

Year 9 Curriculum Choices



Valid February 2024

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Foreword From The Principal

Mr Sweeney



I am delighted to launch the Key Stage 4 curriculum choices process for our current Year 9 cohort at Okehampton College. I want to start by thanking everyone who has already supported this process from the curriculum planning that started months ago to parents and carers who are now working with their children to support them through this process.

This booklet is full of information around the process and includes the suite of subjects on offer this year. Please take the time to read this carefully and ask as many questions as you need along the way.

The key to success at Key Stage 4 is the partnership between student, teaching staff and parents and carers. Together we can ensure a successful transition into Key Stage 4 and I look forward to a fruitful and positive outcome for all.

Thank you for your support with this process.

Andrew Sweeney



Welcome to your GCSE options process!

This is an exciting time in your school life where you start to make real choices which will support you in reaching your goals, whatever they might be. Teachers and leaders from across the three DMAT secondary schools have worked hard over the last few months to put together a range of options at each of the schools. We hope these will excite and challenge you and enable you to take the next steps in your educational journey.

Dan Morrow
CEO and Trust Leader



The subjects you choose to study for the next two years mark the beginning of you shaping your own path as a young adult. This is the path that will move you towards the life that you want to lead beyond school as you make your way in the world. It is an exciting time with lots for you and your family to think about in the coming weeks.

Perhaps you are coming into this process feeling confident and excited about the decisions that lie ahead for you. Perhaps you are clear about what you see in your future and the choices that will get you there. Or perhaps you feel less certain and maybe even a little anxious. The choices might feel daunting and the process might seem challenging. No matter how you feel about the weeks ahead and your courses of study in years 10 and 11, it is important to remember that you are the most important person in the process and that you have a

team of people around you who will support you at every moment.

As you embark on the options process, keep in mind two things: Firstly, that you are the owner of your decisions and that you have autonomy and agency in these choices. Your options should reflect your interests, talents and ambitions and remember that these choices will turn into your timetable for the next two years and will shape your experience significantly.

Secondly, remember that you are surrounded by adults who want the best for you and who want to support, guide and advise you through the decision-making. This includes your tutor, your subject teachers, your head of year and any of the adults who you know and trust at school. There is no such thing as a silly question so be curious, talk things through and find out what you need to know to make the best and most informed decision for you.

Veronica Lloyd Richards
Director of Education



Detailed here are the key dates in the choices process for parents and students to follow. At each stage, you are welcome to speak to a member of staff for more information.

All students will be offered an individual meeting with a member of the senior leadership team to discuss their curriculum choices. This will be online, in the same format as a consultation evening. In addition to this, students will also be given their time for the individual advice and guidance (IAG) with their tutors.

Choices are not assigned on a first come first served basis so students should take their time in making their option choices.

Students will have a choice of subjects: three they hope to study and two reserve. Students should rank their choices in order, number one being the subject they most want to study and four being their reserve subject.

Academic Year 2024-2025

Students will begin their options subjects at the beginning of Year 10. Students will be supported throughout the year with a parents' evening after the first full term and two progress reports. In preparation for their GCSE exams in Year 11, Year 10 students will have their first experience of mock exams. Toward the end of the academic year, students will have the opportunity to engage in a work experience placement.

Academic Year 2025-2026

In Year 11, students will sit two sets of mock exams - one during the first full term and one during the second term. Students will be supported with a parents' evening after the first set of mocks and two progress reports throughout the year, all in preparation for the final GCSE exam (majority of external written GCSE papers will begin at the end of May 2026).

Key Dates

There are several key dates through the two years of studying. Below are some of the key dates which will be of interest to students and parents. There will be other dates which students will be given through the course. These will be for tasks such as non examined assessments (NEAs) and for internal ongoing assessments.

Curriculum Choices Evening:
Wednesday 28th February 2024.

Students make their choices:
Monday 4th March - Monday 11th March 2024.

Individual meeting to discuss choices:
Wednesday 13th February - Friday 15th March 2024



The Key Stage 4 Curriculum

Core Curriculum

Choices

All students at Key Stage 4 will follow the same curriculum. This will be made up of a core offer and chosen subjects.

Students will continue to follow a five period day and a two week timetable. The different allocations to lesson times are outlined below.

The core curriculum is made up of English, Mathematics, Science, Personal Development, Religious Studies and Core PE.

Students will have eight hours of English taught in a two week period. During this time, students will study both English Language and English Literature. Students will then study seven hours of Mathematics.

In both English and Mathematics there will be options for students to study Functional Skills, as an alternative qualification, if this is appropriate for the young person.

In Science, students will have ten hours a fortnight. Most students will study double award Science. This is where students study Biology, Chemistry and Physics but they have a Combined Science GCSE qualification, which has two grades. Some students will study Triple Science. This is where students will be examined in each science separately. This gives students a separate grade in each science, therefore a total of three GCSE grades. The Head of Science will decide, in conjunction with parents/carers, the appropriate path for students to follow.

Students also study a core curriculum which is not examined. We feel it is important for students to have an understanding of the world in which we live. This is why students will spend

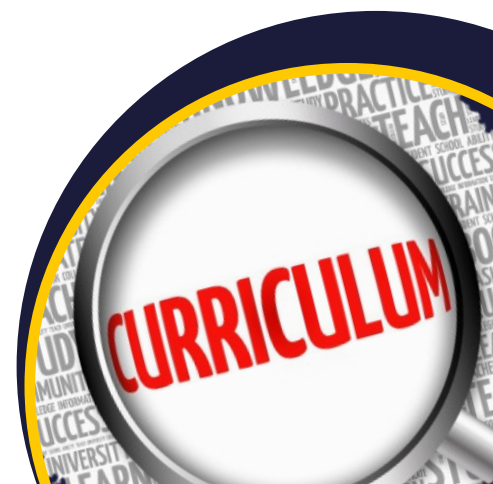
one hour a fortnight learning about religion. Students will also have two hours a week focussing on personal development. This will help to equip students with the social, emotional and health skills they need when they leave school. Having a healthy body is also an important part of keeping well. As part of this, students will be studying four hours of core PE over two weeks.

Students will study 3 subject choices (these traditionally might have been called options). These will be tailored to meet the need of students. Some students will choose to follow a curriculum comprised completely of GCSEs where others may choose to combine GCSEs and vocational courses.

We will try to ensure students get as many of their preferred choices as we can, but it may not be possible for everyone to study all the subjects they have initially chosen. If a student is unable to get their first choice subjects, then they will receive further advice on what is available to them. We therefore ask that students make two reserve choices as part of this process.

| | | |
|--|--|---|
| English (8 hours of study per fortnight) | Mathematics (7 hours of study per fortnight) | Science (10 hours of study per fortnight) |
|--|--|---|

| | | | | | |
|---|---|---|---|---|---|
| Choice 1 (6 hours of study per fortnight) | Choice 2 (6 hours of study per fortnight) | Choice 3 (6 hours of study per fortnight) | Religious Studies (1 hour of study per fortnight) | Personal Development (2 hours of study per fortnight) | PE (4 hours of study per fortnight) |
|---|---|---|---|---|---|



Subject Choices

Exam Grading

Please choose one subject from Choice 1



Choice 1

- Computer Science
- French
- German
- Geography
- History



Please choose an additional two subjects from Choice 2

Choice 2

- Art and Design
- Art Textiles
- Business
- Computer Science
- Design and Technology
- Drama
- Engineering
- French
- Geography
- German
- Health and Social Care
- History
- Hospitality & Catering
- Media Studies
- Music
- Photography
- Physical Education
- Religious Studies
- Sport
- Statistics
- Statistics with Level 2 Further Maths
- Travel & Tourism

Examination Grades

There is a wide range of qualifications available for young people, including vocational qualifications. In the grading structure an old "C" equates to a high 4/ low 5 and a higher-level pass will be deemed to be a 5 or over.

| NEW GCSE GRADING STRUCTURE | CURRENT GCSE GRADING STRUCTURE |
|----------------------------|--------------------------------|
| 9 | A* |
| 8 | A |
| 7 | A |
| 6 | B |
| 5 | B |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| U | G |
| U | U |

Annotations in the chart:

- GOOD PASS (DfE)**: 5 and above = top of C and above
- AWARDING**: 4 and above = bottom of C and above

Not all subjects are assessed using the 1-9 system and an example of how some *Non-GCSE courses* equate to this is shown below.

| Level/Qualification Grade | Grade Equivalent |
|---------------------------|------------------|
| Level 2 / Distinction* | 8.5 |
| Level 2 / Distinction | 7 |
| Level 2 / Merit | 5.5 |
| Level 2 / Pass | 4 |
| Level 1 / Distinction | 3 |
| Level 1 / Merit | 2 |
| Level 1 / Pass | 1.25 |

➔ Please also choose two reserve choices from Choice 2



Submit choices electronically as instructed

What Will I Learn?

- How to communicate clearly and effectively in your writing, across a range of disciplines: newspaper articles, letters, speeches, essays, creative descriptions and narratives.
- How to analyse writers' use of methods: the ways in which they communicate meaning and their viewpoints through the language they use.
- You will improve your comprehension, writing style and vocabulary by reading an extensive range of fiction and non-fiction texts.
- How to plan and deliver an effective presentation, as well as responding to your audience's questions.

What Will Be Expected Of Me?

