

**Okehampton College**

# **Key Stage 4 Curriculum**



**2019 - 2020**





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Your son or daughter will shortly be asked, with you, to make a number of choices about the shape of the curriculum they will follow in Years 10 and 11. Up to now the curriculum they have followed will have been largely similar for all students. In Years 10 and 11 youngsters have a degree of choice. You as parents have a very important part to play in this process and in the ongoing support for them as they enter the most important phase of their education to date.

Please read the booklet carefully and come along to the Year 9 Curriculum Evening to talk with the staff. We will attempt to meet the wishes of all students in their choices but it may not be possible to satisfy everyone. Our aim is to do everything we can to provide the widest possible range of courses.

Staff at the College look forward to meeting you and providing you with the advice and guidance to ensure that the right choices are made.

## **WHAT THIS BOOKLET IS FOR**

- 1 To give you information about the compulsory subjects you must study.
- 2 To give you information about the subjects you can choose.
- 3 To help you steer your way through the choice process (on white sheets/pages 3-5).

## **IMPORTANT DATES**

**Thursday 17<sup>th</sup> January 2019 - KS4 CURRICULUM EVENING**

4.30 - 7.30 p.m.

for Year 9 students and their parents.

**Monday 21<sup>st</sup> January 2019**

This is your deadline for handing in your choices to Reception. Courses are NOT filled on a first come first served basis, but it is important that you meet this deadline.

Confirmation of the final choices for each student will be advised after May half-term.

Dear Students and Parents,

As you may be aware considerable changes have recently been made to the assessment of GCSEs. As a result, we have spent a lot of time developing a curriculum model for Years 10 and 11 that will give students the maximum offer of qualifications that will suit their abilities and interest whilst, at the same time, acknowledging the constraints of statutory requirements, staffing and time-tabling.

As mentioned above, the changes to GCSEs have been considerable. The old grading system of A\* to G has been changed to a grade system of 1 to 9 with Grade 9 being the highest grade. In addition, the coursework element in many courses has been removed or considerably reduced. Modular exams have also been removed so that a greater emphasis is now placed on the assessment of student's knowledge in the terminal exams at the end of Year 11. The result of this is that students may end up taking many more exam papers in the last six weeks of Year 11 than has been the case in previous years.

For many students the opportunity to be assessed on their knowledge at the end of the GCSE course through examination will be an opportunity to excel, but for others the prospect of so many exam papers will be detrimental and so where appropriate for the individual, we would like to reduce the terminal exams students have to take.

In order to do this and to make the Key Stage 4 Curriculum at Okehampton College appropriate for all our students, we have spent some time researching new courses and developing a curriculum model that we feel will support the learning needs of the whole range of students in the cohort, while still fulfilling the statutory requirements of the curriculum.

We have introduced more vocational qualifications so that students can, if they wish, take something which has a slightly different assessment regime. In these vocational qualifications the majority of the course is coursework based with one exam taken before the final term of Year 11. As a result, the number of exams taken at the end of the year will be reduced If students choose to study any of these subjects.

When completing the Choices form, please note that students need to choose whether to complete either the EBACC or NON-EBACC side. Once they have done this they will need to make further choices including a number of reserve choices. Whilst we will endeavour to give students their first choices, this will not be possible in all cases. It is, therefore, essential that all reserve slots are filled in and that time is taken to identify reserve choices that students will be happy to study.

As ever, thank you for your support with this process. I look forward to welcoming you at the **Curriculum Evening on Thursday 17<sup>th</sup> January 2019.**

Yours sincerely,



Principal

## **Looking Ahead**

It is true to say that most youngsters at 14 years old have little idea what career they want to follow. We will help them with those choices over the next two years and beyond. There are many adults who can help you with this process, including careers advisers from Careers South West who work within the College to support you in the process

It is important to keep a balance in what is studied. Equally it is important to ensure that you 'keep doors open' now so that when you make further decisions at age 16, you have a full range of choices available.

## **Some General Hints Before You Start!**

- 1. Do take note of all the advice that you will receive in the next few weeks - don't make your choices until you've been to the Key Stage 4 Curriculum Evening.**
  
- 2. Do be guided by your teachers. It makes sense to choose:**
  - a) The courses you are good at**
  - b) The courses you will enjoy**
  - c) The courses you may need in the future**

### **DO NOT choose a course**

- a) just because a friend is doing it**
- b) because you like the teacher (the teacher may not be the one you are expecting!)**

### **Your route through the process**

Once you have read through this booklet, talked with your parents and your teachers and attended the Curriculum Evening to help you decide what choices to make, you will be asked to fill in your form. The first decision you will need to make is which route you would like to follow. These routes are explained below.

### **English Bacculaureate Route**

To achieve the English Bacculaureate, students will need to study English, Maths, Double Science, or Triple Science, a Language and a Humanities subject (Geography or History), achieving the equivalent of GCSE grade 5 or better in each one. The English Bacculaureate suite of qualifications may be an advantage when applying to the top universities.

You should consider opting for the English Bacculaureate if you have an interest in, or aptitude for, a language and a Humanities subject.

If you choose the English Bacculaureate Route you will study Maths, English, Double Science, Beliefs & Values, a language, a humanities subject and core P.E. You will then make two choices as shown on the practice sheet at the end of this booklet.

### **Non-Baccalaureate Route**

Students who choose this Route will follow a curriculum that will include some compulsory subjects, ensuring an appropriate breadth of study. These are Maths, English, Double Science, Beliefs and Values and Core PE. Students will be able to supplement this curriculum by making four further choices as summarized overleaf.

## Key Stage 4 Routes

Route	English Baccalaureate	Non-Baccalaureate
Subjects that you must study	English Maths Double Science P.E. Beliefs & Values	English Maths Double Science P.E. Beliefs & Values
Option	<ul style="list-style-type: none"> <li>● Language choice</li> <li>● Humanities choice</li> <li>● 2 free choices</li> </ul>	<ul style="list-style-type: none"> <li>● History, Geography, French, Spanish, Triple Science</li> <li>● 3 free choices</li> </ul>

<b>Faculty / Department</b>	English
<b>DoTL</b>	Mrs R Richards
<b>SUBJECT</b>	<b><u>English Language and English Literature (2 GCSEs)</u></b>

### **What will I learn?**

- To critically read a selection of novels, non-fiction texts, contemporary drama, other culture texts, Shakespearian plays, a range of traditional and contemporary poems.
- To be able to write formal texts and a variety of different text types including creative writing.
- To be a confident speaker and communicator in different situations; presenting, within a group and as a performer.
- To be a considerate listener.
- To create a range of writing types with a range of structures and vocabulary for different purposes, audiences and forms.

### **What examinations and assessments will I have to do?**

- English Language will consist of two examinations both focused on unseen texts: fiction and non-fiction
- Speaking and Listening assessments where the focus is creating and sustaining roles, interacting and responding and communicating and adapting language.
- Exams in English Literature will be mainly focused upon prepared texts, with some elements of unseen.

