

Okehampton College

Key Stage 4 Curriculum



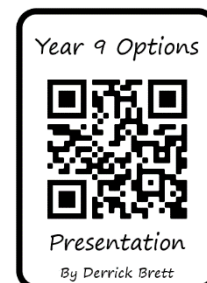
2021 - 2022



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Introduction

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 students 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.

Things are very different this year, but we will provide you with all the information you need to help your child make these choices. Please read the booklet carefully and then watch the On-line Curriculum presentations. Mr Brett will also be holding an online Q & A session where he will answer any questions that students and parents may have – please use [this online form](#) to confirm which session you would like to attend and detail any questions which you would like answered. Please attend the online parents evening and do not hesitate to get in touch with the college should you have any further questions.

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.

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

Monday 1st February – 6-7pm or Wednesday 3rd February – 4-5pm	On-line Q&A session with Mr Brett
Wednesday 10th February 2021	This is your deadline for handing in your choices form. Please complete the on-line choices form wherever possible. Paper forms may be printed and handed or posted in if this is not possible. Courses are NOT filled on a first come first served basis, but it is important that you meet this deadline. Please note that students should complete their own on-line form using their school Office 365 account.

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

Letter from Mr Brett

Dear Students and Parents,

At Okehampton College we feel it is imperative to provide a curriculum that caters for all interests and ambitions of the students in our care with this in mind 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.

It has been several years now since the old grading system of A* to G was replaced with a system of grades from 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. This is something to consider when making your choices.

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 number of 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.

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 and please don't hesitate to get in touch if you need any assistance.

Yours sincerely,



Principal

Looking Ahead – General Hints Before You Start

It is true to say that many students at the age of 14 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 – do not make your choices until you have seen the Key Stage 4 Curriculum Presentation.**
- 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 watch the on-line Curriculum Presentations 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 Baccalaureate Route

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

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

If you choose the English Baccalaureate 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.

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 then make a choice between French, German, History, Geography, Computer Science and Triple Science. Students will then be able to supplement this curriculum by making 3 further choices.

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"> ● Language choice ● Humanities choice ● 2 free choices 	<ul style="list-style-type: none"> ● History, Geography, French, German, Computer Science or Triple Science ● 3 free choices

GCSE English Language & English Literature

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



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?

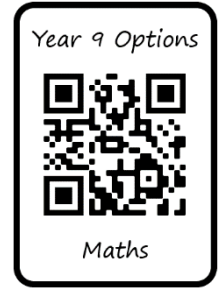
- English Language will consist of two examinations both focused on unseen texts: fiction and non-fiction
- Speaking and Listening assessments where the focus is creating and sustaining roles, interacting and responding and communicating and adapting language.
- Exams in English Literature will be mainly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

GCSE Mathematics

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 to persevere if/when it gets tricky sometimes!
- ❖ 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.

Science

Faculty / Department

Science

DoTL

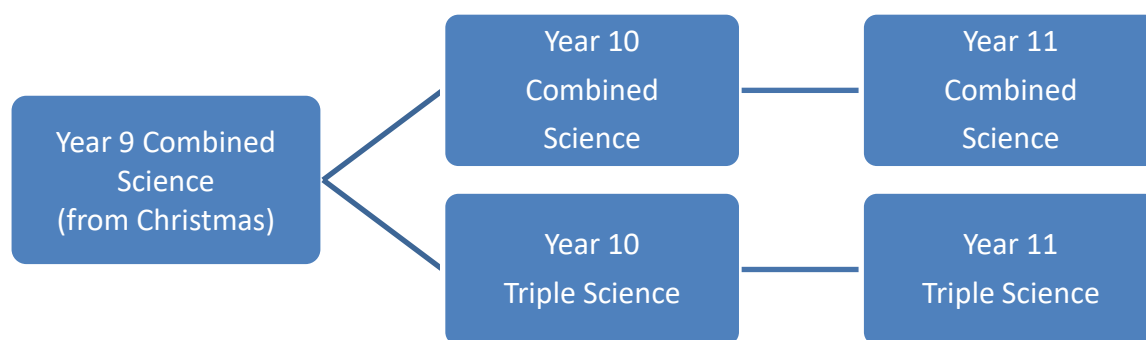
Miss E Dean

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.