- non-fiction texts
- Independent revision and practice of exam questions, especially under timed conditions
- Good organisational skills and clear note-taking to support your revision and learning
- Enthusiasm and a willingness to embrace this challenging course



Examinations

English Language will consist of two examinations, each worth 50% of your overall grade:

English Language Paper 1: Explorations in creative reading and writing (1hr45mins)

1. 4 questions analysing a fictional extract
2. 1 extended, creative writing task (descriptive or narrative)

English Language Paper 2: Writers' viewpoints and perspectives (1hr45mins)

1. 4 questions analysing and comparing two non-fiction sources
2. 1 extended, transactional writing task (article, speech, letter, essay, leaflet)

Spoken Language endorsement:

1. 5 minute spoken presentation on a topic of your choice
 2. You will be awarded a pass, merit or distinction for your presentation
 3. This endorsed component does not count towards your final GCSE grade, but must be completed as part of the course
- Lots of reading of both fiction and

Where Can English Take Me?

- **Law:** Barrister, Solicitor, Paralegal, Mediation Specialist
- **Education:** English teacher, primary school teacher, lecturer, professor, lexicographer
- **Politics:** Politician, speechwriter, negotiator, civil servant
- **Creative arts:** novelist, poet, playwright, songwriter, screenwriter, scriptwriter, game-writer
- **Media:** advertising, copywriter, marketing, publishing, journalist, critic, editor



What Will I Learn?

- How to critically analyse complex texts, from Shakespeare to modern poetry, by exploring how writers use language, imagery and structure to communicate their ideas
- How to identify an extensive range of writers' methods, using correct terminology
- The contexts in which 17th, 19th, 20th and 21st texts were written, including historical and literary backgrounds, and understanding of the authors
- How to communicate your own ideas about texts in your writing by crafting extended, analytical essays
- You will improve your comprehension, writing style and vocabulary by reading an extensive range of fictional texts

Examinations

English Literature will consist of two, **closed-book*** examinations:

English Literature Paper 1:

Shakespeare and the 19th century novel (1hr45mins)

- William Shakespeare's *Macbeth*
- Robert Louis Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde*

English Literature Paper 2:

Modern texts and poetry (2hr15mins)

- Dennis Kelly's *DNA*
- Poetry: Power and Conflict AQA Anthology
- Unseen Poetry

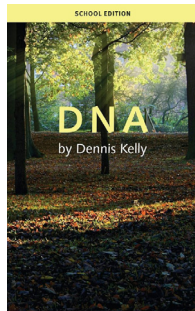
***closed-book** examinations mean students will not have access to copies of the texts: they will need to memorise information and quotations to support their examination responses

What Will Be Expected Of Me?

- Lots of reading of poetry, drama and prose
- Reading around the topic to understand the writers' themes and contexts
- Extended essay-writing on all the named texts
- Weekly, independent revision to support your learning
- Enthusiasm and willingness to tackle complex texts in lessons and independently

Where Can English Take Me?

- **Law:** barrister, solicitor, paralegal, mediation specialist
- **Education:** English teacher, primary school teacher, lecturer, professor, lexicographer
- **Politics:** Politician, speechwriter, negotiator, civil servant
- **Creative arts:** novelist, poet, playwright, songwriter, screenwriter, scriptwriter, game-writer
- **Media:** advertising, copywriter, marketing, publishing, journalist, critic, editor



What Will I Learn?

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The areas of study are: -

1. Number
2. Algebra
3. Ratio, Proportion and Rates Of Change
4. Geometry and measures
5. Probability and statistics

Examinations

- 3 written examinations;
- One exam without a calculator
 - Two exams with a calculator
- Each exam is 1½ hours covering all subject content

The GCSE grade is based solely on the three written examinations taken in the Summer Term of Year 11

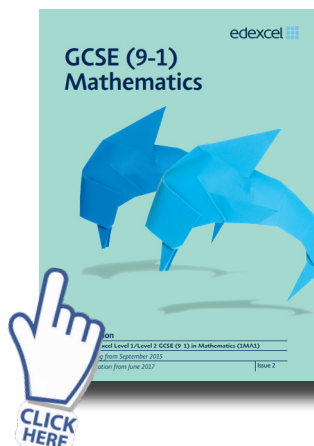
What Will Be Expected Of Me?

- To work hard in all lessons and to persevere if/when it gets tricky sometimes!
- To complete Sparx homework every week, do regular revision and learn all the required formulae.
- To have a **scientific calculator** and bring it to your maths lessons.
- To attend lessons fully prepared with a pen, pencil, ruler and all other mathematical equipment such as protractor, compasses etc. as required.

Where Can Maths Take Me?

As well as being an essential qualification for most courses in Further Education and for employment, studying Mathematics can also help you succeed in a number of careers. It is also highly regarded by employers. Here are just a few examples of such careers:

- Engineering
- Computing
- Economics and business
- Scientist
- Chartered Accountant
- Data Analyst
- Banking and finance
- Mathematician
- Medicine



What Will I Learn?

You will study the fundamental topics in the three disciplines of Biology, Chemistry and Physics. Your lessons will cover both theory and practical work, giving you the knowledge, skills, and confidence to question and explain the world around you.

We believe practical work is at the heart of science as it supports and consolidates your understanding of scientific concepts, develops your investigative skills, and hones your practical skills. Our aim is for all students to gain a better understanding of the subject, develop the skills of a scientist and master the manipulative skills. These will be essential for further study of science or in any chosen employment!

Science has something to offer every student, so we offer a choice of routes for students to follow, providing choice and flexibility to suit students of different abilities and aptitudes. This means everyone can achieve a science qualification.

All students begin by studying GCSE Combined Science. We will then offer students who have shown a flair and passion for science the chance to take a place in a Triple Science class, leading to 3 separate GCSE qualifications.

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Science is split into different topic areas. Within each topic area are smaller units, which are assessed each term through Years 10 and 11.

| Biology topics | Chemistry topics | Physics topics |
|--|---|-----------------------------------|
| 1. Cell biology | 1. Atomic structure and the periodic table | 1. Forces |
| 2. Organisation | 2. Bonding, structure, and the properties of matter | 2. Energy |
| 3. Infection and response | 3. Quantitative chemistry | 3. Waves |
| 4. Bioenergetics | 4. Chemical changes | 4. Electricity |
| 5. Homeostasis and response | 5. Energy changes | 5. Magnetism and electromagnetism |
| 6. Inheritance, variation, and evolution | 6. The rate and extent of chemical change | 6. Particle model of matter |
| 7. Ecology | 7. Organic chemistry | 7. Atomic structure |
| | 8. Chemical analysis | 8. Space physics (triple only) |
| | 9. Chemistry of the atmosphere | |
| | 10. Using resources | |

What Will Be Expected Of Me?

We expect you to work hard and take an active part in each lesson. If you are thinking about triple science, we want you to **LOVE** science. We expect you to work hard and think critically. We want you to organise your time to ensure you revise thoroughly for the exams, including learning the required equations.

What we really want from you is an enthusiasm and a willingness to learn about all aspects of science.

Examinations

At the end of the course students will be examined in six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas and include a mixture of multiple choice, structured, closed short answer, and open response.

In combined science each paper is 1 hour and 15 minutes long and the double GCSE grade is awarded on the total score achieved in all six papers.

Where Can Science Take Me?

A qualification in Science can lead you in many varied directions, either as a career or as further study. Science gives you the skills and knowledge to analyse, evaluate and question, desirable traits for any employer! As well as the science disciplines of Biology, Chemistry, and Physics there is a large cross over with other areas of study ranging from acoustics, cartography, ecology, electronics, geology, hydrology, materials, performance sport, robotics, and many, many more!



Physical Education

Qualification: Compulsory Core PE

Head of Faculty: K. Redstone

What Will I Learn?

In Year 10 and 11, all students have two lessons per week and take part in two activities each half term. These lessons are practical lessons, and do not count towards a qualification. Core PE is used to benefit health and well-being both physically and mentally. At Key Stage 4 we aim to engage students further by offering them some choice around the activities they would like to participate in.

| Games | Aesthetic | Fitness/Athletics | OAA |
|------------------|--------------|-------------------|--------------|
| Badminton | Dance | Cross Country | Orienteering |
| Table Tennis | Trampolining | Aerobics | Walking |
| Volleyball | Gymnastics | Yoga | |
| Basketball | | Fitness Suite | |
| Football | | Circuit training | |
| Hockey | | Zumba | |
| Netball | | Athletics | |
| Rugby/Tag Rugby | | Pilates | |
| Cricket | | | |
| Rounders | | | |
| Tennis | | | |
| Handball | | | |
| Dodgeball | | | |
| Golf | | | |
| Gaelic football | | | |
| Ultimate Frisbee | | | |



What Will I Learn?

This exciting course explores both the geography of the UK and the wider world through eight topics and is brought to life through engaging enquiry questions such as:

- Why do earthquakes and volcanoes cause so much damage?
- How do cities overcome the challenges of rapid growth?
- What is the best way to improve quality of life for the world's poorest people?
- Will there be enough food to feed an ever increasing population?
- How does climate change alter the way we live?

The course develops students' knowledge of locations, processes and environments on local and global scales.

Examinations

There are three exams:

Our Natural World: 70 marks - 35% of grade - 75-minute exam.

