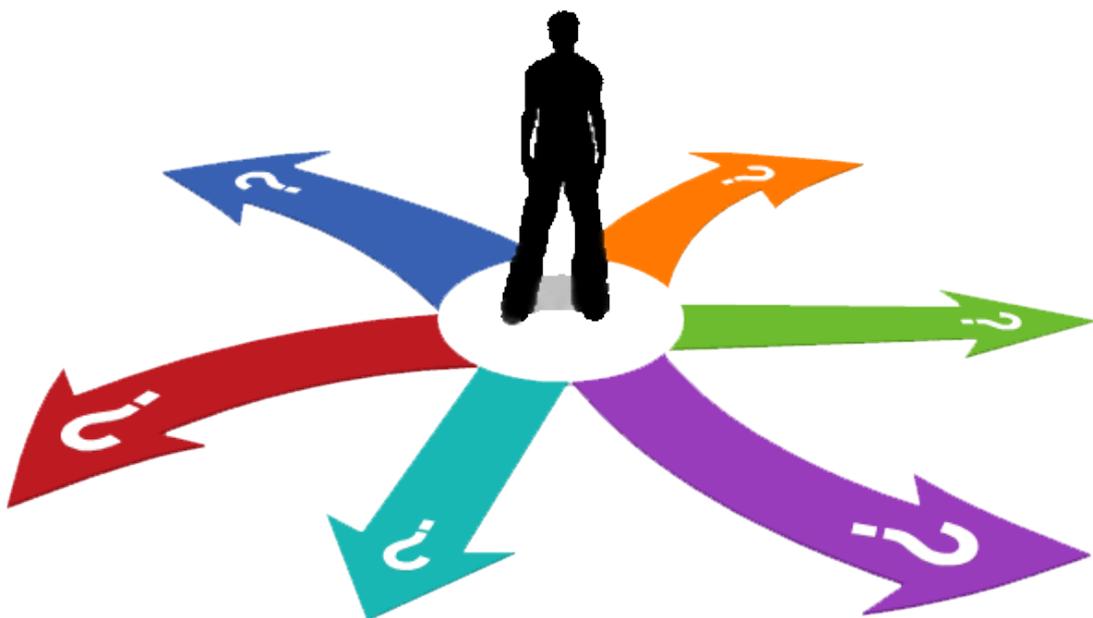




DAWLISH
COLLEGE

Ambition Unlocked

Option Booklet



An Introduction to Key Stage 4 (KS4) for Parents



Year 9 is an important year for our students. Students will be making their choices that will affect their Key Stage 4 curriculum and the qualifications they will take with them into their chosen pathway at the end of their compulsory education.

We believe this decision-making process is very important and devote a great deal of thought to providing advice and guidance to students and parents. This year provides a different challenge in doing this, but we remain committed to providing a comprehensive options process for students making their choices or preferences.

In a 50-period fortnight each subject is allocated the following number of hours:

Subject	Periods per fortnight
English	8
Mathematics	8
Science	8
Languages (Alternative Vocational for those not studying a language in Years 7&8)	5
3 Further Options (to include History or Geography)	15 (5 per subject)
Physical Education	4
Religious Studies	2
Total	50



An Introduction to Key Stage 4 (KS4) for Parents



All examinations will be terminal and all modular forms of assessment have been removed. This means that your son/daughter will sit all exams at the end of year 11 and not during the course as has been the case in the past. There are only a few exceptions to this in some BTEC subjects.

Students are given information about the requirements of each syllabus by their subject teachers and further information is provided in this guide. Certain courses, such as BTEC and OCR Cambridge Nationals, are more coursework based with an element of external exams.

Work for external examinations demands effort, application and determination. The new style of GCSE tends to reward those students who work hard throughout the course and take responsibility for their learning.

Enrichment

In addition to timetabled lessons, subjects may also provide enrichment activities throughout the course to support the students' learning.



An Introduction to Key Stage 4 (KS4) for Parents



Options Pathway

The English Baccalaureate (or EBacc) is a GCSE pathway that includes the study of the following subjects:

- English Language & English Literature
- Maths
- Science (Trilogy or separate sciences)
- A humanities subject: History **or** Geography
- A language: French **or** Spanish or a Vocational alternative

plus the additional core subjects (PE, Religious studies) and **two** open choices from other areas. This pathway will fulfil the EBacc and support progression onto 'A' level courses and Russell Group universities.



