

Rowhill School



Vocational Hub Options 2021-2022

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The Core Subjects

In the Vocational Hub all pupils study all the following subjects to Entry Level and or GCSE standard

English	All Students
Maths	All Students
ICT and Computing	All Students
Science	All Students
PSHCE	All Students
PE	All Students

The Option Subjects

IMI (Motor Mechanics)

Bicycle Maintenance

Food Technology

Art and Design

Hair and Beauty

Performing Arts

PE/BTEC Sport

Archway Motorcycle Mechanics

Angling and the Environment

BTEC Construction

First Aid

Land Based Studies / Animal Care

English in Key Stage 4

Contact information: Mr R Jones



In Key Stage 4 pupils continue to develop their skills in reading, writing, speaking and listening. By the end of the course pupils will be more prepared to enter post 16 education and the world of work.

- Pupils will develop the confidence to read fluently and accurately, with a level of understanding.
- Pupils will develop the ability to communicate fluently and confidently both in formal and informal situations.
- Pupils will write for a range of purposes developing accurate punctuation, correct spelling and legible handwriting.

Pupils in Key Stage 4 currently have the opportunity to take two separate external qualifications dependant on ability; AQA Step Up to GCSE Gold and Silver Award and AQA GCSE English Language.

The Key Stage 4 programme is divided into termly projects including; Holes, The Lovely Bones, Of Mice and Men, Kes, Lord Of The Flies, The Woman In Black, Touching the Void, Romeo and Juliet, The Outsiders, The Quest, War Poetry, Warhorse, An Inspector Calls, Hound of The Baskervilles, Macbeth, Dracula, One Flew Over The Cuckoo's Nest and Slumdog Millionaire.

The topics covered are designed to inspire and motivate pupils. The texts selected have been chosen to grasp the imagination and enthuse the pupils. Expectations are high and all pupils work to the best of their ability. Tasks are differentiated to suit the needs of all pupils. Pupils use a variety of writing frames, scaffolds and technology to assist with the writing process. Alongside the termly projects pupils read a variety of class readers, which are high interest, accessible and age appropriate. Themes covered include survival and adventure, gang culture, bullying, crime, supernatural and ghost stories. Pupils are encouraged to discuss, listen and respond to ideas and opinions in small groups and as a whole class. There is a focus on understanding, evaluating and analysing themes, ideas and perspectives that are required for external assessment; however, the core skills are recognised as being equally important. Pupils who struggle with core skills receive individual literacy support.

Links: **www.aqa.org.uk**

Mathematics in Key Stage 4

Contact information: Ms Jacqui Shepherd

The understanding of mathematics plays a crucial role in the life of all students at Rowhill School. It is essential that upon leaving us, each child has the numeracy skills that they need. This will be in the form of a Functional Skills qualification and, for the more able, a GCSE (at foundation tier). Functional Skills at Entry Level allows students to access essential services as part of their life after compulsory school-age education. It is also a qualification recognised by colleges and other Post-16 institutions. GSES and Functional Skills at Level 1 will enable students to move on to a post-16 qualification at a higher level. The students will have access to MyMaths where the teacher is able to set work levelled to the needs of the student.

At Rowhill School, we understand that every child has their own individual needs and abilities. With this in mind, students may work in one of two pathways as shown below:

Pathway	Year 9 and 10		Year 11
1	Functional Skills Entry Level 1, 2 and 3		Working towards next level including Functional Skills Level 1 where appropriate
2	Functional Skills EL3	GCSE (Foundation Tier grades 1 to 5) in conjunction with Functional Skills L1, and Level 1 Award Personal Finance	

The mathematical qualifications offered at Rowhill are progressive. Students will work through the Functional Skills Entry Level (1, 2 and 3) course which is modular based with an internal exam at the end of each module. The qualification is awarded by the nationally respected awarding body AQA and covers all aspects of mathematics including number, calculation, money, time, space, shape and measure. By Y11, some students will have passed the Entry Level courses and be working towards a Functional Skills Level 1 qualification.

