



**Q3  
ACADEMY  
GREAT BARR**

Years 10 and 11 is when students only study Key Stage 4 programmes of study. Students choose option subjects during Year 9 to begin in Year 10. Students are then given the full Guided Learning Hours (GLH) by studying each option subject for 2 hours in Year 10, and 3 hours in Year 11, per week.

English, Mathematics, Science, PSHEE/RSHE/RS/Careers and PE are still compulsory for all students. English, Mathematics and Science are taught in determined groups (i.e. not mixed ability) whilst other subjects, including option subjects are broadly mixed.

A student would expect to see the following hours on their timetable in Years 10 and 11:

	<b>Year 10</b>	<b>Year 11</b>
<b>English Literature and Language</b>	5 hours	5 hours
<b>Mathematics</b>	4 hours	4 hours
<b>Science</b>	5 hours	4 hours
<b>Wellbeing Active (PE)</b>	2 hours	1 hour
<b>Wellbeing: PSHEE/RSHE/RS/Careers</b>	1 hour + tutor time	Taught through tutor and collapsed days.
<b>Option Subject 1</b>	2 hours	3 hours
<b>Option Subject 2</b>	2 hours	3 hours
<b>Option Subject 3</b>	2 hours	3 hours
<b>Option Subject 4</b>	2 hours	3 hours
<b>TOTAL HOURS</b>	<b>25 hours</b>	<b>26 hours</b>

*Seek for that which is good,  
That which is right,  
And that which is true.*



**Q3  
ACADEMY  
GREAT BARR**

In this booklet you will find information about each of the Core and Ebacc. subjects in Years 10 and 11.  
These include details of Examination Boards and Specifications.

English

Mathematics

Science

Wellbeing PE

PSHEE/RSHE

French

History

Geography



Details of our option subjects can be found on the final page of this document.

**What do you learn?**

Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p><b>Macbeth</b> How is does Shakespeare characterise Macbeth? Literature Paper 1</p>	<p><b>Unseen Poetry</b> How can comparisons be made within poetry to explore different perspectives? Literature Paper 2</p>	<p><b>A Christmas Carol</b>  <b>Macbeth</b>  <b>An Inspector Calls</b>  <b>Poetry</b></p>	<p>How are linguistic devices used for different purposes? Language Paper 1 and 2 Spoken Language Endorsement</p>

**Key definitions to know:**

Simile	Metaphor	Personification	Connotation	Characterisation
Imagery	Iambic Pentameter	Dramatic Irony	Soliloquy	Monologue
Oxymoron	Carnavalesque	Metadrama	Malapropism	Theatre
Relationships	Shakespearean	Ballad	Blank Verse	Epic
Sonnet	Alliteration	Onomatopoeia	Dramatic irony	Caesura
Assonance	Figurative	Structure	Sibilance	Enjambment
Narrative structures	Summary			

**For additional help:**

Please visit [BBC Bitesize Language](#), [BBC Bitesize Literature](#) or [No Fear Shakespeare](#).

**Exam Board Specification:**

[AQA English](#)

**Assessment:**

Two English Literature Examinations  
Two English Language Examinations

**“Creativity of Learning and Learning of Creativity for a love of literature and cultural heritage.”**

**What do you learn?**

Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p><b>Language Paper 1:</b> Explorations in Creative Reading and Writing</p>	<p><b>Language Paper 2:</b> Writer's Viewpoints and Perspectives</p>	<p><b>Revision</b></p>	

**For additional help:**

Please visit [BBC Bitesize Language](#), [BBC Bitesize Literature](#) or [No Fear Shakespeare](#).

**Exam Board Specification:**

[AQA English](#)

**Assessment:**

Two English Literature Examinations  
Two English Language Examinations

**"Creativity of Learning and Learning of Creativity for a love of literature and cultural heritage."**

**What do you learn?**

Cycle 1	Cycle 2	Cycle 3	Cycle 4
Factors and products of primes  Negatives  Expand and simplify  Estimating and rounding	Forming and solving equations  Percentages and fractions  Formulae, lines and waves  Triggy Pythagoras'  3D shapes	Area  Ratio, proportion and similarity  Compound measures  Averages and quartiles  Indices	Prisms  Transformations of shapes and graphs  Data review  Angles

**For additional help:**

Please visit [BBC Bitesize](#), [mymaths](#) or [mathswatch](#)

**Exam Board Specification:**

[Edexcel Mathematics](#)

**Assessment:**

There are 3 exams at the end of year 11, 1 non-calculator and 2 calculator papers. Each paper is 90 minutes.