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Physical Geography Fieldwork

People & Society: 70 marks - 35% of grade - 75-minute exam.

- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Reliance
- Human Geography Fieldwork

Geographical Exploration: 60 marks - 30% of grade - 90-minute exam

- Students answer questions on information from a booklet.
- There are decision making questions where students have to justify their answer.
- Geographical skills are assessed (Maps, statistics, graphs, photos...)

Fieldwork is assessed within the two Physical And Human Geography exams. It is a new requirement that we must offer two fieldwork opportunities:

1. The Human Geography trip to Exeter will look social-economic variations in the city.
2. The Physical Geography trip to Dawlish Warren will look at the physical processes along the coast and the reasons for coastal management.

To enable us to offer these essential fieldwork opportunities, there will be a request for a small contribution towards the cost of both trips. Students who are in receipt of Pupil Premium can be supported towards the trip.

Marks for spelling, punctuation and grammar will be awarded in all three

What Will Be Expected Of Me?

papers.

- There is a mathematical and statistical element to the new GCSE Geography course.
- A commitment to producing high quality home learning. This will be relied on heavily to allow for the fact that the content of the course has increased.
- A continued positive approach to extended writing, which we have been embedding throughout key stage 3 (The exam contains a maximum of 12 mark questions.)
- A keen interest in the world around you and geography in the

Where Can Geography Take Me?

news.

As a subject, Geography is highly respected by employers. Geography students pursue a wide range of career paths. It's often said that there is no such thing as a Geography job; rather there are multiple jobs that geographers do. Examples of careers include:

- Finance
- Engineering
- Risk management
- NGO and charity work
- Town Planner
- Climate Change Scientist
- Hydrologist
- Politician
- Environmental Lawyer
- Teacher
- Cartographer
- Human Rights Lawyer
- GIS Analyst



What Will I Learn?

You will learn about distinct area of the travel and tourism industry. This will cover areas relevant to both the UK and global tourism sectors by broadening learner's experience skills participation in different contexts, through areas such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

The 3 units of the course will dive more deeply into the exciting world of Travel and Tourism and students' learning will focus on:

- The aims of Travel and Tourism organisations
- How different organisations work together and types of Travel and Tourism
- The features that make destinations appealing to visitors and different travel routes
- How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- Factors that may influence global travel and tourism
- How Travel and Tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations
- How destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

If you are interested in travel and the impact of tourism on the world of business and communities then this course is for you.

What Will Be Expected Of Me?

You will be expected to work hard and enjoy the combination of teacher led lessons and independent project work. The use of IT and Technology is an exciting feature of this course with all most assignments being produced electronically.

You won't be expected to actually travel but we hope to develop a love of travel and the wider world so an open mind to this is very important.

Examinations

This course studies 3 components:

- **Component 1** - Travel and Tourism Organisations and Destinations
This is an internal, school-based assignment that is moderated by the exam board.
- **Component 2** - Customer Needs in Travel and Tourism
This is an internal, school-based assignment that is moderated by the exam board.
- **Component 3** - Influences on Global Travel and Tourism
This is examined by a 2-hour external exam

Where Can Travel & Tourism Take Me?

This subject can literally take you anywhere in the world. Students might use this as a stepping stone into many next choices. These could include:

- A levels in the 6th form or a college
- Study of a vocational qualification at Level 2 or 3, such as a BTEC National in Travel and Tourism or Air Cabin Crew

All of these prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Some of the job opportunities out there would be:

- Air cabin crew
- Holiday representative
- Hotel manager
- Tour manager
- Tourism officer
- Tourist information centre manager
- Travel agency manager

With Travel and Tourism, literally the 'world is your oyster'!



What Will I Learn?

Medicine in Britain, c1250 - present and The British sector of the Western Front, 1914 - 18: injuries, treatment and the trenches. Studying Medicine in Britain will give students an overview of the impact that improved knowledge, understanding and technology has had in Britain from 1250 onwards. At its heart, the Medicine in Britain study is the story of change and continuity in medicine and the factors influencing its development.

Early Elizabethan England, 1558–88. Threats to the security of the country from home and abroad, differing views on religion, the education of young people, attitudes towards the poorest and most disadvantaged members of society; all these issues are matters which concern young people in Britain today. Students studying this option will therefore have a general understanding of the issues involved but will study them in a different historical context.

The American West, c1835–c1895. The history of the Native Americans and the American West - from the romantic view of the Indian and tribal life to the dusty and bandana-wearing image of the cowboy that has been portrayed in literature and the media. In this option, students will have the opportunity to explore what the 'real' American West was like and examine the impact of government-sponsored expansion in the American outback.

Weimar and Nazi Germany, 1918–39. This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became

a one-party dictatorship. Students will examine various political, economic, social and cultural aspects of this change from a democratic to a one-party state.

Examinations

There are three examinations at the end of the course.

1. Medicine in Britain and The British Sector – 1 hour + 15 mins,
2. Early Elizabethan England and The American West – 1 hour + 45 mins,
3. Weimar and Nazi Germany – 1 hour and 20 mins.

Regular examination-style questions will be completed by students in their lessons and for HL in preparation for the final examinations in Year 11. Seneca quizzes will also form a regular part of HL in both Year 10 and 11. There will be end of unit past-papers as well as the Year 10 and Year 11 mock examination series.

What Will Be Expected Of Me?

- An enquiring mind.
- Enthusiasm and interest through asking questions and actively engaging in lessons.
- Regular work to meet deadlines.
- A good work ethic.
- A willingness to take risks and learn from mistakes.



Where Can History Take Me?

As a subject, history is highly respected by employers. History students pursue a wide range of career paths due to the skills that are developed through the subject:

- Journalist/Reporter
- Solicitor/Barrister
- Marketing Executive
- Archaeologist
- Refugee and Asylum Adviser
- Teaching
- Heritage Manager
- Business Consultant
- Political Analyst



What Will I Learn?

The study of six philosophical and ethical themes through Buddhism and Christianity. These will be:

- Relationships and Families – human sexuality, contraception, marriage, divorce, families, gender equality.
- Religion and Life – origins of the universe, abuse of the environment, the use of animals, abortion, euthanasia, death and afterlife.
- Religion, Peace and Conflict – protest, terrorism, nuclear war, weapons of mass destruction, the just war, holy war, pacifism and victims of war.
- Religion, Crime and Punishment – reasons for crime, religious attitudes to lawbreakers, aims of punishment, treatment of criminals, attitudes to suffering, forgiveness, the death penalty.
- Religion, Human Rights and Social Justice – prejudice, discrimination, religious freedom, religious teachings about wealth, poverty, exploitation of the poor.
- The existence of God and Revelation – the design argument, the first cause argument, miracles, revelation.

The beliefs, teachings and practices from Buddhism and Christianity.

- Christian beliefs – nature of God, creation, trinity, incarnation, crucifixion, resurrection, ascension, afterlife, judgement, sin, salvation.
- Christian practices – worship, prayer, baptism, holy communion, pilgrimage, festivals, role of the church in the local community, mission, evangelism, persecution, world poverty.
- Buddhist beliefs – life of the Buddha, dhamma, three marks of existence, 4 noble truths,

Theravada, Mahayana, arhat, bodhisattva, pure land.

- Buddhist practices – worship, meditation, festivals, rituals of death and mourning, 5 precepts, 6 perfections. (NB: This buddhist module is subject to change)

Examinations

This will be assessed in two written exams of 1 hour 45 minutes in Year 11.

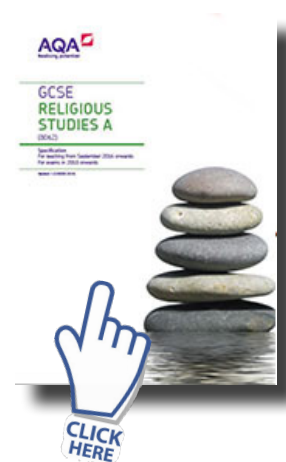
- Paper 1 – Religion paper (Christianity and Buddhism)
- Paper 2 – Thematic paper

What Will Be Expected Of Me?

It will be expected that you work hard, have an open mind, respect the beliefs and opinions of others, have a willingness to discuss and debate moral issues as well as being aware of current issues in the news.

Where Can Religious Studies Take Me?

Religious Studies GCSE shapes pupils to become critical thinkers and global citizens of the twenty first century. It will also help develop transferable skills of analysis, evaluation and debating so it is useful for any future career. It is ideal if you want to become a doctor, lawyer, journalist, teacher or go into business and finance. It is also useful for any career that involves pitching ideas, marketing things and working with culture and people such as the armed forces. It also compliments the other humanities subjects – History, Geography and English. Students will also have the chance to further their study at Post-16 with an A' level in Religious Studies - Philosophy and Ethics, which again is a highly regarded subject within the Russell group of universities.



Examinations

A GCSE in a second language is optional this year, however we strongly advise that students consider opting for French or German. As well as being part of the Ebacc pathway it will strengthen students' cultural awareness, it promotes many transferable skills, will increase employability and can be of benefit when applying to universities.

Against today's economic and political background, languages are certainly in demand! Students learning a second language will gain valuable insight into another culture, while also enhancing their communication, presentation, problem solving and analytical skills. Research shows us that a qualification in a modern foreign language at GCSE level increases future employability prospects, fostering independence and a sense of self-agency in our students; which we hope they will go on to use to secure the best possible opportunities in the future.