GCSE Mathematics

Students will follow the GCSE course from the start of Y10 in conjunction with Functional Skills. Students take three examinations in the Summer of Year 11; two calculator papers and one non-calculator. We study the nationally awarded linear specification with AQA at foundation level where students may obtain up to a GCSE grade 5. Homework is essential – there is an expectation that support will be given at home. A revision guide is given to each student and they are expected to self-assess, complete independent learning and revise regularly.

VTCT Level 1 Award in Understanding Personal Finance

All students will now be working towards achieving a Level 1 award in Personal Finance. Our aim is to enable our students to become independent and therefore giving them an opportunity to understand the wider implications of Maths in the real world. We hope that by working through and achieving this qualification that they are able to become more aware of the need for maths in context. The work is modular and will complement their maths course for Functional Skills and GCSE.

Science

Contact Information: Mr S Mwale

All students in the Vocational hub study the Pearson BTEC Level 1 Award/Certificate in Applied Science. This qualification has been developed in the science sector to:

- provide full-time learners aged 14-16 with an Applied Science qualification that covers the How Science Works criteria
- provide full-time learners aged 14-16 with an Applied Science qualification that covers the Key Stage 4 Programme of Study for Science
- provide full-time learners with an opportunity to gain an appropriate vocational qualification prior to entering employment in the science sector as a science technician or assistant practitioner
- provide opportunities for learners to engage in learning which is relevant to them and will provide opportunities to develop a range of skills, techniques, personal skills and attributes essential for successful performance in working life
- provide opportunities for learners to achieve a nationally recognised Level 1 vocationally specific qualification
- enable full-time learners to progress to vocational qualifications such as the Pearson BTEC Level 2 Diploma in Applied Science (QCF) or progress to related general and/or other vocational qualifications

The course at Rowhill comprises of a number of units, usually two per academic year. These are taken from the following units;

Unit 1: Starting Work in the Science Sector

Unit 2: Using Equipment to Make Scientific Observations and Measurements

Unit 3: Skills and Techniques for Chemistry Investigations

Unit 4: The Study of Living Systems

Unit 5: Physics and Our Universe

Unit 6: Growing Plants for Commercial Use

Unit 7: Causes of Disease and Maintaining Health

Unit 8: Forensic Detection

Unit 9: Healthier Living

Unit 10: Making and Testing Cosmetic Products

Unit 11: Practical Scientific Project

Unit 12: Making Useful Scientific Devices

Unit 13: Using Mathematical Tools in Science

Unit 14: Science in the World

Assessment is through internally set externally moderated Centre-devised assessment. Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria.

Learners will be able to present their work in a variety of ways, including:

Written reports, graphs, posters

Practical demonstrations

Verbal or online presentations.

Performance observation,

Projects

Tests

Extended writing

Depending upon the nature of the assessment allowing learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.



ICT and Computing

Contact Mrs Bartlett-Fry



Over the past five years there have been some very exciting changes to the ICT curriculum. The emphasis is on understanding and changing the world through logical thinking and creativity, including by making links with Science, Mathematics, and technology (STEM). Computers are now an everyday part of life and have helped create thousands of new job opportunities in areas that did not exist ten to fifteen years ago. We have to help train the programmers and designers of the future. The new curriculum looks like this:

- A core emphasis on computer Science (CS)
How computers and computer systems work, and how they are designed and programmed.
- Digital Literacy (DL)
Teaching children to become responsible citizens, in the digital age.
- Information Technology (IT)
Teaching children to create, organise, store, manipulate, retrieve, analyse and evaluate digital content
- E-safety (E-S)

Staying safe on the internet, Cyber bullying, protecting online security, how to report concerns.

As Computing is now a core subject and not an option we have changed our accreditation process. We have moved to a portfolio based NCFE level one qualification in IT Users. This is a business based model that grows with the student. At present our years 10 and 11 are working on this with some advanced year 9.