Combined Science

Subject

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">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology	<ol style="list-style-type: none">8. Atomic structure and the periodic table9. Bonding, structure, and the properties of matter10. Quantitative chemistry11. Chemical changes12. Energy changes13. The rate and extent of chemical change14. Organic chemistry15. Chemical analysis16. Chemistry of the atmosphere17. Using resources	<ol style="list-style-type: none">18. Forces19. Energy20. Waves21. Electricity22. Magnetism and electromagnetism23. Particle model of matter24. Atomic structure

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>

Physical Education

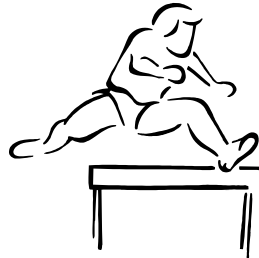
Subject:

Year 10/11 Compulsory PE

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. Teachers have some flexibility and can allow some choice of activities on offer from the following categories:

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



GCSE Religious Studies

Faculty / Department	Humanities
DoTL / Subject Leader	Mrs E White
SUBJECT	<u>GCSE Religious Studies</u> AQA Specification A



This is a 3 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.

Business BTEC Tech Award in Enterprise

Faculty / Department Computing & Business Studies
DoTL Mr D May
SUBJECT **Business –**
BTEC Tech Award in Enterprise



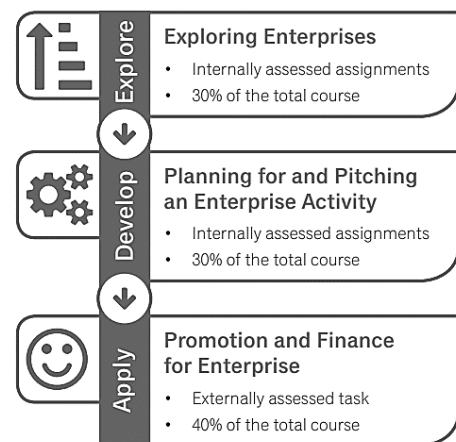
What will I learn?

- 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 Mr Turnbull, Mrs Gunn-Hawking or Mr Sproats

Computing and Business Studies - GCSE Computer Science

Faculty / Department	Computing & Business Studies
DoTL	Mr D May
SUBJECT	<u>GCSE 9-1 Computer Science</u>

What will I learn?

This course teaches the fundamental concepts of programming and computer theory. It includes learning to program efficiently in Python to solve computational problems, and also teaches a wide variety of background theory useful to students wanting to develop their knowledge of IT. The topics covered are:

- **Programming techniques**
Sequence; selection; iteration; subroutines; testing; defensive programming
- **Systems architecture**
How the CPU works; Von Neumann architecture; embedded systems
- **Memory & storage**
Primary memory; RAM and ROM; secondary storage; virtual memory
- **Data representation**
How digital data is stored; character sets; binary-denary-hex number conversion
- **Networks**
Wired vs. wireless; how the internet works; network hardware; network protocols
- **Cyber security**
Malware; forms of cyber attack; prevention; encryption
- **Software**
Operating systems; utility software; file management; backups
- **Legal and ethical issues**
Open source vs. proprietary software; Data Protection Act; Computer Misuse Act

What examinations and assessments will I have to do?

Students will be assessed through two written exams at the end of Year 11.

Each exam is worth 50% of the final grade. The exams are:

- Computer Systems (theory)
- Computational Thinking (programming)

There is also a compulsory programming project in Year 11, but this does not count towards the final grade.

What will be expected of me?

- To be interested in solving logical problems and programming solutions
- To have a reasonable aptitude for maths
- To want to know more about how computers actually work!