### **What will be expected of me?**

- ❖ Lots of reading of poetry, drama and prose.
- ❖ To organise your time to ensure you revise thoroughly for the exams.
- ❖ Enthusiasm and a willingness to learn.

**Faculty / Department** Mathematics  
**DoTL** Mrs T Nethercott  
**SUBJECT** **GCSE Mathematics**

**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: -**

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

**What examinations and assessments will I have to do?**

- 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 give of your best.
- ❖ To complete 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.

**Faculty / Department**            Science

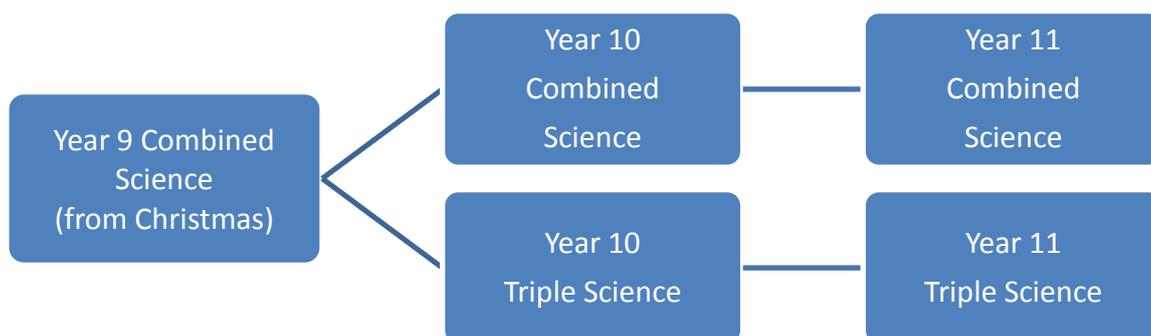
**DoTL**                                    Miss E Dean

Science at Okehampton College combines relevant, inspiring content with practical work. We build on the knowledge learnt in years 7, 8 and 9 to develop the scientific skills that allows our students to gain a deep understanding of the world around them and the ability to approach problems in a reasoned and analytical manner.

We believe that science has something to offer every student which is why we offer a choice of routes for students to follow to provide choice and flexibility to suit students of different abilities and aptitudes to achieve science qualifications. We support all students from those who want to understand the basics, through to those who want to follow a career in science or follow a higher education science course.

Science GCSE begins in the second half of year 9 with all students studying the first modules of **AQA Combined Science: Trilogy**. In Year 10 students can then opt for **Triple Science** or continue with **Combined Science**. Both qualifications are linear, which means that students will sit all their exams at the end of the course (Year 11.)

**Science route map:**



Practical work is at the heart of science, so the new suite of GCSE Science qualifications have placed it at the heart of the specification. There are three interconnected, but separate reasons for doing practical work in schools. They are:

1. To support and consolidate scientific concepts (knowledge and understanding).
2. To develop investigative skills.
3. To build and master practical skills.

By focusing on the reasons for carrying out a particular practical, students gain a better understanding of the subject matter, develop the skills of a scientist and master the manipulative skills required for further study or jobs in STEM subjects.

Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations.

## Subject

Double Science

### GCSE Combined Science: Trilogy

This GCSE course combines the three strands of science – Biology, Chemistry and Physics – split into 24 topics, studied over two years.

Biology topics	Chemistry topics	Physics topics
<ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>	<ol style="list-style-type: none"><li>8. Atomic structure and the periodic table</li><li>9. Bonding, structure, and the properties of matter</li><li>10. Quantitative chemistry</li><li>11. Chemical changes</li><li>12. Energy changes</li><li>13. The rate and extent of chemical change</li><li>14. Organic chemistry</li><li>15. Chemical analysis</li><li>16. Chemistry of the atmosphere</li><li>17. Using resources</li></ol>	<ol style="list-style-type: none"><li>18. Forces</li><li>19. Energy</li><li>20. Waves</li><li>21. Electricity</li><li>22. Magnetism and electromagnetism</li><li>23. Particle model of matter</li><li>24. Atomic structure</li></ol>

### Assessment

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. Each paper is 1 hour and 15 minutes long. The GCSE grade is awarded on the total score achieved in all 6 papers.

The subject content and required practicals in this qualification are also in our GCSE Biology, Chemistry and Physics qualifications, so we have the flexibility to co-teach and start GCSE teaching in year 9 with no impact on option choices.

More [information on our AQA Science courses can be found at:](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

**Subject**

Physical Education

**Year 10/11 Compulsory PE**

In Year 10 all students have two lessons per week and take part in two activities each half term. During the year they will choose activities on offer.

They then repeat their programme in Year 11.

**GAMES**

- BADMINTON
- TABLE TENNIS
- VOLLEYBALL
- BASKETBALL
- FOOTBALL
- HOCKEY
- NETBALL
- RUGBY
- CRICKET
- ROUNDERS
- TENNIS
- HANDBALL



**ATHLETICS  
ACTIVITIES**

- ATHLETICS
- CROSS-COUNTRY
- CIRCUIT TRAINING
- FITNESS

**OUTDOOR  
ADVENTUROUS  
ACTIVITIES**



- ORIENTEERING
- WALKING

**GYMNASTIC  
ACTIVITIES**

- GYMNASTICS
- TRAMPOLINING



- STREET SURFING
- DODGE BALL
- GAELIC FOOTBALL
- ULTIMATE FRIZBEE
- GOLF



**DANCE**

- YOGA
- DANCE
- AEROBICS
- PILATES
- ZUMBA



**Faculty / Department** Humanities  
**DoTL / Subject Leader** Mrs J Payne/Mrs E White  
**SUBJECT** **GCSE Religious Studies**  
AQA Specification A

This is a 2½ year course beginning in Year 9. It is part of each student's basic curriculum and will give a full GCSE qualification for all students

### **What will I learn?**

Component 1: The beliefs, teachings and practices from Buddhism and Christianity.

This will be assessed in a written exam of 1 hour 45 minutes in Year 11.

Component 2: The study of four philosophical and ethical themes. These will be:

- Relationships and families
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

This will be assessed in a written exam of 1 hour 45 minutes in Year 11.

### **What will be expected of me?**

- ❖ It will be expected that you show interest, work hard, have an open mind, have a willingness to discuss current issues and contribute to group activities.