A level two Diploma in IT user skills is now embedded. This is modular and universal, meaning units can be completed in other educational institutions e.g. colleges.

This qualification consists of 3 mandatory units one of which is an in depth look at improving productivity using IT and using self-assessment and four optional units of which one will include managing Data and one will include integrating software.

Moving on from here we are adding a new level two NCFE portfolio based qualification.

Digital skills for work

This is to enable our students with current skills needed in an ever changing work place.

PSHCE

Contact information: Mrs S Griffey

Key Stage 4

Learners work towards AQA unit award scheme. This is a unique recording of achievement and will cover the following units:

Unit 1 – Personal Action Planning

The aim of this unit is to develop the learner's skills in relation to action planning and self-review.

Unit 2 – Drugs Education

The aim of the unit is to develop the learner's knowledge and understanding of the potential implications of the use of illegal and legal drugs, including tobacco and alcohol.

Unit 3 – Sex & Relationship Education

The aim of the unit is to develop the learner's understanding of the importance of relationships and to provide sex education within this context.

Unit 4 – Personal Finance

The aim of this unit is to develop the learner's personal financial skills.

Unit 5 – Emotional Wellbeing

The aim of this unit is to develop the learner's understanding of factors that can affect emotional wellbeing and how these may be addressed.

Unit 6 – Healthy Lifestyles

The aim of this unit is to enable the learner to make healthy decisions in relation to diet, exercise and other lifestyle choices.

Unit 7 – Making Informed Career Choices

The aim of this unit is to develop the learner's skills in relation to career planning.

Unit 8 – Applying For Jobs & Courses

The aim of this unit is to develop the learner's ability to make effective job and course applications.

Unit 9 – Relationships, Behaviour & Practices In The Workplace

The aim of this unit is to develop the learner's knowledge and understanding of relationships, behaviour and practice in the workplace with special reference to rights and responsibilities, including those relating to safety.

Unit 10 – Personal Safety

The aim of this unit is to develop the learner's ability to recognise threats to personal safety in a range of contexts and to consider how these may be dealt with.

Unit 11 – Being a Critical Consumer

The aim of the unit is to develop the learner's knowledge and skills relating to critical consumerism.

Unit 12 – Introduction to Diversity, Prejudice & Discrimination

The aim of this unit is to develop the learner's knowledge of diversity, prejudice and discrimination in society.

In PSHCE we can also offer ASDAN COPE and we are looking to offer a new programme from September called Life. Life contains 3 units based around financial education.

PE

Physical Education

Contact Information: Mr Ben Inman

Course Content

All students in the vocational hub follow a core physical education course in which they are given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. It is hoped that students will be given termly options so that they can follow a more personalised programme of study, where they will choose, along with the others in their group from a range of activities on offer.

Further Information

The more skilled students are encouraged to represent the School in one or more of our very active and successful school teams, and all students are encouraged to develop an interest in at least one activity which can be continued after leaving school.

In addition to Core Physical Education, Physical Education may also be studied as a BTEC subject



BTEC Sport and Active Leisure (Level 1 Award/Certificate)

Contact Information: Mr Ben Inman

This qualification has been designed to help learners understand the skills and knowledge needed to work in the sport and active leisure sector, including units such as Taking Part in Sport, Planning a Personal Fitness Programme, and Assisting at a Sport or Active Leisure Event

Learners will be encouraged to participate in a wide range of sport and active leisure activities and to demonstrate their ability to prepare for the activity, teamwork, time management, and health and safety.

The course at Rowhill comprises of 4 units. Two in Year 10 and two in Year 11. These are taken from the following units;

Unit 4 – Taking Part in Sport

Unit 5 - Assisting at a Sport or Active Leisure Event

Unit 6 - Taking Part in Exercise and Fitness Activities *

Unit 10 - Taking Part in Exercise and Fitness *

Unit 11 - How the Body Works #

Unit 12 - Planning Own Fitness Programme

Unit 13 - Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity

(* cannot both be taken) (# Compulsory unit)

Learners will be able to present their work in a variety of ways, including:

Written reports, graphs, posters

Practical demonstrations

Verbal or online presentations.