For further information, please speak to Mr May

Computing and Business Studies - ICT Creative iMedia Certificate

Faculty / Department	Computing & Business Studies
DoTL	Mr D May
SUBJECT	<u>ICT – OCR Creative iMedia</u>

What will I learn?

The course consists of four units, each worth 25% of the final grade.

- **R081: Pre-production skills**
Learn the importance of the client brief, time frames, deadlines and preparation techniques. This topic is assessed at the end of the unit through examination.
- **R082: Creating digital graphics**
Learn the basics of digital graphics editing for the creative and digital media sector. Choose one of three briefs and complete a 10-hour project designing digital images during controlled assessment time.
- **R087: Creating interactive multimedia products**
Learn the basics of interactive multimedia products for the creative and digital media sector. Choose one of three briefs and complete a 10-hour project designing an interactive multimedia product during controlled assessment time.
- **R092: Developing digital games**
Learn the basics of creating digital games and their environments. You will learn how to create a playable game from an existing design or brief. Choose one of three briefs and complete a 10-hour project designing, creating and testing a digital game during controlled assessment time.

What examinations and assessments will I have to do?

- Students will be assessed through examination for the theory (25% of the final grade), and through portfolios compiled during classroom based controlled assessment time for 3 further units (75% of the final grade).
- 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.
- An ability to document your work in order to show the examiner what you have learnt.

For further information, please speak to Mr May, Mrs Gunn-Hawking or Mrs Winterbourne

GCSE Design and Technology

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

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.

D&T Engineering: OCVR Cambridge National Certificate in Engineering

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

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:

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

D&T Engineering: V.Cert Level 1/2 Technical Award in Engineering

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

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.
- 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 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 to 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 is a controlled assessment and 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)

D&T GCSE Food Preparation & Nutrition

Teachers Mr S Quick, Ms C Blake and Mrs J Hill

SUBJECT **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

D&T WJEC Level 1/2 Hospitality & Catering

Teachers Mr S Quick, Ms C Blake and Mrs J Hill

SUBJECT 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)

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 three 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.

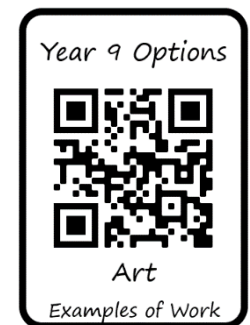
List of Courses Available

Art	GCSE ART (Fine Art) GCSE ART TEXTILES
Music	GCSE
Drama	GCSE

GCSE Art and Design

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

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.

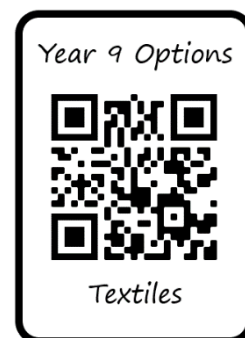
- ❖ To complete at least 1 hour a week homelearning where you will be continuing to develop work in your sketchbook. This counts towards your 60% coursework grade.

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”.

GCSE Art Textiles

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



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.

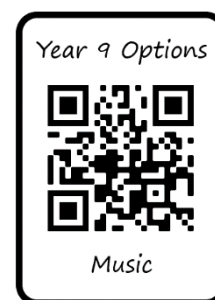
- ❖ To complete at least 1 hour a week homelearning. This will be continuing to develop work in your sketchbook and counts towards your 60% coursework grade.

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.

GCSE Music

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.

GCSE Drama

Faculty / Department
Subject Leader
SUBJECT

Expressive Arts
 Mrs L Roberts
GCSE DRAMA – EDEXCEL – 1DR0



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.

Component 1 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
Component 2 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
Component 3 Theatre Makers in Practice	Written examination – 1h30, 40% of the qualification – 60 marks Section A: Bringing Texts to Life – Practical exploration and study of one complete performance text Section B: Live Theatre Evaluation – 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.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 (Subject Leader)

lroberts@okehamptoncollege.devon.sch.uk

GCSE French

Faculty / Department
DoTL
SUBJECT

Modern Languages
Mrs C Wates
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.

