

Year 9 Curriculum Choices 2023-2024



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Foreword From The Principal

Mr Sweeney



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

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

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

Thank you for your support with this process.

Andrew Sweeney
Principal



Welcome to your GCSE options process!

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

Dan Morrow
CEO and Trust Leader



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

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

As you embark on the options process, keep in mind two things:

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

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

Veronica Lloyd Richards
Director of Education



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

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

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

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

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

Curriculum Choices Evening Wednesday
19th April 2023

Students make their choices Tuesday
25th April – Tuesday 2nd May

Individual meeting to discuss choices
Thursday 4th May



The Key Stage 4 Curriculum

Core Curriculum

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

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

The core curriculum is made up of English, mathematics, science, personal development, religious Studies and core PE.

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

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

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

Students also study a core curriculum which is not examined. We feel it is important for students to have an

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

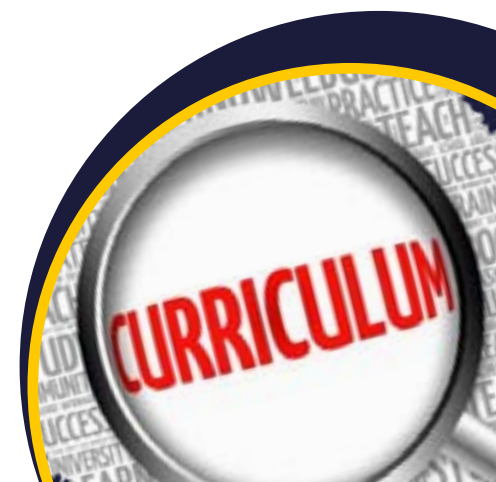
Choices

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

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

English (8 hours of study per fortnight)	Mathematics (7 hours of study per fortnight)	Science (10 hours of study per fortnight)
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Choice 1 (6 hours of study per fortnight)	Choice 2 (6 hours of study per fortnight)	Choice 3 (6 hours of study per fortnight)	Religious Studies (1 hour of study per fortnight)	Personal Development (2 hours of study per fortnight)	PE (4 hours of study per fortnight)
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Subject Choices

Exam Grading

Please choose one subject from Choice 1



Box 1

- Computer Science
- French
- German
- Geography
- History



Please choose an additional two subjects from Choice 2

Box 2

- Art and Design
- Art Textiles
- Business
- Combined Science
- Computer Science
- Design and Technology
- Drama
- Economics
- Engineering
- Engineering Product Design & Development
- Food Preparation & Nutrition
- French
- Geography
- German
- Health and Social Care
- History
- Hospitality & Catering
- Media Studies
- Music
- Performing Arts
- Performing Arts - Dance
- Photography
- Physical Education
- Physical Education
- Religious Studies
- Sport
- Statistics
- Statistics with Level 2 Further Maths
- Travel & Tourism

Examination Grades

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

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

Annotations on the chart:

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

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

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

Please also choose two reserve choices from Box 2

Submit choices electronically as instructed

What Will I Learn?

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

What Will Be Expected Of Me?

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

Examinations

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

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

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

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

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

Spoken Language endorsement:

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

Where Can English Take Me?

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



What Will I Learn?

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

What Will Be Expected Of Me?

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

Examinations

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

English Literature Paper 1:

Shakespeare and the 19th century novel (1hr45mins)

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

English Literature Paper 2:

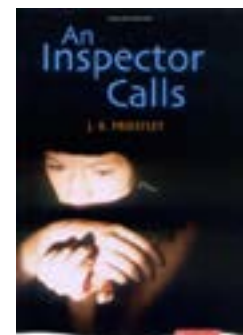
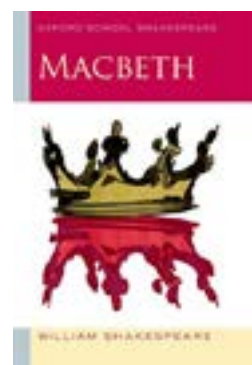
Modern texts and poetry (2hr15mins)

- J.B. Priestley's *An Inspector Calls*
- Poetry: Power and Conflict AQA Anthology
- Unseen Poetry

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

Where Can English Take Me?

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



What Will I Learn?

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

The areas of study are: -

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability and statistics

Examinations

3 written examinations;

- One exam without a calculator
- Two exams with a calculator

Each exam is 1½ hours covering all subject content

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

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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.