Food Technology

BTEC – Home Cooking Skills

Contact Information: Mrs E Mendelson

Course Content

The aim of the qualification is to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy and cost-effective way for the rest of their lives, as well as gain the confidence to share these skills with friends and family.

The course consists of many everyday recipes, all divided into manageable sections and covering key topics from eggs and baking to vegetables and quick-cook meats. This is all supported by learning range of facts that deal with other basics and essentials such as:

- Kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer
- Food safety and hygiene: knife safety, fridge management and rotation
- How to shop cleverly: shopping lists, seasonal food, planning ahead
- Preparing ingredients and how to understand confusing food labels.

Qualification profile:

- Consists of two single unit BTEC qualifications at Level 1 and Level 2
- Both qualifications are fully funded on the QCF and contribute to Performance Points

Level 1	Contributes to Foundation Learning provision	Focuses on giving young people the skills to prepare delicious and nutritious home-cooked food - using fresh ingredients - as well as an understanding of the value of passing on cooking knowledge
Level 2	Equivalent to half a GCSE	Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



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For more information, visit

<http://www.edexcel.com/quals/skills/home-cooking/Pages/default.aspx>

Further Information

By studying Food technology you could get a job as a:

Health and Well-being:

- Dietician
- Environmental Health Officer
- Health Promotion Specialist
- Nutritionist
- Personal Trainer
- Food Development



Production:

- Consumer Scientist
- Food Laboratory Technician
- Food Processing Worker
- Food Scientist/Technologist



Food Retail:

- Baker
- Butcher
- Food Buyer
- Retail Manager
- Shopkeeper



Bicycle Maintenance

Contact Information: Mr Kevin Manewell Course Tutor

Course content

Students will learn a range of cycle maintenance and repair techniques as well as restoration and refurbishment and perhaps customising as well. Health and safety and workshop practices also form a large part of the theory content. Students will learn how to use a wide variety of workshop tools and develop skills which have lifelong value. This course is for students of all abilities and courses are tailored to individual needs from basic cycle maintenance up to a recognised level 1 qualification in Cycle maintenance. The perfect choice for year 9 students wishing to progress to Motor maintenance in year 10.



Lessons are comprised of short theory sessions and longer practical elements where pupils will have opportunities to work on and learn about all the various cycle systems.

Mandatory Units

Health and Safety Practices in The Cycle Environment
Remove and Replace a Cycle Gear Assembly
Carry Out a Systematic Cycle Check
Repair a Cycle Puncture
Remove and Replace a Cycle Rim Brake Assembly

Examples of optional units

Preparation to become a vehicle driver
Locating and interpreting technical information
Introduction to electric cycles
The retail motor industry
Remove and replace cycle hub bearings



IMI (Motor Mechanics)

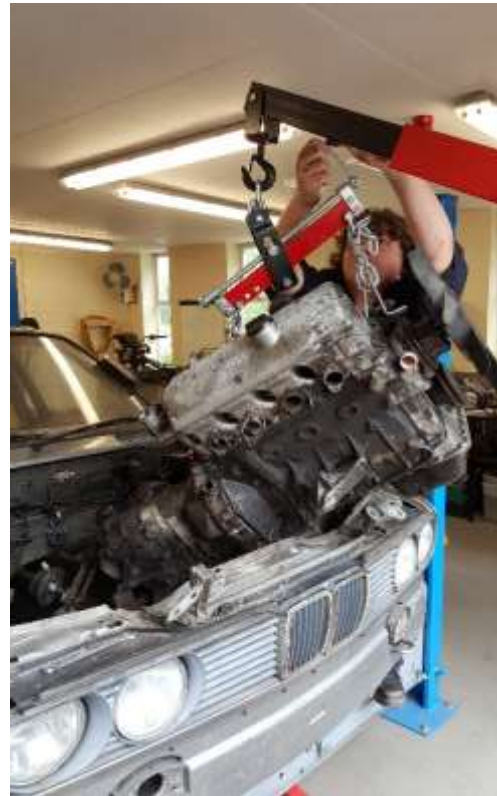
Entry Level Award for the Introduction to Vehicle Technology