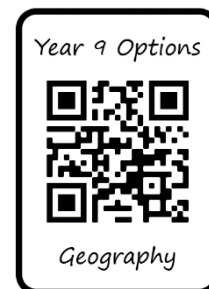
What will be expected of me?

- ❖ To keep up with the classwork and Home Learning set.
- ❖ To be particularly thorough in the learning of vocabulary and structures.
- ❖ To be enthusiastic!

GCSE Geography

Faculty / Department
DoTL / Subject Leader
SUBJECT

Humanities / Geography
Mrs L Doxford
GCSE Geography (OCR B)



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. Topics range from extreme weather and tectonic hazards through to cultural and political influence in the UK. 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 21st 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 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 GCSE Geography. An aptitude for maths will be advantageous.
- ❖ A commitment to producing high quality home learning.
- ❖ A continued positive approach to extended writing, which we have been embedding throughout Key Stage 3.
- ❖ A keen interest in the world around you.

GCSE German

Faculty / Department	Modern Languages
DoTL	Mrs C Wates
SUBJECT	<u>GCSE German</u>

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 German 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 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.

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!

Please note: As students have started learning German relatively recently, the course will take more of a 'fast-track' approach with extra home learning etc. Therefore, we ask that students seek the advice of their current German teacher before putting German as an option.

Health and Social Care: Cambridge National Certificate Level 1/2

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



'Health and Social Care sectors employ one in ten of the working population' 2020

As part of the course, we look at the QUALITIES needed to work in Health, Social Care and the Early years. The Covid pandemic has highlighted the skills required to work in this area. If you want to make a difference to people's lives taking this subject at GCSE may be your first step in your journey to caring for others. Bursaries and incentives to work in Health, Social Care and the Early years are now being offered. There has never been a better time to consider employment in this sector.

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. Changes to optional units may occur during the course.

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. The exam is taken in January of year 11.

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.

GCSE History

Faculty / Department
DoTL/Subject Leader
SUBJECT

Humanities / History
Mrs Doxford/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 – the physical development of the site over time, developments in usage and how its locality has been affected by history.
- 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 at the end of the course. Exeter Cathedral: 1 hr; People's Health & Norman Conquest: 1 hr 45mins; Making of America & Nazi Germany: 1 hr 45mins. Each of the 5 components is worth 20%.
- Regular examination-style questions will be completed by students in their lessons and for HL in preparation for the final examinations in Year 11.

Trip to Exeter Cathedral

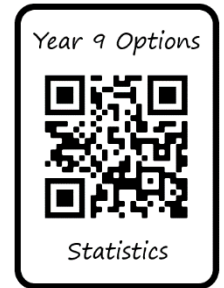
- **To enable us to offer this essential fieldwork opportunity, there will be a request for a parental contribution towards the cost of the visit to Exeter Cathedral.**

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.

GCSE Statistics

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



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 examinations and assessments will I have to do?

- 2 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

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 complete regular weekly homework
- ❖ To have a **scientific calculator** and bring it to your maths lessons.

GCSE Statistics with Level 2 Further Mathematics

Faculty / Department Mathematics
DoTL Mrs T Nethercott
SUBJECT



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

What examinations and assessments will I have to do?

Statistics

- 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

We will consider entering students for the Statistics GCSE at the end of Year 10. The Level 2 Further Maths exams will be taken in the summer of Year 11.

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.

GCSE Media Studies

Faculty / Department
Subject Leader
SUBJECT

English
Mr D Carnell
GCSE Media Studies



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 record audio clips to include in a radio production.
- 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. This is an individual production but you can recruit help from friends. 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.

Performing Arts/Dance - BTEC FIRST

Faculty / Department	Physical Education
DoTL	Miss K Redstone
SUBJECT	<u>BTEC FIRST in Performing Arts/Dance</u>

This qualification is the equivalent of 1 GCSE.

This Qualification involves the completion of 3 units over the two-year course. The units are broken down as follows:

Unit 1- Individual Showcase (externally assessed)

- A-understand the skills required for the selected progression opportunity
- B-present a self-promotional response to the selected progression opportunity.

