 10 & 11 curriculum are these Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE Mathematics and GCSE sciences - combined (double) science or biology, chemistry and physics - are taken by all students alongside non-examined courses in physical education and personal, social, religious and health education (currently called the Life programme). Students then have three subjects to choose as part of their Guided Pathways allocation.

Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): English, mathematics, sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study either geography or history. For many students it will be appropriate that they also study a modern foreign language subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for; these subjects are also an excellent foundation for all students, including those who wish to go on and study A Levels in the 'Facilitating Subjects' (biology, chemistry, English, geography, history, maths, modern and classical languages, physics). It is possible to study both geography and history alongside a modern foreign language if a student wishes.

We understand that this is a crucial time and the choosing of qualification courses is very important. Further information about support available can be found in this booklet, including details of the Guided Pathway Presentation and support at Y9 Parents' Evening. We will also provide specialist independent careers advice to ensure that students have access to impartial support during this process. Whatever students are hoping to study, and then do in later life, we are sure that the Guided Pathway process will be helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

# Making the Choice

## In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus Tutor Time.

This 25 period week is split into compulsory core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 4 hrs PE 2 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	<p>Students can choose <u>three subjects</u> from a list of courses (see list below)</p> <p><b>The expectation is that all students will study at least one EBacc humanity subject (geography or history) at GCSE in Years 10 &amp; 11; and that many will study for the Full EBacc (1x MFL <u>and</u> 1x humanity).</b></p>	

## Guided Pathway Courses

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

Students to choose three subjects (plus two reserves) from these lists	
Students will need to choose at least one subject from this list of humanity subjects	Art (GCSE) Hospitality and Catering (Tech Award) Computer Science (GCSE) Geography (GCSE) History (GCSE) Health and Social Care (BTEC) IT (Tech Award) Music (GCSE) Spanish (GCSE) Sport Studies (Cambridge National)
Geography (GCSE) History (GCSE)	

## Terminology that may help you and your child

<b>Core</b>	These are compulsory subjects: English, maths, science, PE, RE/Life
<b>Guided Pathway Choices</b>	There is an element of choice about which of these subjects to study
<b>Level 1</b>	GCSE grades 3-1 or equivalent
<b>Level 2</b>	GCSE grades 9-4 or equivalent With grades 5+ being classed as strong pass grades
<b>Level 3</b>	'A' Level grade A*-E or equivalent
<b>GCSE</b>	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
<b>BTEC Technical Award / OCR National</b>	Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Larger portfolio/coursework based elements, with some assessment by exam (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work.
<b>Facilitating Subjects</b>	The Facilitating Subjects are: maths, English, sciences (including computer science), geography, history and modern foreign languages. Please see link below regarding the value placed on these subjects.
<b>Full EBacc (EBacc = English Baccalaureate)</b>	For students to study the Full EBacc they must take GCSEs in maths, English, at least two sciences, one of history or geography and a modern foreign language.

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

### What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. We would encourage students to choose a broad range of qualifications over Years 10 & 11, to keep their future options open.

### Attainment 8

The government created and now uses a Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the sciences, geography, history or modern foreign languages
- A further three qualifications which can be either BTEC Technical Award/OCR National, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve their best possible score in this measure.

## **What if students cannot do their chosen course?**

We build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

## **Can students change their mind?**

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

## **What support is available to help decide which Guided Pathway subjects to take?**

1. Subject staff will be available at the Year 9 Parents' Evening on 17th January 2023 to discuss courses
2. A careers advisor will also be available on this evening
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and pastoral staff during the academy day, over the next few weeks

## **Deadline for Guided Pathway choices forms to be submitted:**

**Monday 30th January 2023**

Choices will be collected via a Google Form.

# Course Information

## Guided Pathway Course (Humanities Choice) - GCSE Geography

**Course Title:** AQA Level 1/Level 2 GCSE (9-1) in Geography

### Course Description

The GCSE is made up of 3 units, which are all exams. All units include aspects of sustainability and the UK.

#### 1. Living with the Physical Environment (exam)

Section A: The challenges of natural hazards.

Natural hazards; Tectonic hazards; Tropical storms; Weather hazards and climate change.

Section B: The Living World.

Ecosystems; Tropical rainforests and Hot deserts; Cold environments

Section C: Physical landscapes in the UK.

Coastal landscapes; River landscapes; Glacial landscapes

#### 2. Challenges in the Human Environment (exam)

Section A: Urban issues and challenges.