**Faculty / Department** Computing & Business Studies  
**DoTL** Mr S J Adcock  
**SUBJECT** **Business - BTEC Tech Award in Enterprise**

**What will I learn?**

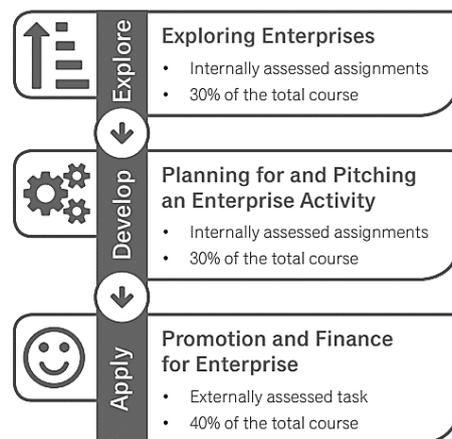
- Practical, transferable skills for work or setting up a business.
- A taster of the sector with a practical introduction to life and work in Enterprise.
- A well-rounded foundation for further study, giving the opportunity to apply academic knowledge to everyday and work contexts, providing a great starting point for academic or vocational study post-16, as well as preparing for future employment

The course is made up of 3 progressive units:

1. Exploring Enterprises
2. Planning for and Pitching an Enterprise Activity
3. Promotion and Finance for Enterprise

We aim to inspire and enthuse you to consider a career in one of many business disciplines such as marketing, finance, sales, recruitment or retail.

The course also gives the opportunity to enter employment within a wide range of junior job roles across the business sector including marketing assistant, business administrator and financial assistant.



**What examinations and assessments will I have to do?**

Two x 30% coursework units and one 40% exam (written paper, 2 hours)

**How is the course graded?**

Grades achievable are:

- Level 2 Distinction\* to Pass
- Level 1 Distinction to Pass

The course qualifies in the Ebacc ‘open group’ category and translates to 9-1 grades for the progress 8 score.

**What will be expected of me?**

- To take an interest in and to investigate local businesses
- Individual work, group work and presenting a business pitch to an audience
- To participate in carrying out market research
- To work with computers, video cameras and microphones
- To work hard and to meet deadlines

**For further information, please speak to Mrs Gunn-Hawking, Mr Sproats or Mr Coton**

<b>Faculty / Department</b>	Design and Technology
<b>DoTL</b>	Mr C Henderson
<b>Teachers</b>	Mr Dunn, Mr Henderson, Mr Wilson
<b>SUBJECT</b>	<b><u>GCSE Design and Technology</u></b>

This course aims to prepare students for life in an increasingly technological world. The specialist Design and Technology qualifications previously available (i.e. Resistant Materials, Graphic Products, Textiles Technology, Systems and Control) have been discontinued. All specialisms have now been combined to form this single Design and Technology qualification.

For more detailed information, please go to:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

### **You will learn:**

- about materials; traditional, new and emerging technologies; ethics; and the social and environmental impact of design technology.
- a range of analytical, design and production skills.
- to communicate effectively using sketches, diagrams and technical vocabulary.

### **How will I be assessed?**

- Controlled Assessment (50%). Three contextual challenges will be provided by the exam board each year in June, from which students must choose one to respond to. Students will produce a project, which consists of a portfolio and a prototype. There are four parts to the assessment:
  - Part 1: Investigate
  - Part 2: Design
  - Part 3: Make
  - Part 4: Evaluate
- Final Examination (1hr 45 min - 50%). The paper includes a combination of short-response and extended-writing questions, focused on:
  - technical principles and calculations.
  - analysis and evaluation of design decisions and outcomes.
  - analysis and evaluation of wider issues, e.g. the social, moral, ethical and environmental impact of design technology.

### **You will be expected to:**

- Work hard, be resilient and determined to succeed.
- 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.

**Faculty:** Design and Technology  
**Teacher:** Mr J Dunn  
**SUBJECT:** Engineering Product Design and Development  
**QUALIFICATION** **OCR Cambridge National Certificate in Engineering Design Level 2 (J841)**

**Who is this qualification for?**

This qualification is aimed at students who wish to study the processes involved in designing engineered products.

**What are Cambridge Nationals?**

Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment.

They're industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities.

**What will the student study as part of this qualification?**

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. This qualification is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

**This qualification has three units and 1 exam:**

<b>Units</b>	<b>Assessment Method</b>
<b>R105:</b> Design briefs, design specifications and user requirements	Written paper. OCR set and marked 1 hour – 60 marks. Students answer all questions
<b>R106:</b> Product analysis and research	Centre-assessed task, OCR moderated
<b>R107:</b> Developing and presenting engineering designs	Centre-assessed task, OCR moderated
<b>R108:</b> 3D design realisation	Centre-assessed task, OCR moderated

**Grading**

Cambridge Nationals are graded Pass, Merit or Distinction for Level 1, and Pass, Merit, Distinction or Distinction\* for Level 2.

Student understanding and skills can be developed further through progression to other qualifications, such as:

1. A-level Engineering, Product Design (Level 3)
2. Apprenticeships in engineering

For more information see:

<http://www.ocr.org.uk/qualifications/cambridge-nationals-engineering-design-level-1-2-award-certificate-j831-j841/>

<b>Faculty / Department</b>	Design and Technology
<b>Teacher</b>	JDM / CHE
<b>SUBJECT</b>	Engineering
<b>QUALIFICATION</b>	<b><u>V.Cert Level 1/2 Technical Award in Engineering</u></b>

### What will I do?

- There will be an opportunity to achieve a V.Cert qualification.
- Develop a broad understanding of the engineering sector.
- Study the theoretical content of the engineering industry. Cash
- 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 and
- Demonstrate processing skills & techniques applied to materials for a manufacturing task.
- Gain a better understanding of technical drawing and understand how drawing is applied in engineering.
- Produce hand-drawn engineering drawings and CAD engineering drawings.

### What examinations and assessments will I have to do?

- 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 and the first part of Yr11. The remaining 60% of their grades will be assessed as an externally set design brief in the December of Yr11, this assessed practical module will be a controlled assessment which must be completed within the time frame dictated by the exam board.
- 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.
- 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

## **What will be expected of me?**

- ❖ Conduct themselves 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.
- ❖ Pride in your work.
- ❖ To continue developing your knowledge of unit 1 in your own time - (Home Learning)

**Teachers**  
**SUBJECT**

Mr S Quick, Ms C Blake and Mrs J O'Connell  
**GCSE Food preparation & Nutrition**

This is an enjoyable and useful subject for all students who love cooking and learning about healthy lifestyles. Many of the topics we cover are about current issues related to our diet and health, but, we also put a great emphasis on teaching you to cook and to practise basic, useful cookery skills, needed in life. The course we offer has a fast pace and is rigorous in content therefore we expect our students to keep up to date and work hard.

### **What will I learn?**

- Learn new (very useful) practical cookery skills.
- Enjoy working with different types of food from different cuisines and create some exciting results.
- Gain an understanding of the impact of food choices and food production in the wider world: economic, environmental and social/cultural.
- Learn about food handling and food safety.
- Develop an understanding of food science & the functional properties of food.
- Gain a greater understanding of nutrition, diet and its relation to good physical and psychological health.
- Develop a range of transferable life skills such as independent working, team work, problem solving and reflecting.
- Strong links with other core subjects e.g. English, Maths & Science, Geography, P.E, Beliefs and values, Citizenship & D&T; building a strong platform for a range of future careers.