What Will I Learn?

- To communicate effectively in French in a variety of practical situations. Topics will fall into these main areas: Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, Study and Work; International and Global Dimension (e.g. environmental issues, good causes, music and sports events).
- More about the culture and way of life of French speaking countries.
- That having a language is a valuable skill in addition to any other professional expertise.

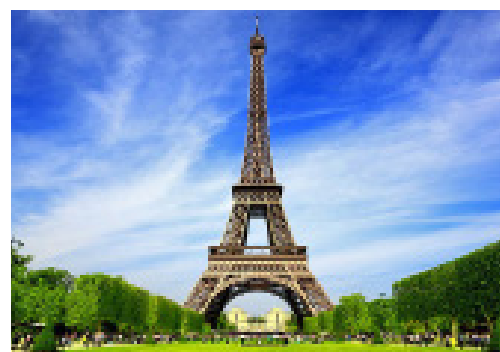
- GCSE examinations in the four skills: listening, speaking, reading and writing (including translation).
- Each examination is worth 25%.
- All examinations will be taken at the end of Year 11 and externally marked.
- You will be entered for either foundation or higher tier across all 4 papers.
- There is no controlled assessment.
- There are no re-take opportunities.

What Will Be Expected Of Me?

- To keep up with the classwork and home learning set.
- To be particularly thorough in the learning of vocabulary and structures.
- To be enthusiastic and put in your best effort!

Where Can French Take Me?

- Travel and Tourism industry (both in the UK and abroad).
- Communications, PR, Marketing and Journalism.
- Teaching and Education.
- Translation and Interpreting.
- Business and Commerce.
- Embassy, ambassadorial, governmental roles.
- Any career where you intend to show your communication skills and adaptability!



A GCSE in a second language is optional this year, however we strongly advise that students consider opting for French or German. As well as being part of the Ebacc pathway it will strengthen students' cultural awareness, it promotes many transferable skills, will increase employability and can be of benefit when applying to universities.

Against today's economic and political background, languages are certainly in demand! Students learning a second language will gain valuable insight into another culture, while also enhancing their communication, presentation, problem solving and analytical skills. Research shows us that a qualification in a modern foreign language at GCSE level increases future employability prospects, fostering independence and a sense of self-agency in our students; which we hope they will go on to use to secure the best possible opportunities in the future.

What Will I Learn?

- To communicate effectively in German in a variety of practical situations. Topics will fall into these main areas: Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, Study and Work; International and Global Dimension (e.g. environmental issues, good causes, music and sports events).
- More about the culture and way of life of German speaking countries.
- That having a language is a valuable skill in addition to any other professional expertise.
- GCSE examinations in the

Examinations

four skills: listening, speaking, reading and writing (including translation).

- Each examination is worth 25%.
- All examinations will be taken at the end of Year 11 and externally marked.
- You will be entered for either foundation or higher tier across all 4 papers.
- There is no controlled assessment.
- There are no re-take opportunities.

What Will Be Expected Of Me?

- To keep up with the classwork and home learning set.
- To be particularly thorough in the learning of vocabulary and structures.
- To be enthusiastic and put in your best effort!

Where Can German Take Me?

- Travel and Tourism industry (both in the UK and abroad).
- Engineering and Design.
- Communications, PR, Marketing and Journalism.
- Teaching and Education.
- Translation and Interpreting.
- Business and Commerce.
- Embassy, ambassadorial, governmental roles.
- Any career where you intend to show your communication skills and adaptability!



What Will I Learn?

This course is made up of a wide range of case studies from across the media spectrum. It uses these case studies as material to develop critical analysis skills that allow the learner to interpret the media and how the audience engages with it in an ever-changing digital environment. The units are:

- Component 1 - Marketing and TV, in which we look at the marketing campaign for The Lego Movie, across print, TV and social media, before analysing the development of the TV crime drama and how it has developed since The Avengers in the 1960s by comparing it to Vigil in the 2020s.
- Component 2 - Music and News, in which we compare the use of media language in mainstream and indie music videos such as Avril Lavigne and Wheatus, before looking at how The Observer newspaper tailors its news to its demographic.
- Component 3 - Making Media, in which learners apply their critical analysis skills to actually construct a magazine with a specific audience in mind. Learners are taught how to compose photos and how to compile them in Adobe creative suite.

Examinations

- Component 1 and Component 2 are both exams worth 35% each.
- Component 3 is the coursework element and is worth the remaining 30%.

What Will Be Expected Of Me?

In addition to helping students acquire subject knowledge, students will:

- Explore and actively engage in a wide range of creative and stimulating activities
- Become independent learners, critical and reflective thinkers with enquiring minds
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Work imaginatively, creatively and collaboratively generating, developing and communicating ideas

Where Can Media Studies Take Me?

This opens access routes to further study at University, or recruitment into apprenticeships. Students who study Media might find themselves in journalism, film making, digital marketing, game design, or publishing.

The course supports and complements work in all other Creative Arts, English Literature and Language, Photography and Business Studies.



GCSE Art is a creative course that requires a real passion and enthusiasm for Art. You will explore many skills using a wide variety of media. Over the two years, you will produce a portfolio of artwork based on stimuli provided by your teacher. You will be carefully guided to produce artwork that ensures you meet the exam board assessment objectives whilst still being encouraged to develop your own artistic style. A large part of the GCSE course requires excellent drawing skills. Therefore, students should be competent and skilful in this area as a basic requirement for the course. The GCSE Art course is ideal preparation for progression onto A level Art followed by Art college.

What Will I Learn?

1. Techniques for using a wide range of media
2. How to analyse the work of other artists/crafts persons across different times and cultures.
3. Opportunities to work in different disciplines;
 - Painting and drawing
 - Mixed Media
 - 3D techniques
 - Print making
 - Photography

Examinations

- **Component 1 = 60% of GCSE** (internally marked, externally moderated)
A coursework portfolio which will consist of two projects. This is to be completed by January of Year 11.
- **Component 2 = 40% of GCSE** (internally marked, externally moderated)
An externally set question paper which is provided by the exam board. You will be given a range of stimuli as a starting point. You will have the Spring Term to produce

a sketchbook exploring your own independent ideas, followed by 10 hours (over two days) of examined time to produce a final piece.

What Will Be Expected Of Me?

- To achieve a high grade in Art you must have a natural talent for drawing
- To be enthusiastic about Art and enjoy the subject.
- To be aware of how Art influences your surroundings.
- To have achieved a good record of achievement/effort and completed a high standard of home learning at KS3.
- To work hard, behave sensibly in lessons and keep up with deadlines.
- To complete at least 1 hour a week home learning where you will be continuing to develop work in your sketchbook. This counts towards your 60% coursework grade.

As Art is a practical course, students are required to have access to art materials outside of school. They will also be expected to keep a sketchbook that will contain homelearning, self-generated artwork and research for work being undertaken in school.

We expect all Art students to purchase an "Art Pack" containing items that are required for the GCSE Art course. These will be made available by the Art department. Approximate cost is £38. If students are in receipt of Pupil Premium funding this can be used to purchase an Art Pack.

Where Can Art and Design Take Me?

Skills developed will enable you to undertake careers as an artist, museum curator, educator, photographer, art historian, blacksmith, art therapist, art dealer, gallery owner, mural artist, mosaic artist, community artist, fashion designer, fashion consultant, fashion merchandising, pattern maker, stylists, fashion journalism, footwear design, accessory design, textiles designer, weaver, wallpaper designer, production manager, costume designer; props and set design, jewellery designer/maker, graphic designer; advertising, packaging, logo/branding, typographer, advertisement design, magazine design, comic artist, web designer, multimedia and video game designer, product designer, interior designer, documentary film maker, producer, camera operator, sound artist/designer, film editor, special effects, video game design, animator, 3D modelling, storyboard artist, ceramist, glass artist, app designer, sign writer, architecture, game design, graphics, illustrations, the fine arts, fashion design, jewellery design, hairdressing, shop front displays and theatre design.



GCSE Textiles is a creative course that requires a real passion and enthusiasm for Textiles and Fashion. You will explore many skills using a wide variety of media. Over the two years, you will produce a portfolio of textile work based on starting points given to you by your teacher. You will be carefully guided to produce textile work that ensures you meet the exam board assessment objectives whilst still being encouraged to develop your own artistic style. The GCSE Textiles course is ideal preparation for progression onto A level Textiles followed by Art college.

What Will I Learn?

- How to create a variety of surface designs.
- How to use design work to inform wonderful end projects in a textile form.
- Study textile artists and understand the textile industry.
- Develop your drawing, designing and making skills- both in accessories and clothing.
- Use sketchbooks to support your work, research, write up techniques and evaluate work.

Examinations

- **Component 1 = 60% of GCSE** (internally marked, externally moderated)
A coursework portfolio which will consist of two projects. This will be completed by January of Year 11.
- **Component 2 = 40% of GCSE** (internally marked, externally moderated)
An externally set question paper which is provided by the exam board. You will be given a range of stimuli as a starting point. You will have the Spring Term to produce a sketchbook exploring your own independent ideas, followed by 10 hours (over two days) of examined time to produce a final piece.

What Will Be Expected Of Me?