Where Can Maths Take Me?

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

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



Combined Science

Qualification: GCSE

Head of Faculty: E. Dean


What Will I Learn?

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

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

Science has something to offer every student, so we offer a choice of routes for students to follow, providing choice and flexibility to suit students of different abilities and aptitudes. This means everyone can achieve a science qualification. All students begin by studying GCSE Combined Science. We will then offer students who have shown a flair and passion for science the chance to take a place in a Triple Science class, leading to 3 separate GCSE qualifications.

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

Biology topics	Chemistry topics	Physics topics
<ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation, and evolution7. Ecology <p>Find out more:</p> 	<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 (triple only)

What Will Be Expected Of Me?

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

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

Examinations

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

In combined science each paper is 1 hour and 15 minutes long and the double GCSE grade is awarded on the total score achieved in all 6 papers.

Where Can Science Take Me?

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



Physical Education

Qualification: Compulsory Core PE

Head of Faculty: K. Redstone

What Will I Learn?

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

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



What Will I Learn?

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

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

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

Examinations

There are three exams:

Our Natural World: 35% of grade,

- 75-minute exam.
- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems

Physical Geography Fieldwork

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

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

Geographical Exploration: 30% of grade, 90-minute exam

- Students answer questions on information from a booklet.
- There are decision making questions where students have to justify their answer.

Geographical skills are assessed (Maps, statistics, graphs, photos...)

Fieldwork is assessed within the two physical and human geography exams. It is a new requirement that we must offer two fieldwork opportunities:

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

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

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

What Will Be Expected Of Me?

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

Where Can Geography Take Me?

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

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



What Will I Learn?

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

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

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

What Will Be Expected Of Me?

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

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

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

Examinations

This course studies 3 components:

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

Where Can Travel & Tourism Take Me?

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

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

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

Some of the job opportunities out there would be:

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

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

This course studies 3 components:



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.

Examinations

1. 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%.
2. Regular examination-style questions will be completed by students in their lessons and for HL in preparation for the final examinations in Year 11. There will be end of unit past-papers as well as the Year 10 and Year 11 mock examination series.

What Will Be Expected Of Me?

- An enquiring mind.
- Enthusiasm and interest – 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.



Where Can History Take Me?

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

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



Trip to Exeter Cathedral

To enable us to offer this essential fieldwork opportunity, there will be a request for contribution towards the cost of the visit to Exeter Cathedral. Students who are in receipt of Pupil Premium can be supported towards the trip.



What Will I Learn?

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

- **Relationships and families** – human sexuality, contraception, marriage, divorce, families, gender equality.
- **Religion and life** – origins of the universe, abuse of the environment, the use of animals, abortion, euthanasia, death and afterlife.
- **Religion, peace and conflict** – protest, terrorism, nuclear war, weapons of mass destruction, the just war, holy war, pacifism and victims of war.
- **Religion, crime and punishment** – reasons for crime, religious attitudes to lawbreakers, aims of punishment, treatment of criminals, attitudes to suffering, forgiveness, the death penalty.
- **Religion, human rights and social justice** – prejudice, discrimination, religious freedom, religious teachings about wealth, poverty, exploitation of the poor.
- **The existence of God and revelation** – the design argument, the first cause argument, miracles, revelation.

The beliefs, teachings and practices from Buddhism and Christianity.

- **Christian beliefs** – nature of God, creation, trinity, incarnation, crucifixion, resurrection, ascension, afterlife, judgement, sin, salvation.
- **Christian practices** – Worship, prayer, baptism, holy communion, pilgrimage, festivals, role of the church in

the local community, mission, evangelism, persecution, world poverty.

- **Buddhist beliefs** – life of the Buddha, dhamma, three marks of existence, 4 noble truths, Theravada, Mahayana, arhat, bodhisattva, pure land.
- **Buddhist practices** – worship, meditation, festivals, rituals of death and mourning, 5 precepts, 6 perfections.

Examinations

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

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

What Will Be Expected Of Me?

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

Where Can Religious Studies Take Me?

Religious Studies GCSE shapes pupils to become critical thinkers and global citizens of the twenty first century. It will also help develop transferable skills of analysis, evaluation and debating so it is useful for any future career. It is ideal if you want to become a doctor, lawyer, journalist, teacher or go into business and finance.

