



MALET LAMBERT

TRADITIONAL VALUES CONTEMPORARY ASPIRATIONS CREATIVE CURIOSITY

Year 9 Curriculum 2020/21




HUMBER
CAREERS PATHWAY

Humber Careers Pathway

We are delighted to launch our new Humber Careers Pathway. This Curriculum offer is based around growth career areas in the Humber region.

In Year 9, pupils study a core academic curriculum in maths, english, science, humanities and languages alongside foundation subjects, such as art, drama, music, design technology, food technology and computing.

As part of our curriculum we are giving your child the opportunity to study a subject based on career growth area in this region. We are giving your child a choice during Year 9. Pupils this year, in addition to the options taken at the end of Year 9, will select one of the following subjects to study in Year 9 and complete in Year 10:

- Cambridge National in Sports Studies
- BTEC Digital Information Technology
- Cambridge National in Enterprise and Marketing
- GCSE Food and Nutrition

For more information check out the Labour Market Information Humber Website: **Imihumber.co.uk**. This links to our overall careers programme.

Careers Programme Overview

Malet Lambert aims to help all pupils fulfil their potential and experience success through an educational environment, which responds to individual needs and stimulates and challenges each and every pupil. The processes of informing, advising and guiding pupils are accorded a high priority within our school and are seen as crucial in preparing pupils to make decisions regarding the opportunities and challenges of adult and working life.

Information — information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact — individual, in groups or classes — written or printed materials, ICT software and websites.

Advice — this involves:

- helping pupils to understand and interpret information
- providing information and answers to questions
- clarifying misunderstandings
- understanding their circumstances, abilities and targets
- advising them on their options or how to go about a given course of action
- identifying needs and signposting or referring young people who may need more indepth guidance and support.

Advisory work is usually provided on a one-to-one basis, but may also be provided in small class groups.

Guidance - aims to:

- support young people to better understand themselves and their needs
- confront barriers to understanding, learning and progression
- resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.

Context

The need to inform, advise and guide pupils are generic processes which take place within many contexts. This document seeks to describe these processes and explain the Humber Careers Pathway.

Information

Careers and personal development information is located within the Learning Resource Centre. This is part of the school library and is open to pupils during regular library opening hours. The resource centre is maintained by the school librarian. ICT access is available in the library for U-explore, CAP and Log On Move On. Pupils receive sessions on careers education and guidance throughout in school for Years 7 – 11.

All staff are encouraged to incorporate information into lessons to encourage pupils to make the links between lifestyle and progression. At periods of decision making and transition points, staff receive a news-sheet updating them on any new and relevant information resources which might be helpful in supporting the choices of pupils.



The Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1

A stable careers programme

Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

2

Learning from career and labour market information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4

Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5

Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.

6

Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.

7

Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8

Personal guidance

Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Cambridge National in Enterprise and Marketing

Whether you're a budding entrepreneur or you are interested in the world of business, then Business is the subject for you. During the course you will investigate and analyse real business opportunities and issues; apply knowledge and understanding to contemporary business issues and develop as an enterprising individual with the ability to think commercially and creatively to make informed business decisions and solve business problems.

What will I study?

You will learn about and understand the key business concepts, issues and skills involved in starting and running a small business, covering the areas of enterprise and entrepreneurship, spotting business opportunities, putting business ideas into practice and understanding external influences on businesses

You will then examine how businesses develop beyond the start-up phase and begin to grow. You will also then consider the impact of the wider world on the decisions a business takes as it grows. Throughout this, you will also develop your analysis and self-evaluative skills by applying them to given scenarios.

What skills will I need?

An interest in 'Business' and what businesses do, together with a good standard of English and Mathematics would be helpful, but the course is open to everyone.

How will this course be assessed?

Assessment in the **Enterprise & Marketing** course is assessed by way of a single exam which covers broader aspects of the topics covered in the GCSE (9-1) course which accounts for 50% of the qualification. The other 50% is generated from two portfolios of controlled assessment coursework.