- In order to gain a high grade in Textiles you must have a natural talent for drawing (this is an Art & Design Textiles Course and requires drawing skills).
- To be enthusiastic about Art and fashion and enjoy the subject.
- To be aware of how Textiles influences your surroundings and investigating sustainability.
- To have achieved a good record of achievement/effort and completed homelearning in KS3 Art.
- To work hard, behave sensibly in lessons and keep up with deadlines.
- To complete at least 1 hour a week homelearning. This will be continuing to develop work in your sketchbook and counts towards your 60% coursework grade.

As Textiles is a practical course, students are required to have access to sewing and art materials outside school. They will also be expected to keep a sketchbook that will contain homework, self-generated artwork and research for work being undertaken in school. Therefore, we expect students to purchase a "Textiles Pack" containing items that are required for the GCSE Textiles course. These will be available from the Art department for students opting to take GCSE Textiles. Approximate cost £36. If students are in receipt of Pupil Premium funding this can be used to purchase a "Textiles Pack". It is also beneficial if students have access to a sewing machine at home, however this is not compulsory.

Where Can Art Textiles Take Me?

Skills developed will enable you to undertake careers as an artist, museum curator, educator, photographer, art historian, blacksmith, art therapist, art dealer, gallery owner, mural artist, mosaic artist, community artist, fashion designer, fashion consultant, fashion merchandising, pattern maker, stylists, fashion journalism, footwear design, accessory design, textiles designer, weaver, wallpaper designer, production manager, costume designer; props and set design, jewellery designer/maker, graphic designer; advertising, packaging designer, logo/branding, typographer, advertisement design, magazine design, comic artist, web designer, multimedia and video game designer, product designer, interior designer, documentary film maker, producer, camera operator, sound artist/designer, film editor, special effects, video game design, animator, 3D modelling, storyboard artist, ceramist, glass artist, app designer, sign writer, architecture, game design, graphics, illustrations, the fine arts, fashion design, jewellery design, hairdressing, shop front displays and theatre design.



GCSE Drama isn't just about becoming an actor. It offers a challenging and exciting opportunity for those students who are interested in performance, design and producing drama, but also helps develop vital transferable skills within the workplace. There are very few careers today that do not require the ability to work with other people.

What Will I Learn?

The course involves taking part in devised and scripted performances as either an actor or a designer and provides you with the opportunity to learn about the roles within theatre, including stage lighting, sound, costume, props and set design as well as studying plays and playwrights from the perspective of an actor and designer. Students will increase their theoretical knowledge so that they become adept at selecting the most effective means of expression.

In addition to helping students acquire subject knowledge, students will:

- Explore and actively engage in a wide range of creative and stimulating activities, developing their confidence, empathy, concentration and communication skills.
- Become independent learners, critical and reflective thinkers with enquiring minds.
- Develop and demonstrate competence in a range of practical, creative and performance skills.
- Work imaginatively, creatively, and collaboratively generating, developing, and communicating ideas.

Examinations

Component 1: Understanding Drama – 40% of GCSE 1hr45 Written Examination

- Section A: Theatre roles and terminology
- Section B: Study of set text - Practical and theoretical study of a Set text (currently 'Around the World in Eighty Days')

- Section C: Live Theatre Production- (previous shows have included 'One Man Two Guvnors', 'The Railway Children', 'The Curious Incident of the Dog in The Night-Time' and 'Warhorse') aiming to appreciate how theatre works and what roles are contained within it.

Component 2: Devising Drama – 40% - internally marked & externally moderated.

- Using a stimulus such as a theme, picture, newspaper headline, quote or event and combining with a theatrical style students work to create and share their own original drama, recording the process in a logbook. Performer and designer routes available.
- Practical devising log (written or recorded) 30%
- Devised performance 10%

Component 3: Texts in Practice – 20% - Externally marked.

- Perform or design (monologue, duologue, or group performance) for two extracts from a play of your choice.

What Will Be Expected Of Me?

Drama will develop creative and transferable skills, the work demands sensitivity, discipline, commitment, confidence, trust, understanding and sincerity. Drama is an exciting, creative and challenging course which encourages you to develop as an independent learner with analytical awareness and critical and reflective thinking skills.

You must actively engage in the classroom learning and take full responsibility to follow the teacher feedback and meet deadlines.

The performance examinations usually take place out of school hours. Students will be expected to

commit to lunchtime and after school rehearsals during the rehearsal and performance period and a willingness to offer support and participate in extra-curricular clubs and productions is also desirable.

There will be various trips offered over the course, two of these will be compulsory theatre visits and will cost from £20-50 each to complete students Live Theatre Evaluation for their written examination.

Where Can Drama Take Me?

A GCSE in Drama can lead onto many A-Level courses, including Drama, Theatre Studies, Performing Arts and enhanced vocational and career pathways. Many of our A-Level students move onto Drama Degree Courses, Drama schools or careers in Creative Arts, Education, English, Marketing, Law, History, Health services, hospitality and events, and the television & film industry.

If you require further information or have any questions, please contact:

Mrs L. Roberts (Subject Leader)

lroberts@okehamptoncollege.devon.sch.uk



AQA

GCSE
DRAMA



Music gives students the practical and theoretical skills they need to succeed in the music and creative industry. Students have the opportunity to perform on their instrument as a solo artist as well as part of a group, to compose their own music in a range of different styles and listen to and appraise their own music and that of others. You will be carefully guided to produce work that ensure that you meet the exam board criteria whilst still being encouraged to develop your own artistic style. The GCSE Music course is ideal preparation for progression onto a Level 3 qualification in Music followed by University or Music college.

What Will I Learn?

- How to perform with more confidence.
- How to compose your own music in response to a brief.
- How to listen with intent to identify and understanding how the interrelated dimensions of music work to create styles, genres and effect.

Examinations

- **Component 1:** Performing 30% Coursework (Internally assessed, externally moderated). Perform with technical control, expression and interpretation. All students are required to perform a minimum of two pieces, with one of these being an ensemble performance. One piece must be linked to one of the four areas of study. The standard of final performance pieces should be broadly equivalent to grade 3.
- **Component 2:** Composing 30% Coursework (Internally assessed, externally moderated). Compose and develop musical ideas with technical control and coherence.

Students develop their knowledge and understanding of music through composing. All students are required to create and develop musical ideas in relation to given briefs. Students submit two compositions with a total playing time of 3-6 minutes.

1. **Composition 1.** A composition which responds to an exam board set brief (from a choice of four). Each brief relates to a different area of study.
2. **Composition 2.** A free composition. Students will set their own brief for this composition and compose a piece of music in a style of their choice.

- **Component 3:** Listening and Appraising 40% 1 hour 15 minutes listening and written exam. Demonstrate and apply musical knowledge and use appraising skills to make evaluative and critical judgements about music.

Students will develop their knowledge and understanding of the interrelated musical dimensions, musical contexts and musical language.

- This examination will assess knowledge and understanding of music through the following four areas of study:
 1. Area of Study 1: Classical Music which looks at Musical Forms and Devices
 2. Area of Study 2: Music for Ensemble which looks more closely at texture and sonority.
 3. Area of Study 3: Film Music
 4. Area of Study 4: Popular Music which looks at contrasting styles and genres of music.

Where Can Music Take Me?

The course supports and complements work in all other Creative Arts, Maths, English Literature and Language and Science. Top talent management agency, The Curve Group, specialising in financial and business services, declares that employees with arts degrees have developed more quickly in their roles from the start and has found them to have discipline, confidence and the ability to accept criticism and creative industry. The GCSE course is a great step towards a Level 3 Music or Performing Arts followed by a degree or apprenticeship in Performing Arts, Music or Musical Theatre, Teaching Qualifications, Sound Engineering Work/Qualifications, Music School, West End Pit Work, Cruise Ships Entertainment, Composer, Events Management, Songwriter, Performing artist, Session musician, Music producer, Music Engineer, Live sound technician, Concert promoter, Radio DJ, Radio producer.



Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? Students opting for photography will be given the opportunity to develop their creative ideas through a wide range of photographic techniques including digital, darkroom and Photoshop skills. We also look at and study the work of other photographers.

We explore ideas and techniques through different themes and all units involve some written work through annotation of ideas and research into photographers.

Students create a portfolio of work that shows thoughts, working process and skills for each unit.

What Will I Learn?

Students will explore Digital SLR cameras and manual techniques. Students are encouraged to apply creative, analytical and critical thinking and problem-solving to communicate ideas through photography visually. Students will develop critical analyses of artists' work, helping to develop their ideas through reaction, practical application and written reflections, looking at a range of contemporary photographers.

Students will learn about various photographic media, techniques and processes, including hands-on experimentation and lighting in our studio and use computers for Photoshop and digital media, utilising these techniques and equipment to make brilliant images.

The projects will be decided by the course leader but may include: Pattern and Texture; Microworlds; Portraiture into Photobooth.

Examinations

Portfolio of work 60%. Students will select a starting point to respond to, and produce a body of work will cover the following:

- Research and investigation
- Students will have a controlled assessment window to produce an ambitious, large-scale final piece as a personal response.
- Experiment with different techniques and materials
- Developing ideas

Externally set assignment (Exam Unit) 40%.

Students will develop a body of work in response to a theme provided by the examination board. Students will choose one starting point out of the seven they are provided with. They will then have a preparatory period where they will cover all four assessment objectives, usually completed in a sketchbook. As a culmination, students will have 10 hours (2 school days) of controlled assessment time to produce an ambitious, large-scale final piece as a personal response to their chosen theme.