It is also useful for any career that involves pitching ideas, marketing things and working with culture and people such as the armed

forces. It also compliments the other humanities subjects – History, Geography and English. Students will also have the chance to further their study at post 16 with an A Level in Religious Studies - Philosophy and Ethics, which again is a highly regarded subject within the Russell group of universities.



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

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

What Will I Learn?

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

Examinations

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

What Will Be Expected Of Me?

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

Where Can French Take Me?

- Travel and tourism industry (both in the UK and abroad).
- Communications, PR, marketing and journalism.
- Teaching and education.
- Translation and interpreting.
- Business and commerce.
- Embassy, ambassadorial, governmental roles.
- Any career where you intend to show your communication skills and adaptability!



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

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

What Will I Learn?

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

Examinations

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

What Will Be Expected Of Me?

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

Where Can German Take Me?

- Travel and tourism industry (both in the UK and abroad).
- Engineering and design.
- Communications, PR, marketing and journalism.
- Teaching and education.
- Translation and interpreting.
- Business and commerce.
- Embassy, ambassadorial, governmental roles.
- Any career where you intend to show your communication skills and adaptability!



What Will I Learn?

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).

Examinations

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.

Where Can Media Studies Take Me?

- A Level Media Studies
- Media careers such as:
 - Film,
 - TV,
 - Advertising,
 - Radio and Magazines etc..



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

What Will I Learn?

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

Examinations

- **Component 1 = 60% of GCSE** (internally marked, externally moderated)
A coursework portfolio which will consist of two projects. This is to be completed by January of Year 11.
- **Component 2 = 40% of GCSE** (internally marked, externally moderated)
An externally set question paper

which is provided by the exam board. You will be given a range of stimuli as a starting point. You will have the Spring Term to produce a sketchbook exploring your own independent ideas, followed by 10 hours (over two days) of examined time to produce a final piece.

What Will Be Expected Of Me?

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

As Art is a practical course, students are required to have access to art materials outside of school. They will also be expected to keep a sketchbook that will contain home learning, self-generated artwork and research for work being undertaken in school. We expect all Art students to purchase an "Art Pack" containing items that are required for the GCSE Art course. These will be made available by the Art department. Approximate cost is £38. If students are in receipt of Pupil Premium funding this can be used to purchase an Art Pack.

Where Can Art and Design Take Me?

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



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

What Will I Learn?

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

Examinations

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

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

What Will Be Expected Of Me?

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

As Textiles is a practical course, students are required to have access to sewing and art materials outside 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 £36. If students are in receipt of Pupil Premium funding this can be used to purchase a "Textiles Pack".

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

Where Can Art Textiles Take Me?

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



GCSE Drama isn't just about becoming an actor. It offers a challenging and exciting opportunity for those students who are interested in performance, design and producing drama, but also helps develop vital transferable skills within the workplace.

There are very few careers today that do not require the ability to work with other people. 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.

What Will I Learn?

Students will create, perform and respond to drama either as an actor or designer, 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 as either an actor or a designer 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.

What Will Be Expected Of Me?

You must actively engage in the classroom learning and take full responsibility to follow the teacher feedback and meet deadlines. The performance examinations usually take place out of school hours. Students will be expected to commit to lunchtime and after school rehearsals during the rehearsal and performance period and a willingness to offer support and participate in extra-curricular clubs and productions is also desirable.

There will be various trips offered over the course, two of these will be compulsory theatre visits and will cost from £20-50 each in order to complete students Live Theatre Evaluation for their written examination. Students who are in receipt of Pupil Premium can be supported towards the trip.

Examinations

There are three components to this course.

Component 1:

Devising. This is an opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. There are three areas of focus. 1) Creating and developing a devised piece from stimuli. 2) Group performance/design realisation of the devised piece. 3) Analysing and evaluating the creative process and group devised performance. Students may complete this either as a performer or designer. There are two parts to the assessment. A portfolio of evidence and a recording of the group devised final performance. This is weighted at 40%. It is internally assessed and externally moderated.

Component 2:

Performance from Text. Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been

fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays. This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. There are two areas of focus. 1) Interpreting and exploring two key extracts from a chosen performance text. 2) Performing or realising a design of two key extracts from this text. The weighting of this component is 20%. And is externally assessed by a visiting examiner.

Component 3: *Theatre Makers in Practice.*

This component focuses on the work of theatre makers and the choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. There are two areas of focus. 1) Study of one complete performance text 2) A live theatre evaluation. This is a written exam and is weighted 40%. It is externally assessed.