### **What examinations and assessments will I have to do?**

- There will be **one written exam** on the Principles of Food Preparation and Nutrition of 1 hour 45 min in length **worth 50% of final mark**.
- There are also **2 controlled assessments** which will count towards your final grade, **worth 50% of the final mark**;
  - **Food Preparation:** A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
  - **Nutrition in Action,** Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

### **What will be expected of me?**

- ❖ Be prepared to cook and supply food ingredients regularly (every week)
- ❖ To be able to work hard and enjoy making exciting food dishes whilst finding out useful information to keep you healthy throughout your lives

**Teachers**  
**SUBJECT**

Mr S Quick, Ms C Blake and Mrs J O'Connell  
**WJEC Level 1/2 Hospitality and Catering**

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

**What will I learn?**

- Increase your practical skills
- Gain a better understanding of the catering industry
- Be able to plan, cook and serve a variety of dishes to paying customers
- Work both as a team and as an individual
- Be involved with the planning, cooking and serving of several catering events e.g. 3 course lunches for College visitors
- Learn how to plan menus and gain an understanding of how to plan for the dietary needs of different groups.

**What examinations and assessments will I have to do?**

- WJEC Level 1/2 hospitality and catering has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.
- There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.
- Learners must complete 2 compulsory units. Unit 1 (40%) is assessed externally by written exam with a focus on the hospitality and catering industry. Unit 2 (60%) is assessed internally through coursework tasks with a focus on hospitality and catering in action.
- In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.
- Each unit will be assessed mainly on your practical work with written work to back it up

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)

cont.....

## **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
- ❖ Pride in your work
- ❖ To continue developing your continually assessed units of work in your own time - (Home Learning)

## Expressive Arts

There are four subject areas to choose from in Expressive Arts - Art, Drama, Music & Dance.

The **creative industries** are currently the biggest growth area in the UK. Many Universities like to see that their applicants have followed a **creative subject to exam level** even if applying for a non Arts subject because it shows that you can be a '**creative thinker**'.

Our subjects carry the same weighting and point scores for progression to KS5 courses and Higher education.

### List of Courses Available

<b>Art</b>	<b>GCSE ART (Fine Art) GCSE ART TEXTILES</b>
<b>Music</b>	<b>GCSE</b>
<b>Drama</b>	<b>GCSE</b>
<b>Dance</b>	<b>BTEC Technical Award (Performing Arts - Dance)</b>

<b>Faculty / Department</b>	Expressive Arts
<b>Subject Leader</b>	Miss N Le Couilliard
<b>SUBJECT</b>	<b><u>GCSE Art and Design</u></b>

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?**

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

### **What examinations and assessments will I have to do?**

#### **Component 1 = 60% of GCSE** (internally marked, externally moderated)

A coursework portfolio in which you will have evidence of 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 from which you choose one stimulus, provided by the exam board. You will have the Spring Term to produce a sketchbook exploring this starting point, followed by 10 hours of examined time to produce a final piece.

### **What will be expected of me?**

- ❖ In order 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 have achieved a good record of achievement/effort and completed a high standard of homelearning at KS3.
- ❖ To work hard, behave sensibly in lessons and keep up with deadlines.
- ❖ To complete at least 1 hour a week homelearning 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 £35. If students are in receipt of PP funding they can use this to purchase an "Art Pack".

<b>Faculty / Department</b>	Expressive Arts
<b>Teacher</b>	Miss N Le Couilliard
<b>SUBJECT</b>	<b><u>GCSE Art Textiles</u></b>

GCSE Textiles is a creative course that requires a real passion and enthusiasm for Textiles. 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. A large part of the GCSE course requires excellent drawing skills. Therefore, students will be expected to be competent in this critical area in order to be successful on the course. The GCSE Textiles course is ideal preparation for progression onto A Level Textiles followed by Art college.

### **What will I cover?**

- 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.
- Use sketchbooks to support your work, research, write up techniques and evaluate work.

### **What examinations and assessments will I have to do?**

#### **Component 1 = 60% of GCSE** (internally marked, externally moderated)

A coursework portfolio in which you will have evidence of projects. This will be completed by January of Year 11.

#### **Component 2 = 40% of GCSE** (internally marked, externally moderated)

An externally set question paper from which you choose one starting point, provided by the exam board. You will have the Spring Term to produce a sketchbook exploring this starting point, followed by 10 hours 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 enjoy the subject.
- ❖ 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 of 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 £35. If students are in receipt of PP funding they can use this to purchase a "Textiles Pack".

It is also beneficial if students have access to a sewing machine at home, however this is not compulsory.

**Faculty / Department** Expressive Arts  
**DoTL** Mrs V Berry  
**SUBJECT** **GCSE Music**

Students need to be able to play an instrument (including voice) and be in receipt of musical tuition.

### **1 - Integrated Portfolio 30%**

- Performance on the learner's chosen instrument.
- Composition to a brief set by the learner.

They will explore the skills and capabilities of their instrument and produce a performance to demonstrate their interpretation and technical control, and a composition written to a brief of their own to demonstrate their ability to develop musical ideas.

- This is an internally assessed, externally moderated component.

### **2 - Practical Component 30%**

- Ensemble performance and composition to a board set brief. A selection of briefs will be released in the September of the year of certification linked to the Areas of Study.
- The ensemble performance can be on any instrument and any genre.
- This is an internally assessed, externally moderated component.

### **3 - Listening Exam 40%**

- Listening, appraisal and notation skills assessed in an examination at the end of the course. This is externally assessed.

## **AREAS OF STUDY COVERED**

Area of Study 1 My Music Learners should study their instrument.

Area of Study 2 The Concerto Through Time Learners should study The Concerto and its development from 1650 to 1910 through:

- the Baroque Solo Concerto • the Baroque Concerto Grosso • the Classical Concerto • the Romantic Concerto.

Area of Study 3 Rhythms of the World

Learners should study the traditional rhythmic roots from four geographical regions of the world:

- India and Punjab • Eastern Mediterranean and Middle East • Africa • Central and South America.

Area of Study 4 Film Music Learners should study a range of music used for films including: •

music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game.

Area of Study 5 Conventions of Pop Learners should study a range of popular music from the 1950s to the present day, focussing on:

- Rock 'n' Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s.
- Solo Artists from 1990 to the present day.

<b>Faculty / Department</b>	Expressive Arts
<b>Subject Leader</b>	Mrs L Roberts
<b>SUBJECT</b>	<b><u>GCSE Drama – EDEXCEL – 1DR0</u></b>

### Why take Drama?

- GCSE Drama isn't just about becoming an actor. It offers a challenging and exciting opportunity for those students who are interested in performance 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. The ability to express ourselves in words is an important skill in the modern world.
- Students following 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.