Contact Information: Mr. J Hemsley Centre Manager
Course Content

Students will learn a range of vehicle maintenance and repair skills including:

- Health and safety
- Checking, measuring and servicing
- General maintenance and fault finding
- Finishing and repair materials and equipment
- Restoration and modification
- Engineering procedures

Students can achieve an award, certificate or distinction dependant on the number of units they complete. There are many optional units from which they can choose and the can focus on cars, motorcycles or both.



Safety shoes and overalls will be supplied (compulsory for the vehicle workshop). Lessons are split between practical assessment in a workshop, and portfolio building, theory and engineering lessons in a classroom.



Students will be able to work on a variety of cars and motorcycles and internal combustion engines and will learn to perform general maintenance tasks as well as fault diagnosis, engineering, electrical work and performance tuning. Students are encouraged to explore personal interests such as paintwork, restorations, diesel or petrol, in fact any combination or focus they choose to develop as they progress.



Students also have the opportunity to learn a range of technical and employability skills. Students may progress onto apprenticeships, traineeships or onto level 1 courses.

Art, Craft and Design Level 2 Qualification (arts award or GCSE)

Mr Corello & Miss Preiss Art Department

If you like drawing and being creative, then perhaps the **Art GCSE** is for you.

Over both year 10 and 11 you will have at least 4 lessons a week in the art room, but you will also need to do some work in your own time.

For the course, you will need to create a portfolio of work (like a big project). This can be on anything that you enjoy drawing or would like to be able to draw. When finished, your 'portfolio' will need to demonstrate a journey of how your artwork has developed and improved.

You will need to study the work of at least 3 recognised artists: If you don't know any, Ben and Charlotte will help advise you.

You will need to experiment with different mediums (like paint, ink, pencil, printing and others) and show that you have learnt to use them with skill on finished images.

Then at the end of the project, you should have some really good art works; things we like to call 'final pieces'. Final pieces are traditionally thought of as a finished painting or drawing: Your best work that demonstrates all the skills learnt; something that you would be proud to have hanging on the wall. It doesn't have to be big or a painting though, it could be a sculpture.

When you have finished your portfolio, you are given an exam paper. This starts in January (year 11) and finishes before Easter when all work is marked. This includes a 10hr controlled test for you to draw, paint or make your artwork.

Ultimately the art course gives you a chance to learn and improve on something you already enjoy doing. You will be working in a calm and quiet environment where you can make progress. You will learn from your mistakes, learn patience, perseverance and make something you can be proud of.



Archway Motorcycle Workshop

Contact information: Mr G Bartrum

Motorcycle Workshop is a work based, practical learning scheme that is effective at engaging young people with learning difficulties.

Like any good mechanic, "Motorcycle Workshop" has been fine tuned to deliver a course that not only teaches motorcycle maintenance and repair, but also off-road riding skills and healthy eating.

Delivered by qualified and supportive tutors, Motorcycle Workshop is suitable for any young person interested in motorcycle mechanics or a career in engineering. It is a work based, practical learning scheme that is particularly effective at engaging young people that may have learning difficulties, struggle in traditional academic situations, or are at risk of permanent exclusion from the education system.

Students are taught BTEC Diploma in Engineering which can be used to access further education or to gain direct employment in engineering sector.

As part of the automotive engineering course, learners attend off-road rider training sessions throughout the term. They are taught safe off-road riding techniques by Auto-Cycle Union qualified coaches and follow The Archway Project's off-road rider training program.

Healthy eating is a lifelong key skill and as part of Motorcycle Workshop, each learner spends time in The Archway Project's Corner Kitchen. This is a



professionally equipped kitchen and the heart of the organisation. With expert help from our tutors, students plan, prepare and cook healthy meals, which are eaten together at our kitchen table.