Where Can Drama Take Me?

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



What Will I Learn?

You will develop performing skills, composing skills, and you will broaden your musical understanding and experience. Through critical analysis of music, you will learn to recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music. The course is broad and will challenge you to listen to music with both an analytical and appreciative mind.

There are 5 Areas of Study to cover in the two-year course:

Area of Study 1: My Music

Learners will study their instrument independently with their instrumental teacher and play a solo piece that they enjoy, with proficiency and accuracy.

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.

What Will Be Expected Of Me?

You will need to be able to play an instrument (or voice) confidently. We expect you to work hard and take an active part in each lesson and extra-curricular rehearsals and the concerts that we offer. We want you to organise your time to ensure you revise thoroughly for the exams, including independent study of harmony and homework tasks. What we really want from you is an enthusiasm and a willingness to learn about all aspects of music.

Examinations

1 - Integrated Portfolio 30%

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

You will explore the skills and capabilities of your 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 based on the Areas of Study, explained below. This is externally assessed.

Where Can Music Take Me?

You may choose to study music further at Level 3 or A Level. Many employers now actively seek those who have studied the arts. Top talent management agency, The Curve Group, specialising in financial and business services, declares that employees with arts degrees have developed more quickly in their roles from the start and has found them to have discipline, confidence and the ability to accept criticism and creative industry. Work in the Expressive and Creative Arts might include work in film, TV, theatre, radio, arts administration, or creative education. In professions such as medicine, law and accountancy, music is highly regarded as an academic subject and so could complement your other studies in leading to a professional career.



Scan this QR code to find out more about this course



Performing Arts

Qualification: Level 1/2 Eduqas Technical Award

Head of Faculty: J. Teixeira

The Level 2 Technical Award in Performing Arts will develop your knowledge and understanding of the performing arts sector and provide you with opportunities to develop associated practical skills. It covers performing, creating and performance arts in practice. Performance disciplines can include music, drama, choreography or composition. Production disciplines may include costume design, lighting design & set design.

What Will I Learn?

The units in the course are designed to enable learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce, create and refine an existing piece(s) of professional/published work as well as produce original work. Units can be completed through any one of the following disciplines from either Performance: Music; Musical Theatre; Devised drama; Choreography; Composition; Composition using technology, or Production: Costume design; Lighting design; Sound design; Make-up and hair design; Set design.

Examinations

There are three mandatory units:

Unit 1: *Performing*. 30%. Controlled assessment.

You will be given an assignment brief, which will include a scenario and several tasks. This is an internally assessed piece.

Unit 2: *Creating*. 30%. Controlled assessment

You will work to a brief of your own or create something to a commissioned brief from someone else. This is an internally Assessed.

Unit 3: *Performing Arts in Practice*. 40% Controlled assessment.

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2. This unit is externally assessed through a controlled assessment.

What Will Be Expected Of Me?

Students will be expected actively engage and participate in lessons throughout the course. Students must be acutely aware of the importance of their contributions and how their work and attitude can affect the collective success of the group, there is a minimum requirement to meet all deadlines and to seek support when needed. In addition to this, students must demonstrate their performance skills. This may be individual or as part of a group.

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

Where Can Performing Arts Take Me?

This course will provide you with the skills and knowledge that will enable you to continue your studies at Level 3. Some young people move immediately into industry or undertake a Level 3 apprenticeship in the performance and production industries.

For more information about the specification please use the QR code below.



Examinations

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

We explore ideas and techniques through different themes and all units involve some written work through annotation of ideas and research into photographers. Students create a portfolio of work that shows thoughts, working process and skills for each unit.

What Will I Learn?

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

Students will learn about various photographic media, techniques and processes, including hands-on experimentation and lighting in our studio and use computers for Photoshop and digital media, utilising these techniques and equipment to make brilliant images. The projects will be decided by the course leader but may include: Pattern and Texture; Microworlds; Portraiture into Photobooth.

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

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

Externally set assignment (Exam Unit) 40%.

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

What Will Be Expected Of Me?

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

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

cultural and/or ethical contexts, and to the time and place in which they were created

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

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

Where Can Photography Take Me?

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

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>



What Will I Learn?

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

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

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

Whatever career you end up in Business Studies will be relevant in some way. There is a distinct possibility that you will either work for someone or for yourself. The range of transferable skills will be useful in your professional and personal lives.