Urban growth; Urban change; Urban sustainability and Patterns of urban population change. Section B: The changing economic world.

Economic development and quality of life; The development gap; Economic change in UK.

Section C: The challenge of resource management.

Resource management; Food; Water; Energy

#### 3. Geographical applications (exam)

Issue evaluation; Pre-release material and Fieldwork; 2 geographical enquiries in contrasting environments.

### Assessment

The GCSE is made up of 3 exams:

Living with the Physical Environment - 1 hour 30 - 35%

Challenges in the Human Environment - 1 hour 30 - 35%

Geographical applications including local fieldwork - 1 hour 15 - 30%

## **Future Prospects/Career Options**

Geography has been identified as one of 10 recession proof degree subjects because it is highly valued by employers for its combination of subject knowledge and how well it links with other subjects such as Maths, English, Science, Law and ICT. Employers need individuals who have the ability to analyse and explain what is happening around them and adapt accordingly to different situations. Geographers are impressive in their ability to be resilient, adaptable and able to apply a wide variety of skills. As a qualification, Geography is greatly respected by University entrance officers. It is chosen by over 30,000 undergraduate students each year and has one of the highest rates of graduate employability.



# Guided Pathway Course (Humanities Choice) - GCSE History

**Course Title:** Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History

## Course Description

The GCSE 9-1 History course combines social, political and military history to allow students to develop their knowledge and interest across a range of areas. Students will cover a range of European and World History topics from across the past 500 years including:

- The Tudors: Early Elizabethan England, 1558-88.
- The History of Medicine in England (Medieval Period-Black Death, Renaissance Period-The Plague and Fire of London and Modern Medicine-the creation of the NHS).
- The American West 1835-1895.
- Germany in the 20th century.

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways to reach substantiated conclusions.

## Assessment

The GCSE follows a linear structure, which means students will take three examinations at the end of the course. There is no coursework element. The assessment structure is as follows:

Paper 1: Thematic study and historic environment

Paper 2: Period study and British depth study

Paper 3: Modern depth study

## **Future Prospects/Career Options**

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others. History GCSE forms part of the EBacc qualification and is a highly sought after qualification for both Post 16 centres and employers.

# Guided Pathway Course - Art and Design

**CourseTitle:** AQA Level 1/Level 2 GCSE (9-1) in Art and Design

## Course Description

Art is an experience based, highly personalised course. You will be given lots of opportunities to develop your own ideas and you will face many interesting, creative challenges. We aim for you to learn positively through enjoyment of the subject.

The course includes:

- Painting / Drawing / Printmaking / Mixed media
- Recording in a wide range of materials and techniques
- Exploring visual language
- Researching and developing resources
- Exploring personal responses to your own and set themes
- Creatively using visual media including digital media and computers
- Exploring contextual work from contemporary and historical sources
- Presenting your work to a high standard, applying your visual communication skills
- Drawing is a major component of the course. You must enjoy drawing.

## Assessment

This is a two unit course.

You will do a personal themed project, creating a coursework portfolio for Unit 1, followed by an externally set assignment, including a 10 hour independent work period, for Unit 2.

The assessment criteria are the same for each unit but the coursework portfolio counts for 60% of the final mark and the exam counts for 40%.

## Is GCSE Art for me?

YES - if you love doing creative things, if you enjoy challenges and taking the initiative, if you love drawing, if you have a good level of ability or if you are thinking of a career in visual arts.

NO - if you get bored easily with art, if you struggle with art, if you don't enjoy a creative challenge or if you don't enjoy drawing.

## Future Prospects/Career Options

The creative industries contributed over £80 billion to the UK economy last year and are growing. Employment grew by 5% compared with 2.1% in the wider UK economy.

# Guided Pathway Course - Hospitality & Catering

**Course Title:** WJEC Level 1/2 Vocational Award in Hospitality and Catering

## Course Description

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 - The Hospitality and Catering Industry

Unit 2 Hospitality and Catering in Action. Learners must complete both units.

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

## Assessment

Unit 1 - The Hospitality and Catering Industry external exam worth 40%.

Unit 2 - Hospitality and Catering in Action, an internal coursework

assignment worth 60%. Students will complete a brief and put together a portfolio of evidence with photographs used to evidence practical outcomes. Students will safely plan, prepare, cook and present nutritional dishes.