**"To create fluent mathematicians with a firm grasp on the fundamentals of mathematics. This will allow all students to develop into resilient problem solvers."**

## What do you learn?

Cycle 1	Cycle 2	Cycle 3
A bespoke programme is tailored for each group based on their end of year 10 mock exams and MiniTest results.		

### For additional help:

Please visit [BBC Bitesize](#), [mymaths](#)  
or [mathswatch](#)

### Exam Board Specification:

[Edexcel Mathematics](#)

### Assessment:

There are 3 exams at the end of year 11, 1 non-calculator and 2 calculator papers. Each paper is 90 minutes.

**"To create fluent mathematicians with a firm grasp on the fundamentals of mathematics. This will allow all students to develop into resilient problem solvers."**

## What do you learn?

Autumn Term	Spring Term	Summer Term
Organising animal and plants	Communicable and non-communicable disease	Ecology
Chemical change	Rates of reaction	Motion
Electrolysis and energy change	Forces in balance	Equilibrium
Photosynthesis and respiration		

Practical work is at the heart of science and is placed it at the heart of our curriculum. Over the 5-year curriculum students will develop their independence in practical and investigative skills including devising and investigating testable questions, identifying and controlling variables, analysing, interpreting and evaluating data, using specialist equipment to take measurements, handling and manipulating equipment with confidence and fluency and recognising hazards and planning how to minimise risk this will occur at the pace suitable to each individual class.

Students wishing to study Separate Sciences (Biology, Chemistry and Physics) will do so as part of their option choices.

### For additional help:

Try visiting [Kerboodle](#), [Physics and Maths Tutor](#) or using the [23 Equations](#) App.

### Exam Board Specification:

[Combined Science: Trilogy 8464](#)

### Assessment:

There are 6 exams at the end of year 11.  
Each paper is 90 minutes.

**“Develop curiosity and imagination and empower students to ask outstanding questions to seek novel solutions.”**

## What do you learn?

Autumn Term	Spring Term	Summer Term
<p>Nerves and hormones</p> <p>Crude oil and fuels and chemical analysis</p> <p>Forces and motion</p>	<p>The Earth's atmosphere and the Earth's resources</p> <p>Inheritance, cloning and inheritance</p> <p>Waves and EM waves</p> <p>Electromagnetism</p>	<p>Revision</p>

Practical work is at the heart of science and is placed it at the heart of our curriculum. Over the 5-year curriculum students will develop their independence in practical and investigative skills including devising and investigating testable questions, identifying and controlling variables, analysing, interpreting and evaluating data, using specialist equipment to take measurements, handling and manipulating equipment with confidence and fluency and recognising hazards and planning how to minimise risk this will occur at the pace suitable to each individual class.

Students wishing to study Separate Sciences (Biology, Chemistry and Physics) will do so as part of their option choices.

### For additional help:

Please make use of your Tassomai account or try visiting [Kerboodle](#), [Physics and Maths Tutor](#) or using the [23 Equations](#) App.

### Exam Board Specification:

[Combined Science: Trilogy 8464](#)

### Assessment:

There are 6 exams at the end of year 11.  
Each paper is 90 minutes.