An Introduction to Key Stage 4 (KS4) for Parents



Preparing For Key Stage 4 Choices

The Key Stage 4 Guide is designed to give students and their parents or carers information about the Key Stage 4 choices process and equip students to make informed choices, which will affect their future. This information is one of several opportunities made available to students and parents to help in this important task.

Students

Unfortunately we have not been able to run the usual options assemblies at school. However, students will have the opportunity to ask subject teachers questions in their online lessons. Students should also consider their strengths and weaknesses, likes and dislikes, hopes and ambitions. Think through all of these things and make sure they are making the right decisions.

Parents

In addition to the information in this booklet, parents are warmly invited to attend the online meet with subject staff at the combined options/parents meeting.

If any student, parent or carer experiences difficulties during the decision-making process please do not hesitate to contact Mr Clements (JClements@dawlish.devon.sch.uk) or Mr Osborne (DOsborne@dawlish.devon.sch.uk)



An Introduction to Key Stage 4 (KS4) for Parents



The Core Subjects

The Curriculum includes a number of subject areas at Key Stage 4.

Core subjects

- English
- Mathematics
- Science
- Language Preference
- Physical education (PE)
- Religious education (RE) / Ethics

The core subjects (with the exception of PE) are taught at GCSE level with opportunities for students to gain either a triple award or double award in Science and the vast majority being entered for both English Language and English Literature.

Open Choices

Art
Business Enterprise
Creative Imedia
Design Technology
Food & Nutrition
Geography
Health and Social Care
History
Music
Performing Arts
Sport
Separate Sciences (offered as twilight)



An Introduction to Key Stage 4 (KS4) for Parents



Making Informed Choices at Key Stage 4 (KS4)

Subjects studied should be wide-ranging and balanced, because with current employment trends the advice to young people should not be to qualify for the job you want, but to qualify for as many jobs as you can.

To ensure a balanced choice, students should look carefully at the information about the courses on offer, taking particular notice of the demands of each course.

With the new pathway model we envisage students following an appropriate course to meet their needs and ensure that they have a good progression route for the next stage of their life after Dawlish College.

For the free choice options students should consider the following questions:

- What do you enjoy doing?
- What are you good at?
- What are your interests?
- What activities do you like doing?
- How do you work most effectively (e.g. writing, group work, performing, making, speaking)?
- Where would you like to be in five years' time?
- What do you need to do to get there?

Subject teachers, tutors and teachers with responsibility for Year 9 will be available to answer questions and give advice to help students make informed choices for Key Stage 4. It is best to ask as many questions and seek as much information as possible in preparation for this decision.



Once decisions have been made, students will be able to complete an online google form with their preferences and submitted by the relevant deadline. More information will be received via parentmail regarding the process for booking online slots for discussing progress and options, along with how to complete the form.

An Introduction to Key Stage 4 (KS4) for Parents



Questions and Answers

Why is it necessary to choose subjects?

There is so much you can learn! So many subjects are available to you during secondary education that it is not possible for you to study them all! You will need to select, with the help of your parents and teachers, those subjects that are most appropriate for your interests, ambition and ability.

Can I change my mind later?

It may be possible to change your mind but you should not expect this to be the case. Any changes need to be agreed with Mr Osborne within the first few weeks otherwise valuable teaching time is lost and you will struggle to catch up.

How should I choose?

Looking at the pathway you need to think carefully about your own interests, skills, abilities and ambitions. If you want a particular career ask which subjects will be important for you to study. Do not worry if you are not sure what you want to do in the future; just look at your recent test results and reports and consider the subjects that you are good at and interested in.

Don't choose a subject because your friend has chosen it or because you get on well with the teacher.

Do think about yourself!

Don't reject a subject because you think there is no need for you to know about it – you may think differently in later years.

Don't choose a subject because you think it will be an easy option – there aren't any easy options, only ones that are more or less appropriate for you to choose.

What is a good balance?

The curriculum on offer should provide you with a broad, balanced and relevant set of qualifications. It may be important to specialise in one or two subjects if you want to continue to study them after 16. However employers and further education establishments are keen to recruit young people who are successful in a broad range of subjects. It is equally important, in a modern world where many people will have several different jobs in their lifetime, to demonstrate that you can learn how to acquire new skills and knowledge.