## Entry Requirements, Advice and Guidance

Students will need to be organised, use their time effectively to plan a range of dishes and make these in a 2hr lesson. There is an expectation that students will bring ingredients to every practical lesson, along with a suitable container to bring the finished outcome home. Students will not cook every week as they have theory to learn in preparation for the exam and when writing up the coursework. Students who are suitable will have a passion for cooking, not be afraid to try new ingredients and may possibly see themselves working in the catering industry one day.

## **Future Prospects/Career Options**

Learners who achieve this qualification could progress onto Level 3 qualifications and A levels, such as:

- Advanced GCE in Design and Technology: Food Technology
- Advanced GCE in Home Economics (Food, Nutrition and Health)
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies.

This course will enable learners to make informed decisions about a wide range of further learning opportunities and career pathways. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector. The hospitality sector employs millions of people worldwide and offers exciting opportunities for students to travel and learn a range of valuable life skills. Careers could be a head chef, food stylist, food and beverage manager, pastry chef, caterer, product developer, menu designer, nutritionist, dietitian, food and restaurant critic, sous chef, sommelier, waiting staff or food photographer.

# Guided Pathway Course - GCSE Computer Science

**CourseTitle:** OCR GCSE Computer Science (9-1)

## Course Description

### Unit 1: Computer Systems

In this unit, students explore the fundamentals of computer systems including computer hardware and software. The unit also includes a significant amount of networking as well as ethical, legal, cultural and environmental concerns related to computer science.

### Unit 2: Computational Thinking, Algorithms and Programming

In this unit, students will cover algorithms, programming techniques and writing in pseudo code. The unit also includes computational logic and how computers interpret, translate and represent data.

### Unit 3: Programming Project

The set of tasks within unit 3 will provide opportunities for students to solve a problem using a programming language, this includes showing design, development, testing and evaluation. This is a mandatory unit and does not contribute to the overall GCSE grade directly, but provides essential skills for Unit 2 success.

This course is different from IT. IT focuses on technology from a 'user' point of view whereas computer science focuses on how technology works behind the scenes. There is a significant amount of mathematics content and logic in this course and it is advised that students are confident in their ability in mathematics before considering this as an option.

## Assessment

Unit 1 Examination - 50%

Unit 2 Examination - 50%

## Future Prospects/Career Options

This course will serve students well as an excellent introduction into A-Level Computer Science or a vocational IT course. On successful completion of this course, a solid foundation will have been built for students to continue into computers/ engineering at university.

# Guided Pathway Course - Health & Social Care

**Course Title:** Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

## Course Description

This qualification is designed for those students who wish to pursue a vocational route into a career path in the health and social care sector.

Students will have the opportunity to:

- Gain knowledge and understanding of the health and social care sector
- Become specialists in certain areas of health and social care
- Develop a range of personal skills and techniques that are essential for success in working life
- Support literacy, numeracy and IT skills

To achieve a nationally recognised qualification that can progress into Level 3

## Assessment

Students will complete 3 components.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

### Component 1 – Human lifespan development (30%)

During Component 1 - students will:

- Understand human growth and development across life stages and the factors that affect it.
- Understand how individuals deal with life events.

### Unit 2 – Health and Social Care Services and Values (30%)

- Understand the different types of health and social care services and barriers to accessing them.
- Understand the skills, attributes and values required to give care.

Internal assessment Components 1 and 2 are assessed through internal assessment. Internal assessment for these components are through realistic tasks and activities.

### Unit 3-Health and well-being (40%)

- Understanding health and wellbeing.
- Apply knowledge and understanding of health and wellbeing.
- Analyse and evaluate knowledge and understanding of health and wellbeing.

There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. Component 3: requires learners to apply skills and techniques in response to a brief and design a care plan.

## **Future Prospects/Career Options**

- Childcare
- Carer
- Midwife
- Working with children with disabilities
- Nurse
- Social Worker
- Physiotherapist
- Teacher



# Guided Pathway Course - IT

**Course Title:** WJEC Level 1/2 Vocational Award in ICT (Technical Award)

## Course Description

The Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI) and augmented reality.

## How is the course structured?

The course has three units:

R060 Data manipulation using spreadsheets, **coursework unit worth 30%**

R070 Using Augmented Reality to present information, **coursework unit worth 30%**

R050 IT in the digital world, **external exam worth 40% at the end of the course**

## What will you study? What skills will you develop?

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

- Understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality
- Understand, apply and use IT appropriately and effectively for the purpose and audience
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the IT sector and more widely
- Plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience
- Understand the impacts of digital technologies on the individual, organisation and wider society

## Future Prospects/Career Options

This course would leave students with the ideal foundation to study a Technical IT or media qualification in 6th form or through other Post 16 providers.