This unit is assessed externally by the exam board based on the following tasks:

- Production: a letter of application and a ten-minute presentation, including a demonstration of technical/design work in a particular area of production.
- Performance: a letter of application and a demonstration of two pieces of performance, each lasting two minutes.
- Community: a letter of application, the performance of a two-minute extract and a five-minute presentation on workshop activities or design/production elements.
- Further training/education: a letter of application and a demonstration of two pieces of performance, each lasting two minutes, or a letter of application and a ten-minute presentation, including a demonstration of technical/design work in a particular area of production.

Unit 2- Preparation, Performance and Production (internally assessed)

- A - take part in the preparations for a live performance
- B - demonstrate performance or production skills and techniques in a performance.

This unit will be assessed internally but moderated by the exam board based on the following evidence:

- Learners undertaking a performance role should produce a performance log, which may include notes on practical activities, rehearsal diaries, character sketches, choreographic notes and annotated photographs. Milestone rehearsals should be recorded and can be used to inform formative assessment feedback. Teacher observation reports will be important in capturing evidence of practical work and individual contribution.

Unit 4- Dance Skills (Internally assessed)

- A - explore and develop your dance skills and review your own practice
- B - use your dance skills within rehearsal and performance.

This unit will be assessed internally and moderated by the exam board based on the following evidence:

Evidence for this unit will be generated through practical sessions, rehearsals and a workshop performance of physical skills, interpretive skills and stylistic qualities. Achievement of learning aim A should be evidenced through recordings of practical work and technical exercises. A unit log can be used by learners on an ongoing basis to identify their strengths and areas for development and to note targets and progress. Although the log can be presented in written form, a blog or video diary is also acceptable. Learning aim B should be evidenced through video recordings of rehearsals and the final performance.

Students wishing to undertake this qualification will require a keen interest in dance and the physical capabilities and confidence to complete the practical components and happily participate in group and individual dance scenarios.

Sport - BTEC FIRST

Faculty / Department
DoTL
SUBJECT

Physical Education
Miss K Redstone
BTEC FIRST Sport



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 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

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.
- ❖ There is an expectation of students that video footage will be gained during Year 10, outside of school; of you playing your chosen sport.
- ❖ A keen interest in all aspects of sport.
- ❖ Ability to use ICT and English skills to produce high quality written coursework
- ❖ 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.
- ❖ Theory will be taught through 2 hours of classroom lessons per week.

Triple Science: GCSEs in Biology, Chemistry & Physics

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
<ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology	<ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	<ol style="list-style-type: none">1. Forces2. Energy3. Waves4. Electricity5. Magnetism and electromagnetism6. Particle model of matter7. Atomic structure8. 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>