Will I definitely get the subjects I ask for?

Occasionally it is not possible to guarantee everyone their first choice of subjects; in that case we liaise with you using your other preferences. **Please note some courses may be withdrawn if there is insufficient demand.**

GCSE English (Core Subject)

Exam Board AQA

Syllabus Title: English Language (8700) and English Literature (8702)



Course description

Almost all students will study for two GCSEs during their English lessons: English Language and English Literature.

Key Stage 4 classes run four times a week. Language and Literature topics are covered within these lessons discretely, and will help students develop many transferable literacy skills.

Building on the skills practised in Year 9, Years 10 and 11 develop the ability of pupils to read and respond to a range of fiction and non-fiction as well as write in creative and transactional ways.

All of the skills required for creating a successful overall ability in literacy are supported and developed within a range of schemes, including: creative reading and writing; non-fiction reading and writing; prose, drama and poetry alongside contextual knowledge and understanding with the study of modern as well as historical texts.

The key Literature texts are chosen each year. Currently, they are 'Macbeth,' 'A Christmas Carol,' 'Animal Farm' or 'An Inspector Calls,' and a range of poetry from pre and post 20th Century dealing with the theme of Conflict.

The required range of texts and topics are covered in a modular fashion across both years with emphasis placed on the transferability of skills with as much enjoyment and enthusiasm for the literature and tasks as possible.

Assessment

English is assessed in final exams at the end of Year 11.

Pupils will sit four exams; two make up their English Language GCSE and two make up their English Literature GCSE.

In Language, they will be examined on reading and understanding fiction and non-fiction as well as being able to write both creatively and to express their own viewpoint clearly.

In Literature they will be examined on a range of texts, from Shakespeare to Dickens as well as on a range of Poetry.

Classes and groupings:

English classes are carefully arranged into mixed ability sets, and teachers have one clear goal for every student, regardless of ability: challenge.

Challenge for our more able students comes in many forms, with differentiated tasks, personalised feedback and extended questioning designed to provoke more developed responses.

Challenge for our less advanced students is similar, but they are given the further support they need while still being able to stretch themselves and engage with more confident and experienced peers.

Students will be challenged by their teachers and will need to engage in a range of ways of working and work hard in order to reach their potential, but enjoyment and engagement are the most valuable tools in promoting high levels of academic success. In studying English we learn how to understand and engage with an increasingly complex world and hopefully enhance a lifelong pleasure: that of reading a good book!

GCSE Mathematics(Core Subject)

Exam Board Edexcel (course code: 1MA1)



Course description

All students who started their GCSE anytime from September 2016 onwards will be following the new specifications for GCSE mathematics. The new 9 – 1 mathematics GCSE involves work in the areas of number, algebra, ratio and proportion (and rates of change), geometry and measures, probability and statistics. This new GCSE is far more demanding and rigorous, both at Foundation Tier and Higher Tier.

Students are awarded a numerical 'grade' between 9 and 1, with 9 being the top grade. The current grade C is supposed to be approximately equivalent to a (high) grade 4 but it is likely that a grade 5 (or above) will be recognised by Colleges and future employers as a 'good pass'. The new grade 9 represents achievement beyond A* and only the very top achieving students (approximately 2-3% nationally) will be awarded with a grade 9.



Assessment

In Mathematics, students start their GCSE work in Year 9. There will be (internal) GCSE exams throughout years 9 and 10 to assess each student's progress. These results do not count towards the students' final grade; however they are important in identifying progress and in ensuring students are on track to achieve their potential. In January of Year 11, all students sit a full PPE (pre-public exam) followed by their GCSE exam in June.

There are two tiers of entry.

1. Higher Tier - grades awarded: 9, 8, 7, 6, 5, 4
2. Foundation Tier grades awarded : 5, 4, 3, 2, 1

There is **no coursework** element in Mathematics.