Examinations

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

What Will Be Expected Of Me?

To learn and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society

- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national, and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively and draw on evidence to make informed business decisions and solve business problems
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued,

well evidenced, balanced, and structured arguments, demonstrating their depth and breadth of understanding of business

- Develop and apply quantitative/ Maths skills relevant to business, including using and interpreting data.
- To take an interest in current affairs and the economy.

Where Can Business Take Me?

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

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



What Will I Learn?

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 computing. The topics covered are:

- **Programming techniques**
Sequencing; 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.

Examinations

You will be studying the OCR GCSE 9-1 Computer Science.

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?

1. To be interested in programming in Python.
2. To learn to think logically and critically.
3. To enjoy and understand complex maths.
4. To want to know more about how computers actually work!



Where Can Computer Science Take Me?

- Computer Science will teach you to think in a way that helps with and develop skills useful for:
- Further study of and careers in Computer Science,
- Computer Systems Engineering,
- App Development,
- Networks,
- Artificial Intelligence,
- Games Design,
- Cyber security,
- Web Development,
- Software engineering,
- Web Design,



A qualification in economics helps students understand the world around them. It enables students to understand people, businesses, markets and governments, and therefore better respond to the threats and opportunities that emerge when things change.

What Will I Learn?

Year 10 – Microeconomics

- Economic Foundations - Economic activity Factors of production Economic problem Opportunity cost.
- Resource Allocation - Scarcity and choice Primary, secondary and tertiary sectors, specialisation.
- How prices are determined - Markets Economic sectors Demand, supply and market equilibrium Elasticity.
- Production, costs, revenue, and profit - business objectives, how to identify and calculate business performance.

Year 11 – Macroeconomics

- Government Objectives – Government Economic Objectives
- Rate of interest, savings, borrowing affects on spending and investment.

Examinations

The Economics GCSE course is a linear course meaning all external exams will take place in summer of Year 11

1. Paper 1: How markets work
Written exam: 1 hour 45 minutes
80 marks 50% of GCSE Questions
Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B: five questions involving a mix of calculations, short and extended responses.
2. Paper 2: How the economy works
Written exam: 1 hour 45 minutes
80 marks 50% of GCSE Questions
Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B: five questions involving a mix of calculations, short and extended responses.

What Will Be Expected Of Me?

- To take an interest in domestic, global economies, current affairs, opportunity costs and ethics.
- Demonstrate knowledge and understanding of economic concepts and issues.
- Apply knowledge and understanding of economic concepts and issues to a variety of context.
- Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.
- Develop and apply quantitative/ maths skills and interpreting data.
- Individual work, group work and presenting to an audience.
- To work hard and to meet deadlines.

Where Can Economics Take Me?

GCSE Economics provides the ideal gateway to study A Level Economics.

Economics is a very popular growing subject across the country, and it's easy to see why. Students having acquired a vast range of transferable skills, which open a variety of career paths for them. Whether that's due to the communication skills that economics students develop, or the numerical or analytical skills that are taught during the course, economics students have a range of skills that make them very desirable in the workplace and further education.



What Will I Learn?

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

As well as allowing you to improve on your skills in mathematics overall, this qualification is one that can support further study in subjects such as science, psychology and geography as well as future careers linked to these areas.

The areas of study are:

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

What Will Be Expected Of Me?

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

Examinations

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

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

Where Can Statistics Take Me?

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

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



What Will I Learn?

To develop fluent knowledge, skills and understanding of statistical methods and concepts for the real world.

To apply statistical techniques within the framework of the statistical enquiry cycle

To build on knowledge from the GCSE mathematics course

To develop and strengthen higher order mathematical skills to a greater depth, particularly in algebraic reasoning and problem-solving skills.

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

The areas of study are:

Statistics:

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

Further Maths:

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

Examinations

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

What Will Be Expected Of Me?

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

Where Can “Statistics & Further Maths Take Me?”

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

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



Performing Arts - Dance

Qualification: BTEC First

Head of Faculty: K.Redstone

What Will I Learn?

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

Component 1: Exploring the Performing Arts

Internally assessed Unit moderated by the exam board (Pearson)
Learners will examine performances in at least three different styles in order to develop their understanding of professional performing arts work. Learners will gain a practical appreciation of professional work by exploring existing performance material in dance. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

Component 2: Developing Skills and Techniques in the Performing Arts

- Learners will participate in rehearsal, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.
- Learners will apply interpretative skills and techniques appropriate to dance in a performance.
- Internally assessed Unit moderated by the exam board

Component 3: Responding to a brief.

Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The

set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks. Externally assessed Unit.

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as a dance performer.

What Will Be Expected Of Me?

This is a practical course that relies on a participant's ability to carry out practical dance lessons each week. Students choosing this option must feel happy and confident to perform dance to an audience. Each week lessons will largely be practical based dance lessons.

Examinations

- **Component 1: Exploring the Performing Arts**
Internally assessed Unit moderated by the exam board (Pearson)
- **Component 2: Developing Skills and Techniques in the Performing Arts**
Internally assessed Unit moderated by the exam board (Pearson)
- **Component 3: Responding to a brief.**
The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks. Externally assessed unit.

Where Can Dance Take Me?

This course will set learners up to explore a future within the performing arts. The BTEC qualification has a focus on a vocational context where preparation for auditions and performance may be required when exploring a future in the Performing Arts.

***Please note it is not possible to select this qualification for both drama/technical design and dance.**



Physical Education (PE)

Qualification: GCSE

Head of Faculty: K. Redstone

What Will I Learn?

1) Physical factors affecting performance.

- Applied anatomy and physiology
- Physical training

2) Socio-cultural issues and sports psychology.

- Socio-cultural influences
- Sports psychology
- Health, fitness, and well-being

3) Practical Performances.

- Core and advanced skills and fully competitive performance in three activities taken from the approved lists: one from the 'individual' list one from the 'team' list one other from either list
- Analysis and Evaluation of Performance.
- This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.

What Will Be Expected Of Me?

Students choosing GCSE PE must be prepared to participate in a large proportion of theory-based classroom lessons. They should participate in Sports via extra-curricular activities or sports clubs outside of college on a regular basis to fulfil the practical performance criteria for the course. Students opting for GCSE PE must be willing to undergo practical sporting performance in a mixed group and to an audience. There is a requirement for some activities to collate video evidence where this cannot be obtained through college i.e. Horse Riding/skiing.

Examinations

The course will entail 2 formal written theory papers which will be sat in at the end of Year 11. The Practical Performance and Evaluation components will be assessed through controlled assessment with a live moderation in Year 11.

- **Physical Factors:** Written paper: 1 hour 30% of total GCSE (9–1) 60 marks This paper consists of a mixture of objective response and multiple-choice questions, short answers, and extended response items.
- **Socio-cultural issues and sports psychology:** Written paper: 1 hour 30% of total GCSE (9–1) 60 marks This paper consists of a mixture of objective response and multiple-choice questions, short answers, and extended response items.
- **Practical Performance:** Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks This will be assessed through video evidence and live practical performance for a moderator from the exam board
- **Analysis and Evaluation of performance:** Non-exam assessment (NEA) 10% of total GCSE (9–1) 20 marks This NEA will consist of a written task that must be produced under controlled conditions.

Where Can PE Take Me?

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

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



What Will I Learn?

This course is classroom based with occasional practical lessons to support the learning.

Component 1

Preparing Participant to Take Part in Sport and Physical Activity – 30%
Content delivered in a classroom.

Topics covered :

- Types of activity and sport
- Provision of sport
- Types and needs of performers – e.g., different age groups, abilities, health conditions.
- Barriers to participation
- Methods to address barriers.
- Technology in sport
- Importance of and how to structure a warm up.
- Controlled assessment over 5 hours once content is delivered.
- Extended written work
- Video of student delivering a warm up to a group of people

Component 2

Taking Part and Improving Other Participants' Sporting Performance – 30% Content delivered in a classroom.

Topics covered:

- Components of fitness
- Skills in sport
- Officials in sport
- Rules and regulations
- Drills and practices in sport
- Controlled assessment over 4 hours once content is delivered
- Extended written work
- Video of skills being performed in 1 sport during isolated practice.
- Video of skills being performed in 1 sport in a competitive situation

Component 3

Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity – 40%

Content delivered in a classroom.

Topics covered:

- Components of fitness
- Fitness training principles
- Exercise intensity
- Fitness testing
- Training methods
- Long term effects of training
- Motivational techniques
- Assessed as a written Exam at the end of Year 11

Examinations

The course is graded as follows –

BTEC Grade	GCSE Equivalent
Level 1 Pass	1-3
Pass	4-5
Merit	6-7
Distinction	8-9

Please be aware that most of the course is assessed through ongoing controlled assessment within college. Component 3 is the only externally marked unit of this course, as detailed below.