**“Develop curiosity and imagination and empower students to ask outstanding questions to seek novel solutions.”**



## What do you learn?

Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p><b>Elizabethan England: The Elizabethan Historic Environment</b></p> <p>This depends upon the site selected by AQA each year.</p>	<p><b>Germany Parts 1 and 2: Germany and the Growth of Democracy and Germany and the Depression</b></p> <p>Monarchy</p> <p>Empire</p> <p>War</p> <p>Democracy</p> <p>Parliament</p> <p>Economics</p> <p>Rebellion</p> <p>Political Ideas</p>	<p><b>Germany Part 3: The experiences of the Germans under the Nazis</b></p> <p>Democracy</p> <p>Dictatorship</p> <p>Economics</p> <p>Social Policy</p> <p>Persecution</p> <p>Power and Control</p> <p>Propaganda</p> <p>Opposition and Resistance</p>	<p><b>Conflict and Tension Part 1: Peace-making</b></p> <p>Armistice</p> <p>Self-determination</p> <p>Foreign Relations</p> <p>Territory</p> <p>Conflict/War</p> <p>Reparations</p>

### For additional help:

Please visit [Kerboodle](#), [BBC Bitesize](#) or [Active History](#).

### Exam Board Specification:

[AQA History](#)

### Assessment:

50% Paper 1 – 1h45  
50% Paper 2 – 1h45

**“Understand the present society and ourselves by understanding where we come from.”**

**What do you learn?**

Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p><b>Conflict and Tension Part 2: The League of Nations and International Peace</b></p> <p>War</p> <p>Humanitarian</p> <p>Economics</p> <p>Diplomacy</p>	<p><b>Conflict and Tension Part 3: The origins and outbreak of the Second World War</b></p> <p>Expansion</p> <p>Communism</p> <p>Nationalism</p> <p>Diplomacy</p>	<p><b>Revision and Examination Preparation</b></p>	

**For additional help:**

Please visit [Kerboodle](#), [BBC Bitesize](#)  
or [Active History](#).

**Exam Board Specification:**

[AQA History](#)

**Assessment:**

50% Paper 1 – 1h45  
50% Paper 2 – 1h45

**“Understand the  
present society and  
ourselves by  
understanding where  
we come from.”**

**What do you learn?**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Dynamic Development 1</b></p> <p>What is development and how can it be measured?</p> <p>What do development indicators show about countries?</p> <p>How can countries break out in poverty?</p> <p>Have the MDGs worked on a Global scale?</p>		<p><b>Ecosystems (Rainforests)</b></p> <p>What is an ecosystem?</p> <p>What is interdependence and why does it matter?</p> <p>Where are ecosystems globally distributed and why?</p>	<p><b>Ecosystems (Polar)</b></p> <p>How can different ecosystems be valuable?</p> <p>What are the distinctive characteristics of ecosystems?</p> <p>What are the human impacts on ecosystems?</p>	<p><b>Distinctive Landscapes</b></p> <p>What is a landscape and how can they vary?</p> <p>What are the physical landscapes of the UK made of?</p> <p>How do physical processes create coastal and river landforms?</p>	<p><b>Field Work (Physical - Carding Mill Valley)</b></p> <p>How do I undertake Geography fieldwork?</p> <p>What do I need to consider before I carry out an investigation?</p> <p>How do I complete a write up for Geography fieldwork?</p>

**For additional help:**

Please visit [BBC Bitesize](https://www.bbc.com/bitesize)

**Exam Board Specification:**

[OCR Geography B](https://www.ocr.org.uk/subjects/geography/qualifications/geography-b/)

**Assessment:**

Paper 1 - 1h45  
Paper 2 - 1h45

**"Develop a love of knowledge and appreciation for the world around us in its past, present and future forms."**

**What do you learn?**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>Resource Reliance</b></p> <p>What are resources and why are they important?</p> <p>How has the access and availability of resources changed over time?</p> <p>What are the physical and human factors contributing to not being able to meet our demand for food/water/energy?</p> <p>What is the UK doing to ensure they are food secure?</p>	<p><b>Climate Change 2</b></p> <p>What is climate change?</p> <p>Why is it important in the 21<sup>st</sup> Century?</p> <p>What is the evidence for climate change?</p> <p>Can humans do anything to reduce the impacts of climate change?</p> <p>What are the impacts of climate change on global or national scale?</p>	<p><b>Global Hazards 2</b></p> <p>What processes occur at plate boundaries?</p> <p>What are the impacts of earthquakes?</p> <p>How does technology have the potential to save lives in hazardous zones?</p> <p>Why do we have weather hazards?</p> <p>What are El Nino and La Nina?</p> <p>What are the causes and impacts of El Nino and La Nina?</p>	<p><b>Revision and Examination Preparation</b></p> <p>Final Revision for papers</p> <p>Address any misconceptions from previous modules.</p>			