### Course content:

- 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.
- Students will create, perform and respond to drama, informed by their increasing theoretical knowledge so that students become adept at selecting the most effective means of expression.
- The course involves taking part in devised and scripted performances and provides you with the opportunity to learn about stage lighting, sound, costume, props and set design as well as studying plays and playwrights from the perspective of an actor, designer and director.

<b>Component 1</b> Devising	40% of the qualification – 60 marks  Practical performance: Students create and develop a devised performance from a stimulus  Written Portfolio: Analyse and evaluate the devising process and performance  Internally Assessed by teachers
<b>Component 2</b> Performance from Text	20% of qualification – 48 marks.  Students perform and/or design for two key extracts from a performance text.  Externally assessed by a visiting examiner
<b>Component 3</b> Theatre Makers in Practice	Written examination – 1h30, 40% of the qualification – 60 marks  <b>Section A: Bringing Texts to Life</b> – Practical exploration and study of one complete performance text  <b>Section B: Live Theatre Evaluation</b> – Analyse and evaluate a live theatre performance they have seen.

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

Please note, all performance examinations will take place out of school hours. Students will also be expected to commit to lunchtime and after school rehearsals during the rehearsal and performance period.

### Future Courses

A GCSE in Drama can lead onto many A level courses, including Drama, Theatre Studies, Performing Arts or a BTEC level 3. Many of our A level students move onto Drama Degree Courses, Drama schools or careers in education, English, Marketing, Law and the television & film industry.

### Additional Information

Currently the UK Creative Industries bring in £76.9 billion to the UK economy; jobs in the Creative Industries are growing at 3 times the national average. Check these websites for careers ideas and opportunities:

[http://www.prospects.ac.uk/options\\_performing\\_arts.htm](http://www.prospects.ac.uk/options_performing_arts.htm)

<http://www.thecreativeindustries.co.uk/uk-creative-overview>

<http://www.theguardian.com/money/2011/may/14/drama-studies-degree>

<http://www.kent.ac.uk/careers/drama.htm>

**If you require further information or have any questions, please contact: Mrs L Roberts - [lroberts@okehamptoncollege.devon.sch.uk](mailto:lroberts@okehamptoncollege.devon.sch.uk)**

<b>Faculty / Department</b>	Expressive Arts
<b>Teacher</b>	Mrs F Whitehurst
<b>SUBJECT</b>	<b><u>BTEC Technical Award (Performing Arts - Dance)</u></b>

### ***What will I learn?***

The course aims to give you an understanding of what a career in the performing arts world can entail and it enables both a practical and theoretical exploration of the various elements of dance. The course will focus on developing your skills and understanding of performance, safe practise, choreography, and critical appreciation of professional dance.

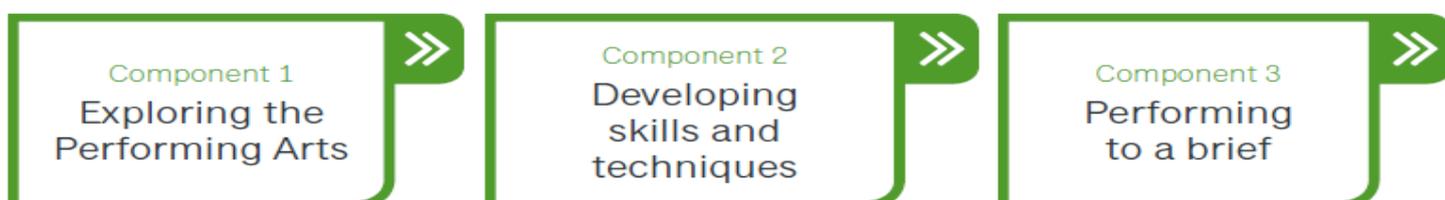
Students will study and practise contrasting styles of dance e.g. contemporary, jazz, hip hop, musical theatre and street dance, through workshops, lessons and reflecting on your own practice through log books. Students will also develop their interpretive and choreography skills through the creation of their own routine based from a brief.

Studying dance at GCSE level will also build confidence and self-esteem, communication skills, creativity, physical and social development. It will also broaden your cultural and artistic experiences and develop leadership skills.

This course will allow you to work practically aiding you by:

- developing specific skills and techniques
- devising and delivering a workshop performance
- analysing, evaluating and enhancing their skills.

The course has two internally assessed components, and one that's externally assessed:



### ***What are the examinations and assessments?***

You will perform an individual showcase which you have choreographed from a set stimulus and write an evaluation of your performance. Throughout the course you will complete reflective and self-evaluative log books on the workshops, rehearsals and performances undertaken.

### ***What is expected of me?***

- attend all workshops, rehearsals and performances
- keep up to date with your assessed log book outside of lesson time
- lead warm-ups, choreograph and lead others
- work collaboratively as a balanced team
- Although dancers of all abilities are welcome, you will need to be able to follow instructions and rehearse routines in your own time

This course is currently a twilight lesson after school which will consist of both practical dance rehearsal and log book writing. **Last years' results included 100% Merit-Distinction\* and 25% Distinction\***

**Faculty / Department**            Modern Languages  
**DoTL**                                    Mrs C Wates  
**SUBJECT**                                **GCSE French**

### **Open doors. Learn a language!**

Do you enjoy communicating with other people?

Do you enjoy finding out how a language works?

Do you enjoy learning about different countries and cultures?

If you answered yes to the above, then GCSE French is for you!

People with languages are in demand. Employers and higher education providers value language learning as it enhances communication and problem-solving skills.

### **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.

### **What examinations and assessments will I have to do?**

- GCSE examinations in the four skills: listening, speaking, reading and writing (including translation).
- Each examination is worth 25%.
- All examinations will be sat 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!

<b>Faculty / Department</b>	Humanities / Geography
<b>DoTL / Subject Leader</b>	Mrs J Payne
<b>SUBJECT</b>	<b><u>GCSE Geography (OCR B)</u></b>

### What will I learn?

This exciting new course explores both the geography of the UK and the wider world through eight topics and is brought to life through engaging enquiry questions. Topics range from weather and tectonic hazards and tropical and polar environments through to cultural and political influence in the UK as well as the growth of urban areas around the world. The course develops and extends students' knowledge of locations processes and environments over a range of different scales from local to global.

### What examinations and assessments will I have to do?

There are three exams:

1. **Our Natural World** exam covering the topics Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems as well as physical geography fieldwork and geographical skills. This is worth 35% of your final grade in a 1 hour 15 minute written paper.
2. **People & Society** exam covering the topics Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century and Resource Reliance as well as human geography fieldwork and geographical skills. This is worth 35% of your final grade in a 1 hour 15 minute written paper.
3. **Geographical Exploration** exam which consists of geographical skills and a decision making exercise. The exam can focus on any element(s) from across the eight topics in the course. This is worth 30% of your final grade and is assessed in an exam of 1 hour and 30 minutes.