<http://www.archwayproject.org>

Angling and The Environment

This BTEC Land Management course runs over two years covering two separate modules: Sports Fisheries and Fish & the Aquatic Environment.

Angling is a popular and inclusive sport open to anyone to enjoy. Every year, millions of people throughout the UK actively participate in fishing. Anglers not only enjoy the challenge of catching fish but also appreciate natural environment and wildlife.

The course is ideal for the student who enjoys being outdoors and likes practical activities. There will be plenty of practical fishing included to keep students engaged and the opportunity to learn and try out lots of different practical course fishing skills. The completion of these units will also be useful to any students who may be considering going on to attend Hadlow College when they leave Rowhill School.



Unit 42: Sport Fisheries QCF level: 1 Credit value: 7

Sport fishing is a growing activity and there is a high demand for quality sport fisheries. The aim of this unit is to give learners the opportunity to increase their practical understanding and to develop the skills required to maintain sport fisheries in a way that meets the need of anglers, fish and conservation aims.

Learners will gain an understanding of the needs of the visiting angler, safety requirements, different types of angling and their suitability for different areas and locations. Encompassing the needs of other recreational users will be considered as well as the importance of appropriate and sensitive habitat management.

This unit concentrates on the routine general maintenance of a sport fishery and the control of aquatic and bankside vegetation. This is a practical unit that allows learners to develop their skills and knowledge around the key areas of fisheries management.



Unit 43: Fish and the Aquatic Environment

Level: 1 Credit value: 7

The aim of this unit is to allow learners to investigate the aquatic environment and develop their knowledge of a range of plants, animals and fish that live in and around water and how they interact with each other.

It is essential for many people working within the land-based industries to have an understanding of water and the fish that live in it. Freshwater habitats are an important part of the environment in the UK, not only as fisheries but also for many other forms of recreation, and they are vital in terms of conservation.

This unit aims to introduce learners to the complexity of the aquatic environment and the multitude of fascinating creatures that live in this environment.



Construction BTEC Level 1

Contact information: Mr P Kingsland

What is it?

Welcome to the BTEC Construction Course Set up at Rowhill School since September 2013.

Pupils will have the opportunity to participate in a 1 year or 2 year course enabling pupil to receive a BTEC Level 1 Construction Award.

This course was set up to:

- Give learners opportunities to achieve a nationally recognised lower or higher Level 1 vocationally related qualification.
- Allow learners to progress to employment in the construction sector.
- Allow learners to progress to a level 2 vocational qualification, such as the BTEC Level 2 First in Construction.
- Give pupils the opportunity to develop a range of skills, techniques, personal skills and attributes that are essential for successful performance in working life.

At present the pupils have the opportunity of covering units:

Unit 13: Developing bricklaying skills

Pupils will be taught the basic skills of how to become a good bricklayer in the industry, working in a safe and manageable environment.

They will apply the bricklaying process to their own work independently over a number of weeks. This will include building a wall in stretcher bond. At the end of the unit they will work with other pupils and have the opportunity to go to their own limit and decide whether they would like to do a column, corner run or build an arch.

Unit 18: Developing Plumbing skills

This is a popular unit at Rowhill. The pupils have the opportunity to carry out plumbing repair and application which can be used at home.

Pupils will learn about the basic tools used in the trade, materials and application of pipework.

They will work with capillary joints and compression joints to make up a rig which will then be applied to the real world. Pupils will be assigned a task of plumbing in a pedestal sink, which will include running the pipework from a header tank to the tap. This includes the attachment of the waste.

Pupils will work closely with other pupils in this unit at certain times working responsibly maintaining a clean and tidy workshop.

First Aid

Contact Information: Mr Peter Kingsland

Learners work towards qualifications in first aid.

Suitable for all learners in year 10 and 11 of all abilities and is made up of 3 units of First Aid and an optional unit, either Public First Aid or Paediatric First Aid. Both nationally accredited first aid courses.