For both the Foundation and the Higher Tier, students must take **three** exams of equal weighting as follows:

Paper 1: Non-calculator, 1 hour 30 minutes Paper 2: Calculator, 1 hour 30 minutes Paper 3: Calculator, 1 hour 30 minutes

Classes and groupings:

Mathematics is a core subject and competency in this subject is seen as essential for acceptance onto most Further Education College courses. Mathematics prepares students for life in our increasingly technological age. It is a diverse, creative and engaging subject and essential in preparing students with the necessary skills to reach their future destination, whatever that may be. All students need some form of mathematical ability and many occupations require students to have a good qualification in this subject. Students with excellent mathematics qualifications are now highly sought after can be very well paid by employers. Consequently, it is of little surprise that the numbers of students applying for mathematics courses at both 'A' level and degree level are amongst the fastest growing of any subject.

Mathematics will improve the student's problem solving and investigational skills. In addition, it will help students succeed in many other areas such as geography, the sciences, technology and social sciences (particularly psychology)

It is very important that all students have an up-to-date scientific calculator, available to purchase from the College Shop.

GCSE Combined Science (Core Subject)

Exam Board AQA Trilogy 8464



Assessment

Assessment

Assessment is carried out through examinations testing subject knowledge, application and understanding of the required practicals.

Examinations

Students undertake 6 examinations for GCSE Science at the end of Year 11. Students will be entered for either the Higher or Foundation Tier. Tier of entry is determined by performance in mid-module, end-of-module and end of year assessments.

Biology Paper 1 (16.7% of total GCSE marks, 75 minutes)

Content covered: Cell biology; Organisation; Infection and response; Bioenergetics

Biology Paper 2 (16.7% of total GCSE marks, 75 minutes)

Content covered: Homeostasis and response; Inheritance, variation and evolution; Ecology

Chemistry - Paper 1 (16.7% of total GCSE marks, 75 minutes)

Content covered: Atomic structure and the periodic table; Bonding structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes

Chemistry - Paper 2 (16.7% of total GCSE marks, 75 minutes)

Content covered: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

Physics - Paper 1 (16.7% of total GCSE marks, 75 minutes)

Content covered: Energy; Electricity; Particle model of matter; Atomic structure

Physics Paper 2 (16.7% of total GCSE marks, 75 minutes)

Content covered: Forces; Waves; Magnetism and electromagnetism

Course description

All students will follow a broad and balanced science course up to the age of 16 years. The content will be relevant and will encourage students to engage with and challenge the science they meet in their everyday life. The topics covered include:

Forces
Energy
Waves
Electricity
Magnetism and electromagnetism
Particle model of matter
Atomic structure
Space Physics

Cell Biology
Organisation
Infection and response
Bioenergetics
Homeostasis and response
Inheritance, variation & evolution
Ecology

Atomic structure and the periodic table
Bonding structure and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes
The rate and extent of chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

The subject content and required practicals are covered throughout years 9, 10 and 11 and assessed at the end of year 11.

Classes and groupings:

The course content will be suitable for all students, whatever their academic abilities. Students will experience appropriate practical work and should be able to relate the work undertaken in the laboratory to everyday experiences outside the laboratory.

The decision over which science route (Combined Science or Separate Science) to follow will be guided by each student's science teacher, in discussion with the student's parents and the student.

Total commitment, maximum effort and good organisational skills will ensure that all students reach their full potential in this subject.

Course description

The Separate Science course is designed to prepare and extend students who are likely to follow science subjects at A-level and on into higher education. Selection for the Separate Science group takes place in Year 9. The course consists of 3 separate GCSEs, each being examined via 2 exams at the end of Year 11.

Biology Content

Cell Biology
Organisation
Infection & Response
Bioenergetics
Homeostasis and response
Inheritance, variation & evolution
Ecology

Chemistry Content

Atomic structure and the periodic table
Bonding structure and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes

Physics Content

Forces
Energy
Waves
Electricity
Magnetism and electromagnetism
Particle model of matter
Atomic structure
Space Physics

The rate and extent of chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

Please note: Separate Science will involve students attending after school (twilight) sessions to cover the additional content

Assessment

Each discrete GCSE is assessed via two examinations testing subject knowledge, application and understanding of the required practicals.

Examinations

Students undertake 6 examinations in total, two for each of the discrete GCSE courses, at the end of Year 11. Students will be entered for either the Higher or Foundation Tier. Tier of entry is determined by performance in mid-module, end-of-module tests and end of year assessments.