Fieldwork is assessed within the two physical and human geography exams. It is a new requirement that we must offer two fieldwork opportunities. The human geography trip to Plymouth takes place in the summer term of Year 10 and the physical geography trip to Dawlish Warren takes place in the autumn term of Year 11. **To enable us to offer these essential fieldwork opportunities, there will be a request for a parental contribution towards the cost of both trips.**

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

### What will be expected of me?

- ❖ There is a strong mathematical and statistical element to the new GCSE Geography course. An aptitude for maths will be advantageous.
- ❖ 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.
- ❖ A keen interest in the world around you.

<b>Faculty / Department</b>	Science - Health & Social Care
<b>Teacher</b>	Mrs J Luckhurst
<b>SUBJECT</b>	<b><u>Level 1 / 2 Cambridge National Certificate in Health and Social Care (J811) -120 GLH</u></b>

Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment. The qualification is targeted at 14-16 year olds based in a school environment.

The qualification is industry relevant, and geared to the Health and Social Care career sector. Students will have the opportunity to work with local professionals allowing them to build and develop their skills.

### **What will I learn?**

The qualification has two mandatory units. These **must** be studied to complete the qualification.

**RO21: Essential values of care for use with individuals in care setting.**

**RO22: Communicating and working with individuals in health, social care and early years setting.**

In addition to these compulsory modules, students also need to study two other units. We currently complete unit RO23 Understanding Body systems and disorders; RO27 Creative activities to support individuals in health, social care and early year's settings.

### **What examinations and assessments will I have to do?**

RO21 is assessed by a one-hour external exam. The other three units are assessed internally during normal scheduled lessons.

### **What will be expected of me ?**

Within this topic 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 and many of the practical activities you complete will need to be written up into formal reports.

### **What will the qualification lead on to?**

If students 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. We currently offer a Level 3 BTEC National Diploma in Health and Social Care at Post 16 (Academic) or a Vocational Level 2 or Level 3 CACHE Adult Health and Social Care qualification where students work 2days in a local Care setting.

### **Why take this qualification?**

If you enjoy working with people this is a good qualification to study. The communication unit RO22 focuses on how we use verbal and non-verbal methods of communicating and this is a foundation of many careers in Health and Education

**Faculty / Department**  
**DoTL/Subject Leader**  
**SUBJECT**

Humanities / History  
Mrs J Payne/Mr J Rodgers  
**GCSE History**

### **What will I learn?**

- People's Health c1250-Present day: The changes in people's health over 800 years. How health has been connected to living conditions. The response to epidemics and attempts to improve health.
- The Norman Conquest 1065-1087. How did the Normans really establish control over Anglo Saxon England?
- A study of a local historic site: Exeter Cathedral or Buckland Abbey
- The Making of America 1789-1900. How did America grow and how did this impact on indigenous Americans, African Americans and white Americans?
- Living under Nazi rule 1933-1945. Control, opposition and the experience of Nazi rule.

### **What examinations and assessments will I have to do?**

- 3 examinations. Each of the 5 components is worth 20%.

### **What will be expected of me?**

- ❖ An enquiring mind.
- ❖ Enthusiasm and interest – for instance, taking part in a field trip for the examination modules, asking questions, actively engaged in lessons.
- ❖ Regular work in order to meet deadlines.
- ❖ A good work ethic.
- ❖ A willingness to take risks and learn from mistakes.

**Faculty / Department**  
**DoTL**  
**SUBJECT**

Computing & Business Studies  
Mr S J Adcock  
**ICT – OCR Creative iMedia Certificate**

### **What will I learn?**

- The compulsory units for this course are:
- Written Examination: this topic is assessed at the end of the unit through examination.
- Unit R082 – Creating digital graphics: complete a project designing digital images during controlled assessment time in class.
- In addition, two further units will be completed from areas such as animation, sound sequencing, video editing or digital photography.

### **What examinations and assessments will I have to do?**

You are studying the OCR Creative iMedia ICT Certificate.

- Students will be assessed through examination for the theory, and through portfolios compiled during classroom based controlled assessment time for 3 further units.
- Awards are made at Pass, Merit or Distinction at level 1, or Pass, Merit, Distinction or Distinction\* at Level 2. These are equivalent to GCSE grades from 9-1.

### **What will be expected of me?**

- ❖ To show an interest in how technology works and how we choose which technology to use for specific purposes.
- ❖ A willingness to work hard and be methodical when compiling theory notes and portfolio evidence.

<b>Faculty / Department</b>	English
<b>Subject Leader</b>	Mr D Carnell
<b>SUBJECT</b>	<b><u>GCSE Media Studies</u></b>

### What will I learn?

How....

- To deconstruct a variety of Media texts to understand how they are constructed.
- To understand the four key concepts of Language, Institutions, Audience and Representation.
- To study a range of texts across the 3 platforms of Broadcast, Print and E-Media (online Media).
- To take photographs to use in print media.
- To plan, shoot and edit moving image.
- To design advertising materials using ICT.
- To produce Media texts with others (group production work) and individually (solo production work).

### What examinations and assessments will I have to do?

Coursework: Plan and produce one Media production based on a pre-released brief. 30%

Exams: Two exams.

Paper 1: Media Institutions, Audiences and Representation - 35%.

Paper 2: Media Language and Contexts - 35%.

### What will be expected of me?

- ❖ A key interest in the key areas of Media – such as film, TV, advertising, magazines, computer games and radio.
- ❖ **An enthusiasm for written work.** This course requires essay writing and the exams require an ability to explore texts and issues through written work.
- ❖ An interest in design work such as creating adverts or storyboards for moving image.
- ❖ An ability to work with others and independently.
- ❖ To produce homework when required.
- ❖ To meet deadlines.

<b>Faculty / Department</b>	Physical Education
<b>DoTL</b>	Miss K Redstone
<b>SUBJECT</b>	<b><u>BTEC FIRST Sport</u></b>

### What will I learn?

#### Units to be completed:

- Unit 1- Fitness for sport and exercise
- Unit 2- Practical Performance in sport
- Unit 3- Applying the principles of personal training
- Unit 4- The mind and sports performance

#### Specification:

This is a Pearson BTEC First award (2018) level 1/2

The specification can be found at: [https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368\\_BTECFIRST\\_AWD\\_SPORT\\_SPEC\\_ISS4.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf)

### What examinations and assessments will I have to do?

- Unit 1-** Externally assessed examination (Carried out at the end of Year 10)
- Unit 2-** Internally assessed through practical sports performance/officiating and written coursework.
- Unit 3-** Internally assessed (synoptic) and verified externally by Pearson (Coursework)
- Unit 4-** Internally assessed coursework

#### Content of each unit:

- Unit 1-** Components of fitness, principles of training, methods of training and fitness testing
- Unit 2-** Rules, regulations and scoring systems of 2 selected sports, demonstration of skills and competitive situation in 2 selected sports, review of performance.
- Unit 3-** Musculoskeletal system, cardiorespiratory system, designing a fitness programme, and reviewing fitness programme.
- Unit 4-** Effects of personality, motivation, arousal, anxiety and self-confidence on sports performance

### What will be expected of me?

- ❖ You must be a keen and committed sports performer who has a proven track record as a College team and/or club player.
- ❖ Have an excellent record in bringing correct kit and participating in PE lessons during Years 7 to 9.
- ❖ Understand that there is a large amount of theory work, and most lessons will be classroom based, and that you should have a good understanding of Science at Key Stage 3.
- ❖ Theory will be taught through 2 hours of classroom lessons per week.