**For additional help:**

Please visit [BBC Bitesize](https://www.bbc.com/education)

**Exam Board Specification:**

[OCR Geography B](https://www.ocr.org.uk)

**Assessment:**

Paper 1 – 1h45  
Paper 2 – 1h45

**“Develop a love of knowledge and appreciation for the world around us in its past, present and future forms.”**

## What do you learn?

Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>Describing your home</p> <p>Describing your ideal home</p> <p>Describing what a town is like and what there is to see and do</p> <p>Describing a Region</p> <p><b>Use complex structures with confidence</b></p> <p><b>Work with little or no repetition</b></p> <p><b>Use a wide range of vocabulary</b></p> <p><b>Produce a detailed written response to a task</b></p>	<p>Describing Charity Work</p> <p>Understand the importance of Charities and talking about part time Charity work</p> <p>Environmental problems and their solutions</p> <p>Discussing Global issues</p> <p><b>Take initiative to manage unpredictable and unfamiliar scenarios, contexts and improvisational tasks in reading and writing</b></p> <p><b>Hold a conversation at a regular speed</b></p> <p><b>Use a variety of verb tenses</b></p> <p><b>Convey a clear message and use a wide range of structures</b></p>	<p>Discussing inequality</p> <p>Discussing poverty in the World</p> <p>Talking about holiday destinations</p> <p>Describing holidays in detail</p> <p><b>Take the initiative and deal with unpredictable and unfamiliar scenarios, contexts, and improvisational tasks in reading and speaking</b></p> <p><b>Use a wide range of structures, to be able to convey a clear message</b></p> <p><b>Narrate events and give a wide range of opinions.</b></p>	<p>Talking about visiting different places in France</p> <p>Talking about visiting French towns and cities</p> <p><b>Apply knowledge of social and cultural contexts relating to French speaking countries in reading</b></p> <p><b>Apply knowledge of social and cultural contexts relating to French speaking countries in listening</b></p> <p><b>Take the initiative and deal with unpredictable and unfamiliar scenarios, contexts, and improvisational tasks in reading, writing and speaking</b></p>

### For additional help:

Please visit [Kerboodle](#) or [Duolingo](#).

### Exam Board Specification:

[AQA French](#)

### Assessment:

Three written papers and one spoken assessment.

**"Enforce the values across different cultures whilst developing communication skills."**

**What do you learn?**

Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>Describing a day in school</p> <p>Describing school life in different countries</p> <p><b>Develop very good ideas and points of view, to be able to give confident explanations</b></p> <p><b>Give a range of opinions</b></p> <p><b>Use a wide range of vocabulary, to be able to use the genders correctly</b></p> <p><b>Make the agreements correctly, to be able to work with little or no repetition</b></p>	<p>Talking about school rules and uniform</p> <p>Talking about your ideal school.</p> <p><b>Use a wide range of structures</b></p> <p><b>Use a variety of verb tenses</b></p> <p><b>Make an unambiguous use of verb tenses, to be able to only make errors in complex sentences</b></p> <p><b>Express language fluently</b></p> <p><b>Produce a largely accurate passage as a written piece of over 150 words</b></p> <p><b>Use complex structures with confidence</b></p>	<p>Discussing how to get a job</p> <p>Talking about advantages and disadvantages of jobs.</p> <p><b>Respond readily and without hesitation, showing initiative, to hold a conversation at a regular speed.</b></p> <p><b>Write 150 words about the job you would like to do including reasons for your choice.</b></p> <p>Revision and Examination Preparation</p>	

**For additional help:**

Please visit [Kerboodle](#) or [Duolingo](#).

**Exam Board Specification:**

[AQA French](#)

**Assessment:**

Three written papers and one spoken assessment.