What Will Be Expected Of Me?

Students will be expected to demonstrate a wide range of skills and techniques, as well as knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of photography
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to

the time and place in which they were created

- continuity and change in different styles, genres and traditions relevant to photography
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of photography.

It must be emphasised that spending time producing work outside lessons, including attendance in extra-curricular sessions, is an integral part of the course. Students should be passionate about this subject.

Where Can Photography Take Me?

Photography has many career links and opportunities in today's ever-changing society. The course would benefit students interested in a career or further studies in media, the film industry, journalism, sports photography, medical photography, theatre design, fashion and interior design, to name a few.



What Will I Learn?

Business Studies is a modern subject that is fully applied to the world we live in. The course investigates both the internal workings of a business and the external factors that influence the way businesses behave.

Business Studies at GCSE is a multi-skilled subject. For example, with regards to entrepreneurial activity it is often creativity and individual flair that allows people to come up with original ideas. The finance section involves the use of numbers, although you don't need to be a great mathematician to succeed at GCSE level. People management will teach you how to be a better manager and develop your own inter-personal skills. There will always be an aspect of the course that suits every individual's strength, but it will also allow you to develop other skills that can be transferred across the curriculum and beyond.

The course is designed for maximum student access and understanding, particularly with the focus on entrepreneurship and small business. There are several key areas split across the two years.

- **In Theme 1**, students look at showing enterprise, spotting a business opportunity, putting a business idea into practice, making a start-up effective and understanding the external influences.
- **Theme 2** looks at the growing an established business and the decision-making processes surrounding marketing, operational, financial, and human resource.

Whatever career you end up in Business Studies will be relevant in some way. There is a distinct possibility that you will either work

for someone or for yourself. The range of transferable skills will be useful in your professional and personal lives.

Examinations

Assessment takes place by two examinations based on each themes work. Each paper is worth 50% of the final mark. Questions will be made up of calculations, multiple-choice, short-answer and extended-writing. Two of the three sections are based on business contexts given in the paper. Calculators can be used.

What Will Be Expected Of Me?

- To learn and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national, and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively and draw on evidence to make informed business decisions and solve business problems.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced, and structured arguments, demonstrating their depth and breadth of understanding of business.
- Develop and apply quantitative/ Maths skills relevant to business, including using and interpreting data.
- To take an interest in current affairs and the economy.

Where Can Business Take Me?

The subject of Business Studies will help you to pursue careers such as:

- Stockbrokers: Buying and selling shares on the Stock Market.
- Marketing Executive: Designing promotional campaigns for major companies.
- Management Consultant: Advising other businesses on how to develop.
- Accountants: Helping organisations plan for the future or auditing their books.
- Entrepreneur: Running your own business or developing other people's ideas.



What Will I Learn?

Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. You will design, plan, create and review digital media products in order to meet client and target audience demands.

- **Digital Design techniques:**
Much of the course will focus on producing project work that will showcase what you learn in lessons. The lessons themselves will teach you to be creative with digital technology .
- **2D Graphic Design:**
How to produce computer graphics using tools such as Krita and Photoshop, designing and storyboarding using graphics software and concept art creation.
3D Modelling:
- **Creating 3 dimensional characters and scenes using 3D modelling software that is used by professional modellers and animators.**
- **3D Animation:**
Using the 3D models you create to produce animations, with realistic materials, textures and lighting effects. Using 3D physics systems to create realistic fire, smoke, water, glass and many other effects.

Examinations

Students will be assessed through a written exam lasting 1 hour 30 minutes

There will be two assessed projects, created over 15 hours each, which will be fully documented and evaluated with a written report and the final digital creation. This will involve planning and organisation, evaluation and critical analysis as well as mastering the software packages for 2D and 3D design and animation.

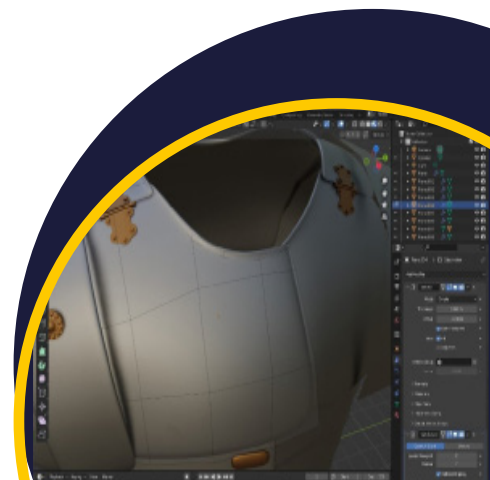
What Will Be Expected Of Me?

- To be interested in creating digital media assets.
- To learn to think critically and be able to constructively evaluate your work and that of others.
- To be able to interpret a project brief and plan an effective strategy to deliver the project on time and meeting all the target criteria.
- To be interested in exploring more creative uses for computers.

Where Can Creative iMedia take me?

This qualification can lead to careers in:

- Web design,
- Augmented Reality,
- Virtual Reality,
- Creative Design,
- Automotive Design,
- Game Design and Creation, Digital Asset creation,
- 3D Animation
- 3D character and world design as well as many other digital creative careers.



What Will I Learn?

- To develop statistical fluency and understanding through activities such as the use of statistical techniques in a variety of investigations, using real-world data.
- To work within the framework of the statistical enquiry cycle.
- To apply statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and in the outside world.
- To apply appropriate mathematical and statistical formulae and build on some of the skills and concepts from the GCSE Mathematics curriculum to a greater breadth and depth.

As well as allowing you to improve on your skills in Mathematics overall, this qualification is one that can support further study in subjects such as Science, Psychology and Geography as well as future careers linked to these areas.

The areas of study are:

- The statistical enquiry cycle, through which all areas are studied.
- The collection of data
- Processing, representing and analysing data.
- Probability.

What Will Be Expected Of Me?

- To enjoy mathematics, using formulae and problem solving
- To want to understand how to apply statistics and mathematics in real world situations, and in other subject areas
- To work hard in all lessons and to completely regular weekly homework
- To have a **scientific calculator** and bring it to your lessons.

Examinations

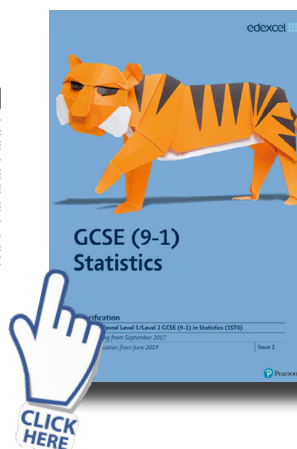
Two written examinations, each 1½ hours covering all subject content. Both exam papers require use of a calculator

The final GCSE grade is based solely on performance in the two written exam papers to be taken at the end of Year 11

Where Can Statistics Take Me?

A qualification in statistics can lead you into many varied disciplines, either as a job or as further study. As well as the mathematics content there is a large cross over with scientific fields such as computer science and sports science but also finance and economics. Statistics combines well with other subjects as well such as geography and psychology; in fact most jobs will use data in one form or another so statisticians are highly sought after. Some examples of careers are:

- Finance and Banking
- Medical Statistics
- Manufacturing
- Forensic Statistics
- Energy Statistics
- Quality Control
- Market Research
- Ecology
- Astrostatistics
- Sports Statistics
- Economics



What Will I Learn?

- To develop fluent knowledge, skills and understanding of statistical methods and concepts for the real world.
- To apply statistical techniques within the framework of the statistical enquiry cycle.
- To build on knowledge from the GCSE mathematics course.
- To develop and strengthen higher order mathematical skills to a greater depth, particularly in algebraic reasoning and problem-solving skills.

This option allows you to study for an additional qualification, the AQA Level 2 Certificate in Further Mathematics, which is an untiered Level 2 (equivalent to Higher Tier GCSE) linear qualification for learners who are expected to achieve grades 7, 8 and 9 in GCSE mathematics. This is particularly suitable for students who are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

The areas of study are:

Statistics:

- The collection of data
- Processing, representing and analysing data
- Probability

Further Maths:

- Number
- Algebra
- Coordinate Geometry (2 dimensions)
- Calculus
- Matrix Transformations
- Geometry

Examinations

- 2 written examinations, each 1½ hours covering all subject content
- **Further Maths**
2 written exams, one non-calculator and calculator paper, each 1¾ hours and covering all subject content

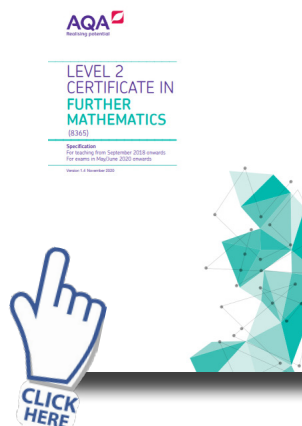
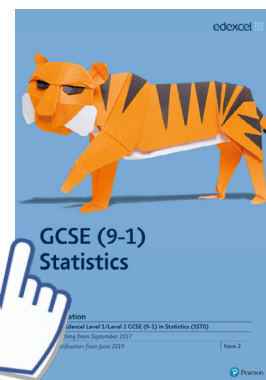
What Will Be Expected Of Me?