Instructions for EBACC or NON-EBACC

To assist you in completing your choices sheet

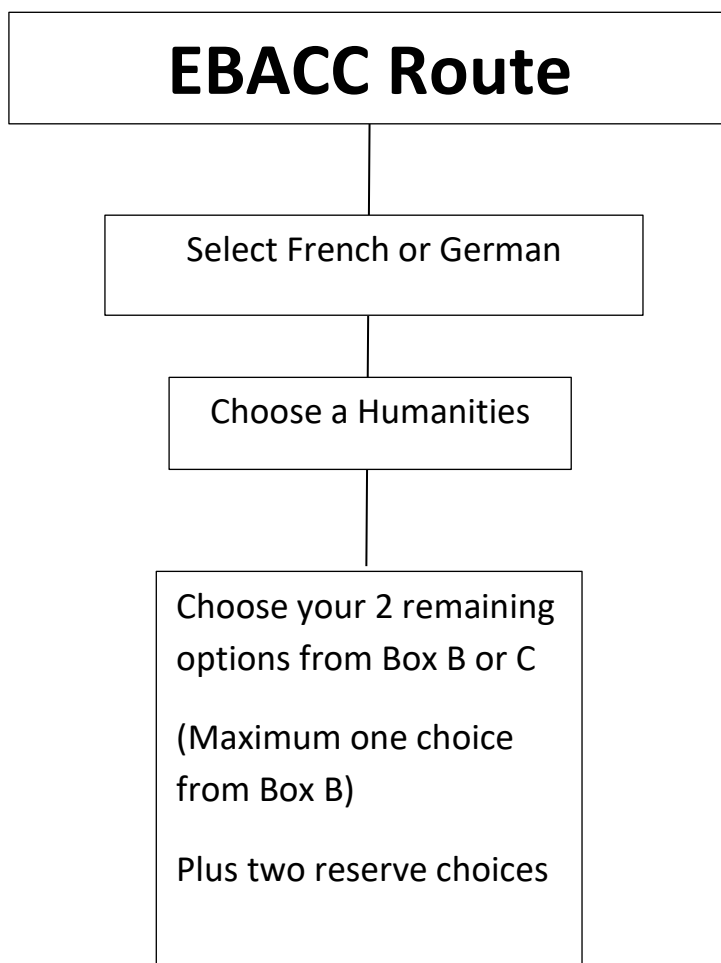
Please use the following flow charts

ensuring you follow the EBACC or NON-EBACC route accordingly

Then, once you have filled out the relevant 'practice choices sheet' please complete the [on-line choices form](#) with your final choices.

Guidance to completing your Choices Sheet - EBACC

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

PRACTICE CHOICES SHEET - EBACC

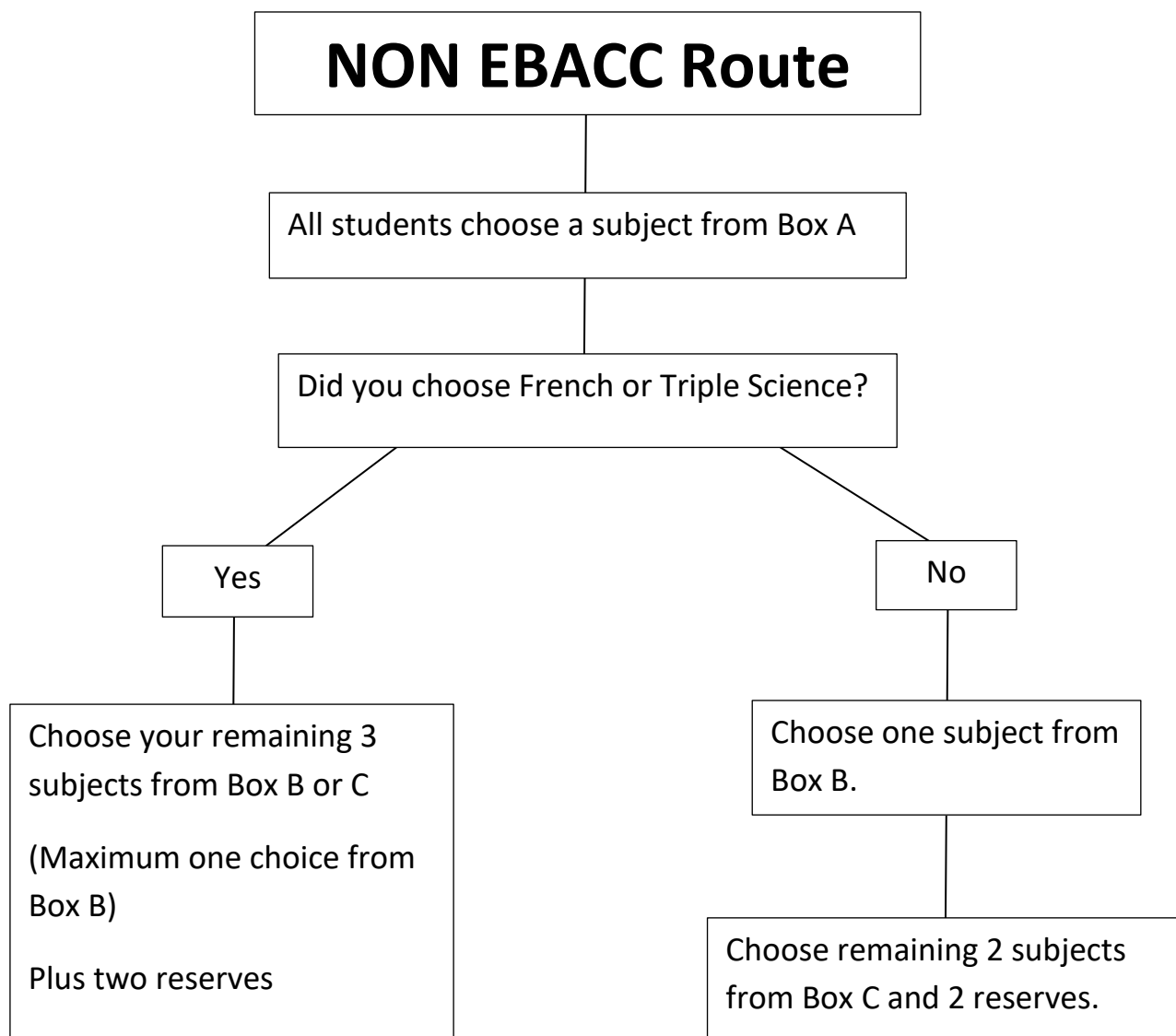
Fill in ONE form only
THIS IS THE EBACC ROUTE