What Will Be Expected Of Me?

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

Where Can Sport Take Me?

Where can a Sport Course take me?

The course covers area of science, psychology, and leadership. Possible future progressions and career include Sports Qualifications at Level 3 including the BTEC National Extended Certificate, Sports Degrees and future careers in teaching, coaching, leisure, nutrition, sports media, and personal training.

***Please note that you will not be permitted to opt for both GCSE PE and BTEC Sport. Your teacher will advise you on which course will best suit your needs.**



If you enjoy working with people this is a good qualification to study. The qualification is designed to help students progress in the area of Health, Social Care and Education. The broad content provides a good foundation for a future career working with people, Health care roles are in great demand with students able to progress onto a wide range of opportunities.

What Will I Learn?

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

- **Communicating effectively with individuals or groups.** Communication is at the heart of health and social care and is taught or applied in all units. Good communication skills are very attractive skills in the modern workplace whatever career path followed.
- **Understanding of the needs of individuals.** All service users in health and social care are entitled to RIGHTS which are upheld by law. Students develop understanding of concepts such as, person centred care, choice, confidentiality, protection from abuse and harm, and equal and fair treatment. Students will explore and learn to recognise how to deliver these core concepts when working with service users.
- **Protection of service users.** Students develop vital knowledge and understanding of how to protect individuals through infection protection, safeguarding and safety and security measures.
- **Life stages.** Students will learn how humans develop through 'life stages' identifying significant milestones in the

physical, intellectual, emotional, and social aspect of human growth.

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

The qualification is made up of three

Examinations

components. Two of the three units are **mandatory**. Principles of Care in Health and Social Care settings and Supporting individuals through life events.

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

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

What Will Be Expected Of Me?

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

Where Can Health and Social Care Take Me?

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



This subject is not a choice in Year 10. Students will be directed towards Triple Science if appropriate for them.

What Will I Learn?

You will study the fundamental topics in the three separate disciplines of Biology, Chemistry and Physics, which is delivered by a subject specialist. Each separate science is taught for 5 hours over 2 weeks, with a total of 15 hours per fortnight for the Triple Science course. Your lessons will cover both theory and practical work, which will give you the knowledge, skills and confidence to question and explain the world around you.

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

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

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

What Will Be Expected Of Me?

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

GCSE Biology topics	GCSE Chemistry topics	GCSE Physics topics
<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation, and evolution 7. Ecology 	<ol style="list-style-type: none"> 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. The Earth's resources 	<ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics

Find out more by scanning the QR codes below.



Examinations

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

Explore the careers that a science qualification can lead to:



Where Can Triple Science Take Me?

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



Design and Technology

Qualification: GCSE

Head of Faculty: C. Henderson

This course covers a wide range of topics examining the place of technology in a modern 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. Many elements of this course compliment the work covered in geography, science and maths.

What Will I Learn?

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.

Examinations

Controlled Assessment (50%).

Three contextual challenges will be provided by the exam board each year, 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.

What Will Be Expected Of Me?

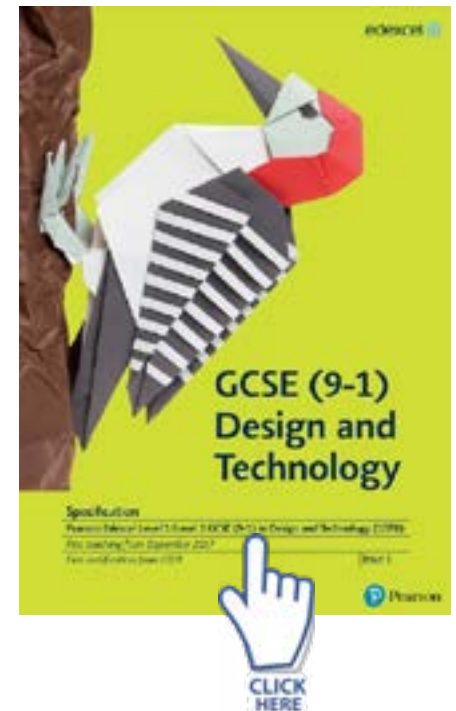
You will be expected to:

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

Where Can Design and Technology Take Me?