Why study Business:

Business is a perfect complement to humanities subjects like History and Geography. It also sits well alongside Maths and ICT based studies, particularly if you think you might want to work in business, banking, accountancy, finance or law. You will gain an understanding of the rights and responsibilities of employees and employers as well as gaining an understanding of the legal framework businesses must operate within and both the internal and external factors that can impact on a business.

Who to ask about this subject:

Mr Bell

Qualifications:

- OCR Cambridge National Certificate in Enterprise and Marketing



What will this course enable me to do after I leave Malet Lambert?

After completing the GCSE Business course you can progress into many different areas of study and work, for example:

- GCE Business
- BTEC Nationals in Business
- other courses in information and communication technology traineeships or apprenticeships in finance, legal, economics, administration and clerical occupations

What Malet Lambert pupils say about business studies

Pupils enjoy what Business Studies has to offer and consistently achieve grades at least as high as their targets and, in many cases, higher. They also say it leads on to numerous subjects in college with many choosing to continue to study Business as a discrete subject or choosing related option subjects such as Accounting, Marketing, Law, Economics, Politics, etc.



GCSE Food and Nutrition

The Food Preparation and Nutrition GCSE will help you to gain knowledge, understanding, skills and encouragement to cook. Over the two-year programme you will develop an understanding of food science, nutrition and healthy eating-challenging your brain as well as your taste buds!

What will I study?

This GCSE is an exciting and creative course that focuses on practical cooking skills, giving you a thorough understanding of nutrition. Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

What skills will I need?

Resilience is key – great designers don't give up – they keep going and create their own successes. A passion for Food Technology and Science is advised. In addition – a keen interest in flavours, cooking techniques and creative presentation of food products/dishes.

How will this course be assessed?

50% of the GCSE is a written exam (1 hour and 45 minutes). This will assess your theoretical knowledge of food preparation and nutrition.

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

50% of the GCSE will include one exam assessment

Task 1: Food investigation (practical skills) including a written report (1500-2000 words) and photographic evidence.

Task 2: Food preparation assessment (written portfolio of evidence regarding your preparations to cook and present a menu of three dishes within a single period of no more than three hours and planning in advance of how this will be achieved).

Why study Food Preparation and Nutrition?

If you love to challenge yourself then Food Preparation and Nutrition is the course for you. Ingredients hold so much potential – for our taste buds and our bodies.

continued ►

Who to ask about this subject:

Mrs Sibary

Qualification:

GCSE

Examination Board:

AQA

Entry Requirements:

A keen interest in good quality and healthy ingredients. A passion for cooking and eating!



GCSE Food and Nutrition

(Continued)

With the development of knowledge and skills – a humble vegetable can be transformed into a taste explosion! GCSE Food Preparation and Nutrition will change the way you look at ingredients.

At the heart of this course is the need to develop future cooks who can select seasonal ingredients and decide appropriate cooking techniques culminating in nutritious and sustainable recipes.

What will this course enable me to do after I leave Malet Lambert?

You will have all the skills and abilities to go on to further study; an apprenticeship or full time career in the catering or food industries. Perhaps you fancy yourself as a top chef or a food technologist – designing foods for our future generations?

What Malet Lambert pupils say about this course:

"I wish I could stay in this lesson all day!"

"My favourite part of the lesson is when we get to try each other's dishes"

"Food and Science – I never really thought about what goes on inside the oven!"

BTEC Digital Information Technology

Chosen by over a million pupils every year, BTECs are vocational qualifications designed to help pupils succeed. You will develop knowledge and understanding through applying your learning to work-related contexts, and gain the skills you need for further study and employment. Designed specifically for schools, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess you through scenario-based external assessments rather than traditional exam formats.

What will I study?

You will be given the opportunity to gain a broad understanding and knowledge of the design principles behind user interface design and build up knowledge of project planning techniques. You will explore how data impacts on individuals and organisations as well as develop skills in data manipulation and presentation. Furthermore, you will explore how modern information technology is evolving, consider the legal and ethical issues in data sharing and understand what cyber security is and how to safeguard against it.