- To enjoy mathematics and working on various problems, being prepared to persevere in the face of tricky questions.
- To want to understand how to apply statistics and mathematics in real world situations, and in other subject areas.
- To work hard in all lessons and to completely regular weekly homework.
- To have a scientific calculator and bring it to your lessons.

Where Can “Statistics & Further Maths Take Me?”

As well as being ideal preparation for A Level Mathematics and A Level Further Mathematics, the Further Maths syllabus is designed to broaden the mathematical experience of high attaining pupils. Studying Further Maths will be beneficial if wanting to go on to study the following subjects, or to have careers in:

- Engineering
- Computing
- Economics and business
- Scientist
- Chartered Accountant
- Data Analyst
- Banking and finance
- Mathematician
- Medicine



Physical Education (PE)

Qualification: GCSE

Head of Faculty: K. Redstone

What Will I Learn?

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Examinations

- **Written examination Paper 1:**
The human body and movement in physical activity and sport examination: 1 hour 15 minutes
30% of the qualification 78 marks. The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.
- **Written examination Paper 2:**
Social cultural influences and well-being in physical activity and sport: 1 hour and 15 minutes
30% of the qualification 78 marks. The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.
- Practical Performance in physical activity and sport. Non-examined assessment: internally marked and externally moderated 40% of the qualification 100 marks. The assessment consists of students completing three activities. The final activity can be a free choice. Students must participate in three separate activities.
- Analysis and evaluation of performance to bring about improvement in one activity. Students will be assessed on their analysis and evaluation of performance to bring about improvement in one activity.

What Will Be Expected Of Me?

Students choosing GCSE PE must be prepared to participate in a large proportion of theory-based classroom lessons. They should participate in Sports via extra-curricular activities or sports clubs outside of college on a regular basis to fulfil the practical performance criteria for the course. Students opting for GCSE PE must be willing to undergo practical sporting performance in a mixed group and to an audience. There is a requirement for some activities to collate video evidence.

Where Can PE Take Me?

GCSE PE has a high level of human biology content, it is an academic course with a practical element that has a broad breadth of study. Focusing on the science of the human body as well as psychology and social aspects of Physical Activity it is great preparation for any Level 3 qualifications in sport including A-Level PE and BTEC Sport or Sport Science. It would support future careers in the sport or leisure industry, Sports Coaching, Sports Sciences, Sports Media, Physiotherapy etc.

Please be aware you will not be permitted to opt for both OCR Cambridge National and GCSE PE. Your PE teachers will advise you on the course that will fit your needs most appropriately.



What Will I Learn?

The Cambridge Nationals in Sport Studies encompasses some core sport/physical education themes. This is a vocational “non-GCSE” option.

Examinations

It is assessed through a combination of practical assessment, NEA (non-examination assessment) and written examination.

Qualification aims and objectives:

- Understand and apply the fundamental principles and concepts of Sport Studies.
- 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 are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely.

R184: Contemporary issues in sport. This is assessed by an exam. 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 This is assessed by a set assignment. 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 session.

R186: Sports and the media This is assessed by a set assignment Topics include: The different sources of media that cover sport, positive effects of the media in sport, negative effects of the media in sport.

Unit 1 (R184) Contemporary issues in sport - 40% of grade
Unit 2 (R185) Performance and leadership in sports activities - 40% of grade
Unit 3 (R186) Sport and the media - 20% of grade.

What Will Be Expected Of Me?

- A keen interest in sport and physical activity.
- Confidence to lead activities in front of their classmates and other students.
- Confidence to lead warmups and sessions in front of their classmates and other students.
- In-depth knowledge of at least 1 sport.
- Good level of performance in 1 sport – ideally taking part outside of lesson time for school or club.
-

Where Can Sport Take Me?

The course covers areas of sports leadership, media and contemporary issues in sport. Possible future progressions and career include sports qualifications at level 3 including the BTEC National Extended Certificate, sports degrees and future careers in teaching, coaching, leisure, nutrition, sports media, and personal training.

Please note that you will not be permitted to opt for both GCSE PE and OCR Cambridge national sport studies. Your teacher will advise you on which course will best suit your needs.



Cambridge Nationals are vocationally related qualifications which are designed to inspire and equip students with transferable skills which are relevant to the Health and Social Care sector and other public services. The qualification is industry relevant and provides students with practical opportunities to learn using real-life situations.

What Will I Learn?

The course enables learners to develop skills in the following areas:

- Communicating effectively with individuals or groups.** Communication is at the heart of health and social care and is taught or applied in all units. Good communication skills are very attractive skills in the modern workplace whatever career path followed.
- Understanding of the needs of individuals.** All service users in health and social care are entitled to RIGHTS which are upheld by law. Students develop understanding of concepts such as, PERSON CENTRED CARE, CHOICE, CONFIDENTIALITY, PROTECTION FROM ABUSE AND HARM, and EQUAL AND FAIR TREATMENT. Students will explore and learn to recognise how to deliver these core concepts when working with service users.
- Protection of service users.** Students develop vital knowledge and understanding of how to protect individuals through infection protection, safeguarding and safety and security measures.
- Life stages.** Students will learn how humans develop through 'life stages' identifying significant milestones in the physical, intellectual, emotional, and social aspect of human growth.

- Life events.** All humans experience a range of life events and students will learn how health and care workers support individuals to deal with the joys and challenges of life within their roles.
- Transferable skills.** Throughout the qualification students will have the opportunity to research information, developing skills in planning, presenting and evaluating.

Examinations

The qualification is made up of three components. Two of the three units are mandatory RO32 Principles of Care in Health and Social Care settings and RO33 Supporting individuals through life events.

RO32 is worth 40% of the final qualification and is assessed externally via an exam. RO33 is assessed internally, using a range of tasks and activities. (NEA)

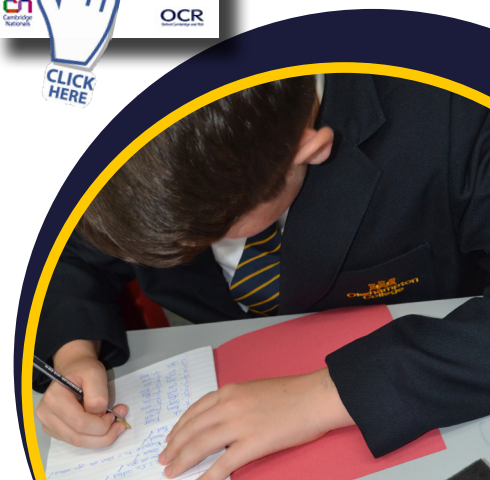
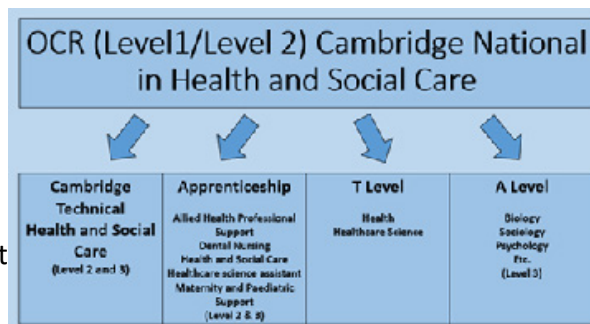
The final component of the course can be selected from either RO34 Creative and Therapeutic activities OR RO35 Health Promotion campaigns. Module is worth 30% of the final award and is assessed internally using a range of tasks and activities (NEA).

What Will Be Expected Of Me?

Within this course there are a range of learning opportunities. You will be asked to create and deliver presentations, attend events and talk with young and old people in a range of contexts. To work in this area you also ideally need to be able to empathise with the needs of others. You will be required to complete one external written exam (1 hour and 15 minutes) and many of the practical activities you complete will need to be written up into formal reports.

Where Can Health and Social Care Take Me?

Students who achieve a good Level 2 pass at the end of the course (GCSE grades 4-9 equivalent) students can go on to study Health and Social Care at level 3. This OCR National qualification has been especially developed to encourage learners into the Health and Social Care work sector. The flexible qualification opens opportunities in a range of work contexts.



Please note this subject is not a choice in Year 10. Students can indicate if they are interested in Triple Science and will be directed towards this subject if it is appropriate for them.

What Will I Learn?

You will study the fundamental topics in the three separate disciplines of Biology, Chemistry and Physics, which is delivered by a subject specialist. Each separate science is taught for five hours over two weeks, with a total of fifteen hours per fortnight for the Triple Science course. Your lessons will cover both theory and practical work, which will give you the knowledge, skills and confidence to question and explain the world around you.

Practical work is at the heart of science as it supports and consolidates your understanding of scientific concepts, develops your investigative skills, and hones your practical skills. Our aim is for all students to gain a better understanding of the subject, develop the skills of a scientist and master the manipulative skills required for further study or jobs in STEM subjects.

Science GCSE begins in the second half of Year 9 with all students studying the first modules of AQA Combined Science. In Year 10 students can then opt for Triple Science, which is a linear course, meaning students will sit all their exams at the end of the course in Year 11.

Each GCSE is split into different topic areas. Within each topic area are smaller units, which are assessed each term throughout Years 10 and 11.

What Will Be Expected Of Me?