Pupils will receive training in the latest methods and current guidelines set out by the British Medical Council and British Resuscitation Council. So whether you are looking at working in the care industry, working with children, public sector or just want the transferable skills and recognised qualifications useful in any employment, and indeed for life, this might be the course for you.



Unit 1

- The role of the First Aider
- Managing an emergency
- Communication and Casualty Care
- The Primary Assessment
- Resuscitation techniques
- Recovery Position
- Choking
- Seizures including Febrile Convulsions
- Shock
- External Bleeding
- Minor Injuries

Unit 2

- Wounds and Bleeding Extra
- Eye injuries
- Burns & Scalds
- Fractures, Dislocations
- Sprains and Strains
- Head Injuries & Spinal Injuries
- Secondary Survey

Unit 3

- Respiratory System
- Hypoxia
- Chest injuries
- Asthma & Hyperventilation
- Circulatory System
- Poisonous Substances
- Epilepsy
- Diabetes
- Health & Safety Regulations
- Assessment

Optional Unit

Paediatric

- The aims of First Aid, the role of the paediatric first aider
- Accident reporting and first aid kits
- The Primary Assessment
- Infant, child and adult resuscitation (CPR)
- Recovery position and Secondary Survey
- Infant, child and adult choking
- Epilepsy and seizures
- Meningitis
- Asthma
- Allergic reactions and anaphylactic shock
- Shock, bleeds & minor injuries
- Fractures, dislocations, sprains & strains
- Head, neck and spinal injuries
- Croup
- Sickle Cell Anaemia
- Diabetes
- Poisons
- Bites & stings
- Electrical shocks, burns & scalds
- Drowning
- Extreme temperatures: heat stroke, hypo and hyperthermia



Optional Unit

Emergency First Aid at Work

- The role of the first aider
- Managing an Emergency
- Communication and Casualty Care
- The Primary Assessment
- Resuscitation techniques
- Recovery Position
- Choking
- Seizures including Febrile Convulsions
- Shock
- Bleeds (Minor & Severe)
- Burns & Scalds
- Minor Injuries
- Health & Safety Regulations

Hair & Beauty

Contact Information: Mrs S. Griffey

This course is ideal for anyone who wishes to pursue a career in Hair and Beauty or for someone who has an interest in the industry. There are two qualifications available:

- VTCT Entry Level 3 Award/Certificate in Introduction to Hair and Beauty (QCF).
- VTCT Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty (QCF).

These qualifications have been developed to give learners the opportunity to:

- Engage in learning that is relevant to them and will provide opportunities to develop a range of skills and techniques, for successful performance in working life.
- Achieve a nationally recognised Entry or Level 1 vocationally related qualification.
- Progress to college/ employment in the health care sector.
- Develop their own personal growth and engagement in learning.



The following are the Units covered under this vocational course:

- 1: Introduction to the Hair and Beauty Sector (Entry Level 3)
- 2: Presenting a Professional Image in a Salon (Entry Level 3)
- 3: Skin Care
- 4: Hand Care
- 5: Shampoo and Conditioning
- 6: Hair Plaiting
- 7: Create an Image Using Colour for the Hair and Beauty Sector
- 8: Introduction to the Hair and Beauty Sector (Level 1)
- 9: Presenting a Professional Image in a Salon (Level 1)
- 10: Basic Make-up Application
- 11: Nail Art Application
- Unit 12: Themed Face Painting
- Unit 13: Styling Women's Hair
- Unit 14: Styling Men's Hair
- Unit 15: Plaiting and Twisting Hair
- Unit 16: The Art of Photographic Make-up
- Unit 17: The Art of Dressing Hair



Performing Arts



Contact : Ms Sarah O'Connor

The performing arts course is a chance to build on your music skills, explore a new area of performance such as drama or dance, or find out about technical skills such as lighting or sound production.