<b>Faculty/Department</b>	Modern Languages
<b>DoTL</b>	Mrs C Wates
<b>SUBJECT</b>	<b><u>GCSE Spanish</u></b> (Fast Track)

### **Open doors. Learn a language!**

Do you enjoy communicating with other people?  
 Do you enjoy finding out how a language works?  
 Do you enjoy learning about different countries and cultures?  
 Are you in Group 1 or 2 for French or do you have some experience of learning Spanish already?

If you answered yes to the above, then GCSE Spanish (Fast Track) is for you!

People with languages are in demand. Employers and higher education providers value language learning as it enhances communication and problem-solving skills.

### **What will I learn?**

- To communicate effectively in Spanish 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 Spanish speaking countries.
- That having a language is a valuable skill in addition to any other professional expertise.

### **What examinations and assessments will I have to do?**

- GCSE examinations in the four skills: listening, speaking, reading and writing (including translation).
- Each examination is worth 25%.
- All examinations will be sat 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!

**NB: If you opt for Spanish, you will be expected to attend extra sessions which take place once a week after school, throughout Year 9. These sessions are compulsory.**

**Subject:** Triple Science  
**GCSE Biology, GCSE Chemistry  
 and GCSE Physics**

Triple science delivers three separate GCSEs in Biology, Chemistry and Physics. Students will study each subject in modules for 7.5 hours per week (15 hours over 2 weeks.) This course is aimed at high achieving students who have been recommended by their teachers as suitable candidates.

Each GCSE is split into different topic areas with eight required practicals at the heart of the course.

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

**Assessment**

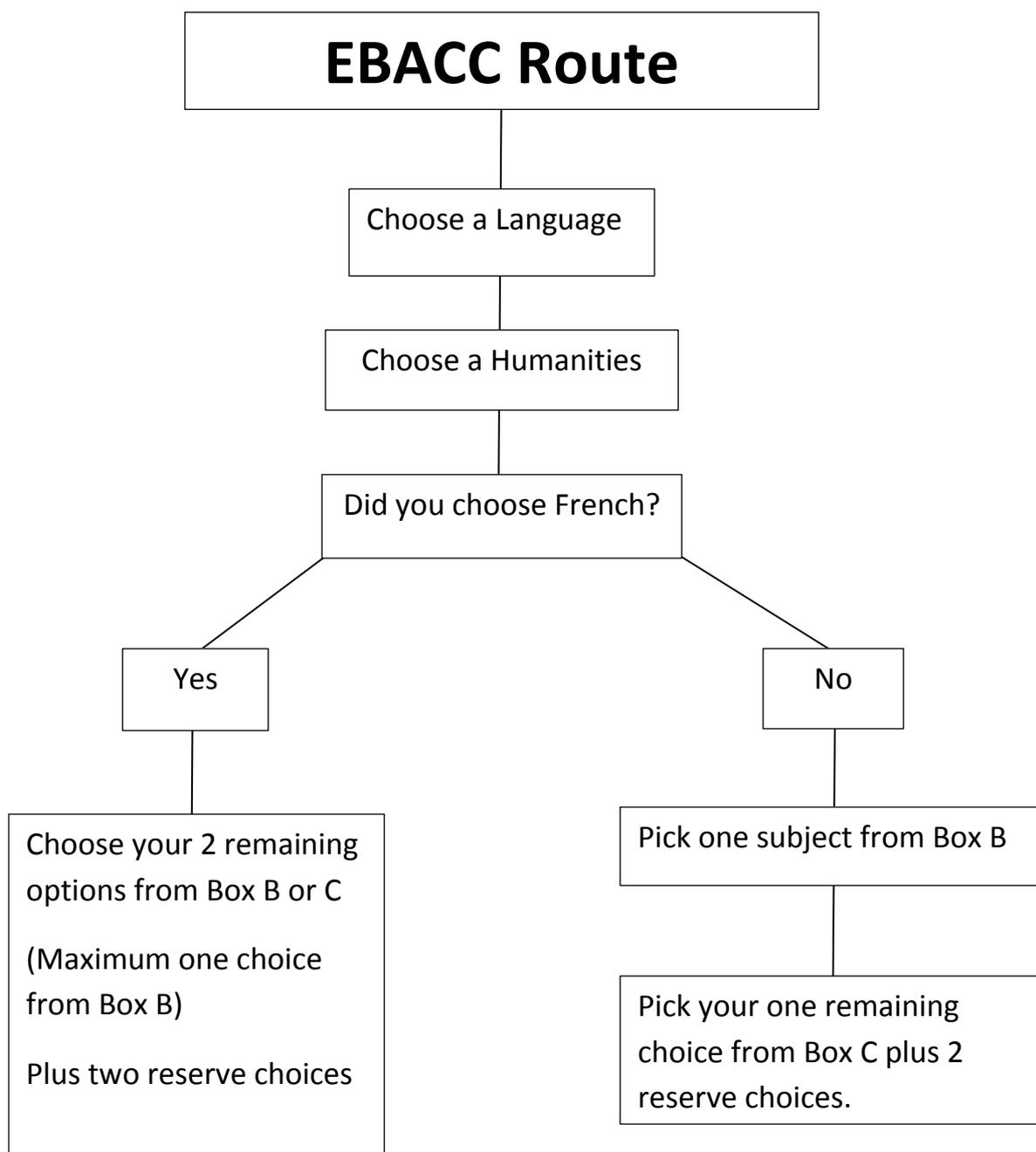
At the end of the course students will be examined in two papers for each subject (i.e. two biology, two chemistry and two physics.) Each of the papers will assess knowledge and understanding from distinct topic areas and include a mixture of multiple choice, structured, closed short answer, and open response. 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. More [information](#) on our AQA Science courses can be found at:

<http://www.aqa.org.uk/subjects/science/gcse>

**To assist you in completing your choices sheet**  
**Please use the following flow charts**  
**ensuring you follow the EBAC or NON EBAC route accordingly**

## Choices Sheet – Guidance to completing.

Whilst we try to give our students as much choice as possible in this process there are some timetable constraints which have to be taken into consideration. Therefore, please read the following carefully before making your final choices.