Name: Tutor Group: 9 /	
<p style="text-align: center;"><u>LANGUAGE</u> Select ONE</p> <p>French <input type="checkbox"/></p> <p>German <input type="checkbox"/></p>	<p style="text-align: center;"><u>HUMANITIES</u> Select ONE</p> <p>History <input type="checkbox"/></p> <p>Geography <input type="checkbox"/></p>
<p style="text-align: center;"><u>BOX B</u></p> <p>Triple Science</p> <p>*Art (Fine Art)</p> <p>*Art Textiles</p> <p>Drama</p> <p>Design & Technology</p> <p>** Engineering Product Design & Development (Voc)</p> <p>** Engineering VCert (Vocational)</p> <p>Food</p> <p>French</p> <p>Hospitality & Catering (Vocational)</p> <p>ICT:iMedia (Vocational)</p> <p>(* (**)) Due to the similar nature of these courses you cannot choose both</p>	<p style="text-align: center;"><u>BOX C</u></p> <p>Art (Fine Art)</p> <p>Business Studies (Vocational)</p> <p>Computer Science</p> <p>Dance (Vocational)</p> <p>Drama</p> <p>** Engineering Product Design & Development (Voc)</p> <p>** Engineering VCert (Vocational)</p> <p>French</p> <p>German</p> <p>Geography</p> <p>Health and Social Care (Vocational)</p> <p>History</p> <p>ICT:iMedia (Vocational)</p> <p>Media Studies</p> <p>Music</p> <p>Sport (Vocational)</p> <p>Statistics</p> <p>Statistics/Further Maths</p> <p>Triple Science</p> <p>(* (**)) Due to the similar nature of these courses you cannot choose both</p>
<p>FREE CHOICES (In order of preference)</p> <p>1)</p> <p>2)</p> <p>Reserve 1</p> <p>Reserve 2</p>	

Guidance to completing your Choices Sheet – Non-EBACC

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

PRACTICE CHOICES SHEET – NON-EBACC

Fill in ONE form only

THIS IS THE NON EBACC ROUTE



Name: Tutor Group: **9** /

BOX A

First choose ONE of the following

Geography

French

Computer Science

Triple Science

History

German

BOX B

- French
- Drama
- Triple Science
- *Art (Fine Art)
- *Art Textiles
- 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)
- Computer Science
- Dance (Vocational)
- Drama
- ** Engineering Product Design & Development (Voc)
- ** Engineering VCert (Vocational)
- Health and Social Care (Vocational)
- French
- German
- Geography
- History
- ICT:iMedia (Vocational)
- Media Studies
- Music
- Sport (Vocational)
- Statistics
- Statistics/Further Maths
- Triple Science

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

END OF BOOKLET