All students are offered two compulsory qualifications the Bronze and Silver Arts Award, level 1/2, for which we have 100% success rate. Depending on aptitude and amount of curriculum time, students can work towards other qualifications such as an NCFE level 1/2 certificate in creative studies: performance skills, a Rockschoool qualification (RSL) or a specific music technology qualification such as NCFE music technology level 1/2, (studio based). Some students who show the motivation and skill may achieve two awards by the end of year 11.

All KS4 courses in performing arts are about exploring the students' area of interest; for their coursework, they will be expected to explore a main area of challenge, performing or technical, working towards a final performance or recording showing the development of their skills. They will also complete leadership tasks as part of a group.

Going to see live performances and taking part in events will be an integral part of this course. Performing Arts is creative, it is a chance to develop your ideas or explore new ones. The course will help to develop performance skills but also self expression, confidence, critical thinking, target setting and time management. If you like to perform, or just enjoy playing, you are welcome !

Certificate in Performing Arts content :

(Two mandatory units 1 & 2 / choose one from 3 or 4)

1) Developing Skills for Performance

Develop a skill, keep a log, recording, evaluate – you choose your area of focus

2) Prepare and Perform

work in a group to produce a performance showcasing a skill

3) Performance Production in Practice

Develop an understanding of what is required to put on a concert or performance

4 - Performance Design and Technology in Context

Choose an area of technical performance – lights, costume, makeup, sound engineer

Silver Arts Award content :

- further develop a skill and create a final performance / recording
- researching an artist, workshops and finding out about career pathways
- leadership project (running workshops / leading a performance/ creating a radio show for podcasting)

Remember : KS4 Performing arts is all about *you* choosing an area to develop !

Projects in 2019/2020 :



Ksent premier performance 'Brave New World'
March 2020



Christmas 2019 – Narnia (lights, music, acting)



Voice in a Million 2019



Secondary celebration 2020

Halloween Project
October 2020



Land Based Studies: Animal Care at Hadlow College

Providing a comprehensive introduction to all aspects of animal care, students will benefit from a mix of theory combined with a large degree of practical work at our custom-built animal management unit.

You will learn about the structure and function of the animal body, animal welfare, animal health and nursing.

Undertaking practical duties as part of their course, students benefit from a wide range of experiences and opportunities to work with both exotic and domestic animal species. Students are involved in all aspects of husbandry and management from planning animal collections, designing and maintaining enclosures to day-to-day animal care within an animal collection set up as a commercial enterprise. Students benefit from using the most up-to-date equipment in the aquaria, pet trade and zoological fields.

The animal management industry across the UK employs 78,000 people and contributes £1 billion to the British economy. Students studying Animal Management have the opportunity to progress through different levels up to Higher Education or into employment

This highly practical course is an ideal starting point for those students with few formal qualifications. Covering the basics of handling, feeding and the setting up of accommodation for a wide range of species, this course will enable you to learn how to work safely, care for and maintain animal accommodation in our custom-built animal management unit.

You will learn:

- Safe and effective work practices in land-based industries
- Develop performance in land-based industries
- Assist with maintaining the health and wellbeing of animals
- Animals in the wild and in society
- Assist with the handling and restraint of animals
- Assist with the preparation and maintenance of animal accommodation
- Assist with the feeding and watering of animals



Choosing your Options

Please choose six options from the list below and number 1-6
in order of preference

	IMI (Motor Mechanics)
	Bicycle Maintenance
	Food Technology
	Art and Design
	Hair and Beauty
	BTEC Sport
	Archway Motorcycle Mechanics (All Day)
	Angling and the Environment (All Day)
	Construction
	First Aid
	Performing Arts
	Land Based Studies / Animal Care(All Day)

Name..... Tutor Group.....

Parent/Carer signature.....Date.....

If you have any questions, please contact Mr Jones, Mr
Bartrum or Sarah Griffey at Rowhill School

Tel: 01474 705377 email:jonesr@rowhill.kent.sch.uk /
bartrumg@rowhill.kent.sch.uk/griffeys@rowhill.kent.sch.uk