**“Enforce the values across different cultures whilst developing communication skills.”**

**What do you learn?**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.1 Systems architecture  1.2 Memory and storage  1.3 Computer networks, connections and protocols	1.4 Network security  1.5 Systems software  1.6 Ethical, legal, cultural and environmental impacts of digital technology	2.1 Algorithms  2.2 Programming fundamentals  2.3 Producing robust programs	2.4 Boolean logic  2.5 Programming languages and Integrated Development Environments	Programming Techniques	Programming Project

**Keywords to know:**

Programme	Language	Encryption	Turtle	Security
RAM/ ROM	Input	Output	Process	Software
Hardware	Component	Internal	Python	Iteration
Algorithm	Sequence	Selection	Condition	Variable
Processor	Cache	Virtual	Flash	Gigabyte
Binary	Hexadecimal	Binary Shifts	Ewaste	Validation
Verification	Layers	Protocols	Topology	Network
Ethernet	CPU	Von Neumann	Compression	Utility
Virus	Trojan	Worm	Phishing	Pharming

**For additional help:**

Please visit [BBC Bitesize](#); [Seneca Learning](#); [CraigDave](#)

**Exam Board Specification:**

[OCR Computer Science J277](#)

**Assessment:**

Paper 1 – 1h30  
Paper 2 – 1h30

**“Ensure students are computer literate and find solutions to problems which may not exist yet.”**

## What do you learn?

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  
For example: Badminton, Basketball, Cricket, Football, Hockey, Netball, Rounders, Rugby and Tennis.
- Develop technique and improve performance in other competitive sports.  
For example: Athletics and Gymnastics.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside the Academy through community links or sports clubs.

### Key spellings to know:

Heart-Rate  
Badminton  
Rounders  
Athletics  
Measure

Tactic  
Basketball  
Rugby  
Athlete

Strategy  
Cricket  
Tennis  
Gymnastics

Competition  
Football  
Technique  
Gymnast

Competitor  
Netball  
Performance  
Time

### For additional help:

Speak to the PE Department for additional ways you can be active.

By walking at a fast pace for three hours or more at least once a week, you can reduce your risk of heart disease by up to 65%..



**“Inspire lifelong enjoyment and participation in physical activity, instilling core values of Tolerance, Teamwork, Perseverance and Respect.**



## What do you learn?

Cycle 1	Cycle 2	Cycle 3	Cycle 4
Working Together Successfully Friendship Discrimination and Tolerance Religion and Culture Develop and Manage Emotion Loving Relationships Loss and Ending Relationships	Relationships in the Media Social Media Drug Safety Influence Emergency Situations Financial Awareness Religion and Culture Enterprise	Marriage, Commitment and Families Consent Contraception Accepting Differences Growing Up Citizenship + Learning from Religion	Self-Confidence and Self-Esteem Mental Health Looking After Yourself Eating Well Food in Culture Employability The Labour Market

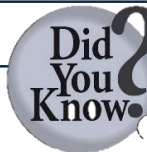
### Key spellings to know:

Feedback	Assertiveness	Exploitation	Bullying	Harassment
Unacceptable	Consent	Negotiation	Boundaries	Communication
Empowerment	Sexism	Feminism	Samaritan	Discrimination
Prejudice	Bigotry	Depression	Artificial	Secular
Consequence	Corporate Image	Contraception	Parliamentary Democracy	Enlightenment
Buddhism	Karma	Tenets	Festival	Validate

### For additional help:

You can find support and guidance about your PSHE, RSHE and Careers in lots of ways. Speak to your tutor to find out more.

More than 100,000 babies are born addicted to cocaine each year in the U.S. due to their mothers' use of drugs during pregnancy.



**“Develop understanding of the world around us to ensure we group up happy, healthy and successful.”**

## What do you learn?

Focus 1	Focus 2	Focus 3
<p><b>Careers and Pathways</b></p> <p>Develop study and employability skills</p> <p>Understand the changing patterns of employment; about different types of Business, how they are organised and financed</p> <p>Develop career identity, including how to maximise chances when applying for educational or employment opportunities</p> <p>Confidentiality in the workplace</p> <p>Critical consumerism</p>	<p><b>Health and Wellbeing</b></p> <p>Characteristics of emotional and mental health</p> <p>Risks associated with cosmetic and aesthetic procedures</p> <p>Sources of emergency help, including performing CPR</p> <p>Calculating risk</p> <p>Wider risks and consequences</p>	<p><b>Health and Wellbeing 2</b></p> <p>Equal relationships</p> <p>Parenting skills and decisions</p> <p>Manipulation, Persuasion and Coercion</p> <p>Developing Foetus</p> <p>Sexual Health</p>