Design and technology can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology, careers in hospitality, and even education.

Popular careers for people with design and technology qualifications include: fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter and chef.



For more detailed information click on the picture above. or visit:

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



What Will I Learn?

- Study a range of theoretical topics and gain a broad understanding of the engineering sector.
- Learn how science and maths are applied in engineering.
- Produce hand-drawn and CAD engineering drawings.
- Use a wide range of traditional and modern engineering tools, equipment and machinery safely.
- Experience working with different materials.
- Plan the manufacture of products.
- Manufacture products in accordance with engineering drawings.

What Will Be Expected Of Me?

- To conduct yourself 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.
- Work independently and manage your time effectively to ensure you complete your work within the time given.
- Take a pride in your work.
- Continue developing your knowledge of Unit 1 in your own time - Home Learning.

Where Can Engineering Take Me?

This qualification provides students with a basic understanding of the skills required for a career in the engineering sector.

Students who achieve this qualification could progress onto further Level 3 qualifications, such as:

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

Examinations

This updated V.Cert qualification consists of 2 units:

1. **Unit 1**, worth 40% of the overall grade, is an externally assessed written exam.
2. **Unit 2** is a Non-Examined Assessment (NEA) and accounts for the remaining 60% of the overall grade. This controlled practical assessment is set by the exam board in the December of Year 11 and must be completed within the time specified. This NEA must be completed independently (without any help).



Engineering Product Design & Development

Qualification: OCR Cambridge National Certificate
Level 2 (J822)

Head of Faculty: C. Henderson

What Will I Learn?

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.

Students will learn about the process of engineering design and how it can be used to design effective solutions for a given design brief. Students will learn how to communicate their design ideas through sketches, engineering drawings and computer-aided design (CAD). They will be able to evaluate the design of a product, through disassembly of existing products or the use of modelling for new designs.

This qualification is aimed at students who wish to develop knowledge, understanding and practical skills that would be used in the engineering design and development sector.

What Will Be Expected Of Me?

- To have a positive attitude, work hard, be resilient and determined to succeed.
- To have an interest in engineering design, ability to work independently and manage lesson time effectively to meet coursework deadlines.

Examinations

This qualification has three units and 1 exam:

Units	Assessment Method
R038: Principals of Engineering Design	Written paper. OCR set and marked 1 hour 15 minutes – 70 marks. Students answer all questions
Topic Area 1: Designing processes Topic Area 2: Design requirements Topic Area 3: Communicating design outcomes Topic Area 4: Evaluating design ideas	
R039: Communicating Designs	Centre-assessed task, 60 marks OCR moderated
Topic Area 1: Manual production of free-hand sketches Topic Area 2: Manual production of engineering drawings Topic Area 3: Use of computer-aided design (CAD)	
R040: Design Evaluation and Modelling	Centre-assessed task, 60 marks OCR moderated
Topic Area 1: Product evaluation Topic Area 2: Modelling design ideas	

Grading

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

Where Can This Course Take Me?

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

- 'A' Level Engineering, Product Design (Level 3) etc
- Cambridge Technical in Engineering
- Design and Development Technician Apprenticeships in engineering.
- T Level in Development for Engineering and Manufacturing



For more detailed information click on the picture above or visit <https://www.ocr.org.uk/Images/610944-specification-cambridge-nationals-engineering-design-j822.pdf>



Food Preparation & Nutrition

Qualification: GCSE EDUQAS

Head of Faculty: C. Henderson

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.

Examinations

- 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

Where Can Food & Nutrition Take Me?

The qualification will build on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Food and Nutrition at Level 3, for example Level 3 Certificate in Food Science and Nutrition. This qualification will also provide a coherent, satisfying and worthwhile course of study for you if you do not progress to further study in this subject. In addition, the qualification will introduce you to a new way of thinking about food which could help you make informed decisions about a wide range of career pathways.



Hospitality & Catering

Qualification: Level 1/2 Vocational Award

Head of Faculty: C. Henderson

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

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

What Will I Learn?

- 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 meals.
- Learn how to plan menus and gain an understanding of how to plan for the dietary needs of different groups.

Examinations

- 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 must 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, 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:

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

What Will Be Expected Of Me?

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

Where Can Hospitality and Catering Take Me?

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

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





Questions you may wish to ask your child at home

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

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



**Dartmoor
Multi Academy
Trust**