What skills will I need?

An interest in computer systems and software would be helpful but the course is open to everyone.

How will this course be assessed?

The course is made up of three components: two coursework units that are internally assessed (60%) and one exam that's externally assessed (40%). The three-block structure: explore, develop and apply has been developed to allow you to build on and embed your knowledge. This will allow you to grow in confidence and then put into practice what you have learned. The assessment structure is also designed so that you can build on what you learn and develop your skills as you move through the course.

Why study IT:

The UK is a world leader in the creative digital industry. This qualification aims to build on this technical innovation and creativity by engaging and enthusing young people with an interest in areas such as interactive multimedia products and data manipulation, as well as allowing them to explore how modern information technology is evolving, consider wider ranges of issues with data sharing and cyber security. The course gives you the chance to identify, engage with and apply the skills that contribute to the success of the industry.

What will this course enable me to do after I leave Malet Lambert?

The BTEC Tech Award is a practical introduction to life and work in the Digital Information Technology sector, so you can develop your understanding of the sector and see whether it's an industry you'd like to be in. Completion of this qualification will support progression to a more specialised IT related qualification, apprenticeship or Level 3 vocational qualification. This will furthermore give potential opportunity to enter employment within a wide range of job roles across many IT sectors.

Who to ask about this subject:

Mr Bell

Qualification:

BTEC Tech Award in Digital Information Technologies

Examination Board:

EdExcel



Cambridge National in Sports Studies

Cambridge National in Sport Studies enables pupils to develop and apply knowledge of sports-related activities. Pupils will explore contemporary issues in sport, different ways of being involved in the sports industry and the impact of sport on wider society.

What will I study?

There are two mandatory units:

- Contemporary issues in sport
- Developing sports skills

Pupils will also complete two units from the following:

- Sports leadership
- Sport and the media
- Developing knowledge and skills in outdoor activities (All pupils will take part in Outdoor Activities (Kayaking, Archery, Sailing, Raft Building etc) at Welton Waters as part of their assessment.

What skills will I need?

- Good practical Sporting ability
- Knowledge of techniques used to perform sports skills
- Leadership skills
- Knowledge of the rules in different sports
- Communication skills
- Interpreting information
- Research skills
- Teamwork
- Planning skills
- Knowledge of health and safety

How will this course be assessed?

Pupils will complete 4 units during the 1 year course. 3 of the units (75%) are coursework based and are assessed by producing a portfolio of evidence, these also include practical assessments in 2 different sports. Pupils will also be required to sit an exam on contemporary issues in sport (25%).

For the developing sports skills unit, pupils will be assessed in one team activity and one individual activity from the lists below:

- **Team sports:** Association football, Badminton, Basketball, Camogie, Cricket, Dance, Gaelic football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby league, Rugby union, Squash, Table tennis, Tennis & Volleyball.
- **Individual sports:** Amateur boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Golf, Gymnastics, Equestrian, Kayaking, Rock climbing, Rowing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table tennis, Tennis & Trampolining.

Who to ask about this subject:

Mr Ripley

Qualification:

Level 2 Certificate
(equivalent to one GCSE)

Examination Board:

OCR

Entry Requirements:

Need to have a very good participation rate in PE lessons. Must also have a keen interest in all aspects of the sporting world and take part in sport on a regular basis.





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From the information included in **Humber Careers Pathway** booklet you will now pick three out of the four subjects listed below and rank them in order of preference, numbering them **ONE** to **THREE**, with **ONE** being your first choice, **TWO** being your second choice and **THREE** being your third choice.

We will try and give everyone their 1st option preference, however, this may not be possible in all instances, due to staffing/timetabling constraints. If this is the case, we will defer to your 2nd or 3rd curriculum choice as best fits the curriculum model.

Subject	Choice (1 to 3)
Cambridge National in Sports Studies	
BTEC Digital Information Technology	
Cambridge National in Enterprise and Marketing	
GCSE Food and Nutrition	

Name:	Form:
Pupil signature:	Parent signature:



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