If you are thinking about Triple Science, we want you to **LOVE** science. We expect you to work hard and think critically. We want you to be passionate about our subject and take an active part in each lesson. We want you to organise your time to ensure you revise thoroughly for the exams, including learning the required equations. What we really want from you is an enthusiasm and a willingness to learn about all aspects of Science.

| GCSE Biology topics | GCSE Chemistry topics | GCSE Physics topics |
|--|---|-----------------------------------|
| 1. Cell biology | 1. Atomic structure and the periodic table | 1. Forces |
| 2. Organisation | 2. Bonding, structure, and the properties of matter | 2. Energy |
| 3. Infection and response | 3. Quantitative chemistry | 3. Waves |
| 4. Bioenergetics | 4. Chemical changes | 4. Electricity |
| 5. Homeostasis and response | 5. Energy changes | 5. Magnetism and electromagnetism |
| 6. Inheritance, variation, and evolution | 6. The rate and extent of chemical change | 6. Particle model of matter |
| 7. Ecology | 7. Organic chemistry | 7. Atomic structure |
| | 8. Chemical analysis | 8. Space physics |
| | 9. Chemistry of the atmosphere | |
| | 10. The Earth's resources | |

Find out more by scanning the QR codes or clicking on the images below



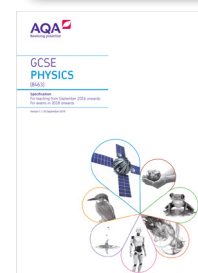
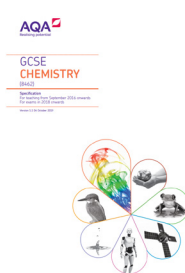
Examinations

At the end of the course students will be examined in two papers for each subject (i.e. ,two biology, two chemistry and two physics.) Each paper is 1 hour and 45 minutes long. The GCSE grade in each subject is awarded on the total score achieved in both papers.

Where Can Triple Science Take Me?

A qualification in Science can lead you in many varied directions, either as a career or as further study. Science gives you the skills and knowledge to analyse, evaluate and question... desirable traits for any employer! As well as the science disciplines of Biology, Chemistry, and Physics there is a large cross over with other areas of study ranging from acoustics, Cartography, Ecology, Electronics, Geology, Hydrology, Law, Materials, Performance Sport, Robotics, and many, many more!

Explore the careers that a science qualification can lead to:



Examinations

This course covers a wide range of topics examining the place of Design and Technology in the modern world, and much of its content compliments work covered in Geography, Science and Maths.

Studying D&T allows students to develop a wide range of transferable skills for further education, work and life. E.g.:

- Creative and innovative thinking skills - use imagination and experimentation to design, make and develop high quality, functional prototypes.
- Critical thinking skills – the ability to critique and refine ideas, and analyse the wider implications of design and technological activities upon society and the environment.
- Organisational, problem solving and decision-making skills.
- Research and communication skills.

What Will I Learn?

- Materials - including timbers, metals, polymers, textiles, papers and boards, and smart materials.
- Traditional, new and emerging technologies.
- Electronic systems and programmable components.
- Mechanical components and devices.
- Ethics and the social and environmental impact of design technology.
- Design and production methods.
- Effective communication using sketches, drawings, diagrams, CAD, and technical vocabulary.

1. **Controlled Assessment** (worth 50% of the total marks) - based on a contextual challenge set by Eduqas on the 1st of June. This sustained design and make task assesses candidate's ability to:
 - Identify, investigate and outline design possibilities.
 - Design, make and evaluate prototypes considering any social, moral, ethical and environmental implications.
 - Analyse and evaluate design decisions and outcomes.
2. **Final Examination** (2hrs - worth 50% of the total marks). The paper comprises of a combination of short answer, structured and extended writing questions assessing candidate's knowledge and understanding of:
 - Material properties and manufacturing processes.
 - Design and manufacturing principles and calculations.
 - Analysis and evaluation of design decisions and outcomes.
 - The social, moral, ethical and environmental impact of design and technological activities.

What Will Be Expected Of Me?

- Work hard, be resilient and determined to succeed. Being a GCSE qualification with an exam that accounts for 50% of the overall grade, a large element of the course is theory- based which requires a great deal of reading and writing.
- Be independent and undertake additional work in your own time in order to meet deadlines.
- Apply skills, knowledge and creativity to design and make prototypes that solve real-world problems.
- Study aspects of electronics, graphics, resistant materials and textiles.

Where Can Design and Technology Take Me?

There are many career paths that Design and Technology could take you down; from Carpenter to Architect all the way to Aerospace Engineer. Here are just some of the industries and jobs that are facilitated by a qualification in Design and Technology:

- **ART AND DESIGN** - Graphic Designer, Sculptor, Gallery Curator.
- **IT AND THE INTERNET** - Games Developer, Software Programmer, Network Engineer, Web Designer.
- **FAST CONSUMER GOODS** - Mechanical Engineer, Product Designer, Market Researcher.
- **CONSTRUCTION** – Tradesperson, Architect, Construction Manager.
- **MANUFACTURING** – Food Technologist, Manufacturing Engineer, Manufacturing Manager.

A-level Design and Technology – Level 3 courses

You could, of course, continue studying Design and Technology at A-Level, which would allow you the opportunity to study a range of courses at university and possibly enter a related career at a higher level.



What Will I Learn?

- There will be an opportunity to achieve a V.Cert qualification.
- Develop a broad understanding of the engineering sector and engineering disciplines.
- Study the theoretical content of the engineering industry.
- Learn how Science and Maths are applied in engineering.
- Perform a range of techniques and processes using selected materials and a wide range of traditional and modern engineering tools equipment and machinery.
- Learn the Healthy and Safety associated with Engineering.
- Demonstrate processing skills & techniques applied to materials for a manufacturing task.
- Gain a better understanding of how to read technical drawings and understand how drawings are applied in engineering.
- Produce hand-drawn engineering drawings and CAD engineering drawings.
- Demonstrate your ability to plan production techniques.

What Will Be Expected Of Me?

- To behave in a mature and responsible fashion.
- Due to the potential risks of using such a wide range of equipment and machinery, poor behaviour will not be tolerated, and you will be removed from the workshop.
- Work independently and manage their own time effectively to ensure they complete their work within the time given.
- Pride in your work.
- To continue developing your knowledge of unit 1 in your own time - (Home Learning)

Examinations

Students will all take a NEW V.CERT qualification.

The V.CERT qualification is made up of 2 units:

Unit 1; worth 40% of the overall grade, is externally assessed as 1 written paper.

Unit 2; is a practical unit requiring students develop their practical skills over the course of Yr10.

The remaining 60% of their grades will be assessed as an externally set design brief in the Autumn term of Yr11, this assessed practical module will be a controlled assessment (exam) which must be completed independently (without any help) and within the time frame dictated by the exam board. You will have to complete and produce any specified paperwork, such as a production plan, CAD drawings, evaluation etc.

This qualification is designed for learners with an interest in engineering. Pupils will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation. It will give them a basic understanding of the skills required for a career in the engineering sector.



Where Can Engineering Take Me?

Learners who achieve this V.CERT qualification could progress onto further Level 3 qualifications and A-Levels, such as:

- A-Level in Engineering.
- Diploma in Automotive Engineering.
- Diploma in Engineering and Maintenance.
- Diploma in Engineering Toolmaking.
- Diploma in Engineering Construction.



NOTE
NCFE LEVEL 1/2
TECHNICAL
AWARD
IN ENGINEERING



Hospitality & Catering

Qualification: Level 1/2 Vocational Award

Head of Faculty: C. Henderson

According to the British Hospitality Association, **hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.** This varied and interesting course will give you an insight and understanding of this industry and give you the chance to be part of it if you wish in future.

The Level 1 / 2 hospitality and catering is a GCSE equivalent qualification.

What Will I Learn?

This qualification is made up of 2 units:

Unit 1: The Hospitality and Catering industry. You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action. You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

Examinations

You will be assessed through a written examination and an assignment.

- **Unit 1** will be assessed through an exam, which is worth 40% of your qualification.
- **In Unit 2** you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

Learners who achieve this Level 1/2 qualification could progress onto further Level 3 qualifications and A levels, such as:

- WJEC Level 3 Food, Science and Nutrition.
- Level 3 Diploma in Hospitality and Tourism Management (VRQ).
- Level 3 Diploma in Hospitality, Supervision and Leadership principles (QCF).
- Level 3 Certificate in Hospitality and Catering Principles (professional cookery).
- Level 3 Award in Practical Food Safety Supervision for Catering (QCF).

What Skills Will I Develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management.

What Will Be Expected Of Me?

- Be prepared to cook and taste a variety of foods and bring ingredients into school on a weekly basis.
- Take pride in your work – both written and practical.
- To continue developing your learning of assessed units in your own time - (Home Learning).

Where Can Hospitality and Catering Take Me?

The hospitality industry offers a wide range of exciting opportunities which includes:

- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist Sous chef





Questions you may wish to ask your child at home

As part of the choices process parents should speak to their children about what sort of careers they would like to pursue and how their option choices could support this. Here are some questions that you could explore with your children.

- What career would you like to pursue?
- Do you need to go to university to achieve your career goals?
- What course at university would you like to study? Have you looked on the UCAS website?
- Have you considered an apprenticeship?
- What type of apprenticeship have you considered? Have you looked on their website?
- Where would you like to study after school?
- What A-Levels or BTECs would you like to study at Post-16?
- What subjects at school do you think you are best at?
- What subjects do you enjoy?
- Which subjects would you like to study?



**Dartmoor
Multi Academy
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