# PRACTICE SHEET

## CHOICES SHEET Fill in ONE side only THIS IS THE EBACC ROUTE



Name: ..... Tutor Group: **9** / .....

### LANGUAGES

Select ONE

French

Spanish

### HUMANITIES

Select ONE

History

Geography

### BOX B

French  
Triple Science  
\*Art (Fine Art)  
\*Art Textiles  
Drama  
Design & Technology  
\*\* Engineering Product Design & Development (Voc)  
\*\* Engineering VCert (Vocational)  
Food  
Hospitality & Catering (Vocational)  
ICT:iMedia (Vocational)

**(\*) (\*\*)** Due to the similar nature of these courses you cannot choose both

### BOX C

\*Art (Fine Art)  
Business Studies (Vocational)  
Dance (Vocational)  
Drama  
\*\* Engineering Product Design & Development (Voc)  
\*\* Engineering VCert (Vocational)  
Health and Social Care (Vocational)  
French  
Geography  
History  
ICT:iMedia (Vocational)  
Media Studies  
Music  
Sport (Vocational)  
Spanish  
Triple Science

**(\*) (\*\*)** Due to the similar nature of these courses you cannot choose both

FREE CHOICES (In order of preference)

1) .....

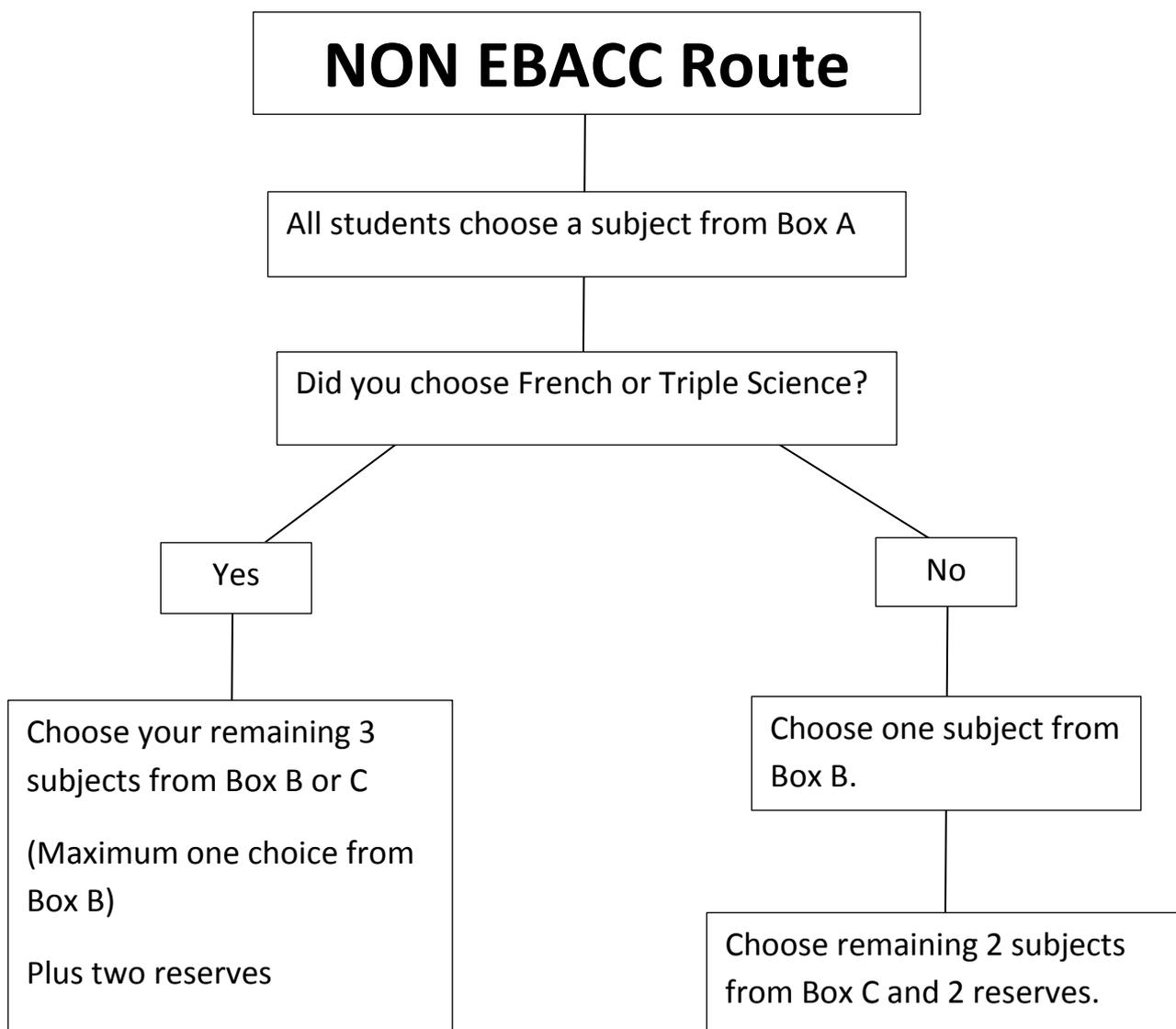
2) .....

Reserve 1 .....

Reserve 2 .....

## Choices Sheet – Guidance to completing.

Whilst we try to give our students as much choice as possible in this process there are some timetable constraints which have to be taken into consideration. Therefore, please read the following carefully before making your final choices.



# PRACTICE SHEET

## CHOICES SHEET Fill in ONE side only THIS IS THE NON EBACC ROUTE



Name: ..... Tutor Group: **9** / .....

### BOX A

First choose ONE of the following

Geography     History     French     Spanish     Triple Science

### BOX B

French  
Triple Science  
\*Art (Fine Art)  
\*Art Textiles  
Drama  
Design & Technology  
\*\* Engineering Product Design & Development (Voc)  
\*\* Engineering VCert (Vocational)  
Food  
Hospitality & Catering (Vocational)  
ICT:iMedia (Vocational)

**(\* (\*\*)) Due to the similar nature of these courses you cannot choose both**

FREE CHOICES (In order of preference)

- 1) .....
- 2) .....
- 3) .....

Reserve 1 .....

Reserve 2 .....

### BOX C

\*Art (Fine Art)  
Business Studies (Vocational)  
Dance (Vocational)  
Drama  
\*\* Engineering Product Design & Development (Voc)  
\*\* Engineering VCert (Vocational)  
Health and Social Care (Vocational)  
French  
Geography  
History  
ICT:iMedia (Vocational)  
Media Studies  
Music  
Sport (Vocational)  
Spanish  
Triple Science

**(\* (\*\*)) Due to the similar nature of these courses you cannot choose both**