IT fits into most careers but some of the possible career paths include:

- Data analyst
- Web designer
- Technician
- Video production
- Media marketing director

# Guided Pathway Course - Music

**Course Title:** WJEC Eduqas Level 1/Level 2 GCSE (9-1) in Music

## Course Description

This is a traditional GCSE course. You will study 3 areas, which naturally progress to the areas studied at Advanced level. These areas are:

### Performing

This will account for 30% of your marks and is teacher assessed. You will be asked to perform on an instrument/voice of your choice, in any style you wish. Your performances will be both solo and as an ensemble. As a GCSE Music student, you are entitled to free, individual instrument/vocal lessons.

### Composition

Again this will account for 30% of your marks and is teacher assessed. You produce two compositions or arrangements using the music software in the music technology suite.

### Appraising

Four areas of music have to be studied. These include Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. There are two set works to study from these areas, Toto's 'Africa' and J.S. Bach's 'Badinerie'.

## Assessment

The performing and composing areas will be teacher assessed and then moderated by the exam board. The appraising unit will be tested by a 1 hour and 15 minute examination and will account for 40% of the total marks.

## Entry Requirements, Advice and Guidance

All GCSE Music students should play an instrument or sing before starting the course. These students are usually already having instrument lessons. If you are unsure that your current performing experience would be sufficient to reach the expected standard for GCSE Music, please speak with your Music teacher for advice.

If you enjoy performing music in your own time or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, then this exciting course will give you an appreciation of the diversity of musical styles that exist today.

## Future Prospects/Career Options

Performing musician, teacher, instrumental teacher, working in the performing arts business, recording technician, producer, DJ, arts administration, army musician, agent, community musician, concert promoter, events manager, music retail business, instrumental repairs, marketing for the record industry, music director, music publisher.

# Guided Pathway Course - GCSE Spanish

**CourseTitle:** AQA Level 1/Level 2 GCSE (9-1) in Spanish

## Course Description

This course in languages leads to a Level 2 qualification. The course is examined in all four areas of listening, reading, speaking and writing. Building on from the skills that you developed at KS3 languages, you will study a variety of authentic, topical and cultural material surrounding the topics of:

- Identity and culture (including: freetime, family and social media)
- Local, national, international and global areas of interest (including: your town, social issues, the environment and travel and tourism)
- Current and future employment (including: school, P16 education, jobs and careers)
- The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works. The course will also allow you to learn about the country whose language you are studying as well as other communities who speak your chosen language.

## Topics and tasks may include:

- ICT tasks and web pages from the target country
- News and current affairs topics
- Information gathering and sharing on famous people from the target country
- Study of the country and its culture, e.g. transport, regions, fashion, sport
- Study of the grammar of the language to increase understanding and independent expression • Reading stories / poems, etc
- Creative writing.

## Assessment

100% Examination

(25% Listening, 25% Reading, 25% Speaking, 25% Writing).

You will be examined at the end of the course for all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade.

## Future Prospects/Career Options

Employers and universities like students with Languages GCSEs because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and/or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others. In an increasingly globalised world, many professions and international companies actively seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

# Guided Pathway Course - Sports Studies

**CourseTitle:** OCR Level 1/Level 2 Cambridge National in Sport Studies

## Course Description

The OCR Level 1/Level 2 Cambridge National in Sport Studies will develop knowledge, understanding and practical skills that can be used in the exercise, physical activity, sport and health sector.

Designed for students who are interested in an engaging qualification where they will use their learning in practical, real life situations such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying skills as a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations.
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media.

R184: Contemporary issues in sport - students will:

This is assessed by an exam that students will sit in Year 11. Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport

R185: Performance and leadership in sports activities - students will:

This is assessed by set assignments and in two practical sports. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity sessions

R186: Sports and the media - students will:

This is assessed by set assignments. Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

## **Assessment**

The course is made up of three units: two that are internally assessed and one that is externally assessed.

Unit R184: Contemporary issues in sport - 1 hour 15 minute exam - 70 marks - externally assessed

Unit R185: Performance and leadership in sports activities - set assignment with 5 tasks - 80 marks - internally assessed

Unit R186: Sports and the media - set assignment with 3 tasks - 40 marks - internally assessed

## **Future Prospects/Career Options**

- Personal Trainer
- Sport Journalist
- Sport Coach
- Nutritionist
- Sports psychologist
- Physiotherapy
- Teacher