### Key spellings to know:

Feedback	Assertiveness	Exploitation	Bullying	Harassment
Unacceptable	Consent	Negotiation	Boundaries	Communication
Empowerment	Sexism	Feminism	Manipulation	Discrimination
Prejudice	Bigotry	Depression	Artificial	Secular
Consequence	Corporate Image	Contraception	Parliamentary Democracy	Enlightenment
Persuasion	Coercion	Foetus	Employment	Validate

### For additional help:

You can find support and guidance about your PSHE, RSHE and Careers in lots of ways. Speak to your tutor to find out more.

Feeling stressed? Read.  
Getting lost in a good book can lower levels of cortisol, or other unhealthy stress hormones by 67%.



**“Develop understanding of the world around us to ensure we group up happy, healthy and successful.”**

Please note that option subjects vary year to year based on the needs of a year group. Some options below may not be offered in the future and others will be added. Please see the latest Pathways booklet for our latest offer.

Subject	Examination Type	Examination Board	Specification	Curriculum Leader
Art (Fine Art)	GCSE	AQA	<a href="#">Fine Art - Areas of Study</a>	Miss Jeanneret
Business	GCSE	AQA	<a href="#">Business (8132)</a>	Mrs Kinsella
Design and Technology	GCSE	AQA	<a href="#">Design &amp; Tech (8552)</a>	Mrs Kinsella
Enterprise	Level 1/2 Certificate	OCR	<a href="#">Enterprise (J819)</a>	Mrs Kinsella
Food Preparation and Nutrition	GCSE	AQA	<a href="#">Food (8585)</a>	Mrs Kinsella
Functional Skills	AQA Award Level 1/2	AQA	<a href="#">English (4720) Maths (4367)</a>	Mr Machin/Mrs Kular
German	GCSE	AQA	<a href="#">German (8668)</a>	Mr Savadogo
Hair and Beauty	City and Guilds Level 1/2	City and Guilds	<a href="#">Hairdressing (3001)</a>	Mr Price
Health and Social Care	Level 1/2 Certificate	OCR	<a href="#">Health and Social Care</a>	Mr Price
Hospitality and Catering	Level 2 Certificate	ncfe	<a href="#">Hospitality and Catering</a>	Mrs Kinsella
ICT	Cambridge Tech. Level 1/2	OCR	<a href="#">i-Media</a>	Mrs Smith
Media Studies	GCSE	wjec	<a href="#">Media Studies</a>	Mrs Kular
Music	GCSE	OCR	<a href="#">Music (J536)</a>	Mrs Karim
Performing Arts	BTEC Level 1/2	Pearson	<a href="#">Performing Arts</a>	Mrs Karim
Photography	GCSE	AQA	<a href="#">Photography - Areas of Study</a>	Miss Jeanneret
Psychology	GCSE	AQA	<a href="#">Psychology (8182)</a>	Miss Benning
Physical Education	GCSE	AQA	<a href="#">Physical Education (8582)</a>	Mr Turner
Religious Studies	GCSE	AQA	<a href="#">Religious Studies A (8062)</a>	Miss Walsh
Separate Sciences	GCSE	AQA	<a href="#">Biology (8461)</a> <a href="#">Chemistry (8462)</a> <a href="#">Physics (8463)</a>	Mrs Perera
Sociology	GCSE	AQA	<a href="#">Sociology (8192)</a>	Mr Mills
Spanish	GCSE	AQA	<a href="#">Spanish (8698)</a>	Mr Savadogo
Statistics / Further Maths	GCSE	AQA	<a href="#">Further Maths</a>	Mr Machin
Textiles	GCSE	AQA	<a href="#">Textiles - Areas of Study</a>	Miss Jeanneret
Work Skills	BTEC Level 1	Pearson	<a href="#">Work Skills</a>	Miss Chamberlain