Biology - Paper 1 (50% of total Biology GCSE marks, 105 minutes)

Content covered: Cell biology; Organisation; Infection and response; Bioenergetics

Biology - Paper 2 (50% of total Biology GCSE marks, 105 minutes)

Content covered: Homeostasis and response; Inheritance, variation and evolution; Ecology

Chemistry - Paper 1 (50% of total Chemistry GCSE, 105 minutes)

Content covered: Atomic structure and the periodic table; Bonding structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes

Chemistry - Paper 2 (50% of total Chemistry GCSE, 105 minutes)

Content covered: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

Physics - Paper 1 (50% of total Physics GCSE, 105 minutes)

Content covered: Energy; Electricity; Particle model of matter; Atomic structure

Physics - Paper 2 (50% of total Physics GCSE, 105 minutes)

Content covered: Forces; Waves; Magnetism and electromagnetism; Space physics

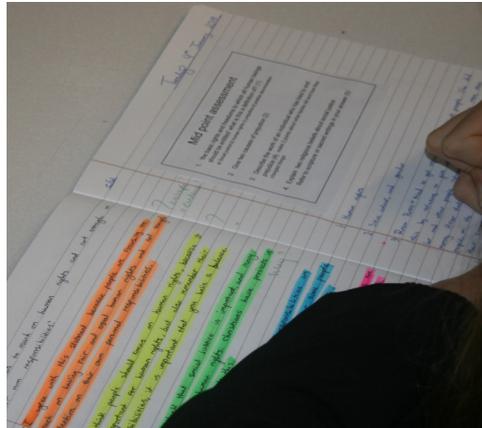
Classes and groupings:

The course content will be suitable for higher ability students. Students will experience appropriate practical work and should be able to relate the work undertaken in the laboratory to everyday experiences outside the laboratory. Some students may find GCSE Combined Science more suited to their post-16 requirements. The decision over which science route to follow will be guided by each student's science teacher, in discussion with the student's parents and the student.

Having total commitment, maximum effort and good organisational skills will ensure that all students reach their full potential in this subject.

GCSE Religious Studies

Exam Board : Syllabus A - Study of Religion, Beliefs and Themes (GCSE Full course) (8062)



Course description

This course is designed to study in depth two world religions and four current moral issues from religious and non-religious points of view.

Assessment

Paper 1: Religion

Candidates will answer two questions about the religions of **Buddhism and Islam**.
Examination: 1 3/4 hours

There will be some extended writing answers required with extra marks for spelling, punctuation and grammar.

Paper 2: Religion and Themes

Candidates will answer 4 questions on the following themes

Religion, human rights and social justice

Religion, peace and conflict

Religion, crime and punishment

Relationships and families

Candidates can choose to write from a Christian, Buddhist or Muslim point of view as well as considering a non-religious response to these issues.

Examination: 1 3/4 hours

There will be some extended writing answers required with extra marks for spelling, punctuation and grammar

Remarks

This is a great opportunity to explore moral and ethical issues in society today. Students will also gain a greater insight into the religious lives of Christians, Muslims and Buddhists. This course will provide a good foundation for students who will continue studying at A' Level and in Further or Higher Education. It is also showing employers that the student has a respect for religious beliefs and is tolerant of the views of others and has an understanding of the world around them.

All students will sit the full course GCSE for religious Studies at the end of the GCSE course.. The two exam papers will be sat at the end of Year 11.

**Subjects
In
Alphabetical
Order**



Assessment

Coursework: A folder of work, 3D pieces and sketchbooks **60%**

Final examination: Preparation work, sketchbook and final outcome **40%**

Students complete the preparation work during the spring term in Year 11. The final piece is produced in a 10 hour exam in the art room.

Student's work is first assessed by the teachers in the department and then a sample of student work is moderated by an external assessor.

Course description

The course is taught thematically; currently 'Structures', 'Identity' and 'Human Form'. It includes working from direct observation, your own photographs, traditional and contemporary artwork and artefacts from around the world.

Students study and explore different art movements and other artists' work and use this knowledge and understanding to develop their own outcomes.

Students must work from at least 2 of the following disciplines; fine art, graphic communication, textile design, three-dimensional design and photography. Work is completed in sketchbooks, available from the school shop, and on large paper/ boards to build a portfolio of coursework.

The Year 10 course is structured to cover all 4 assessment objectives and students will take greater ownership of the artists selected and researched and the focus will mainly be on 2D outcomes.

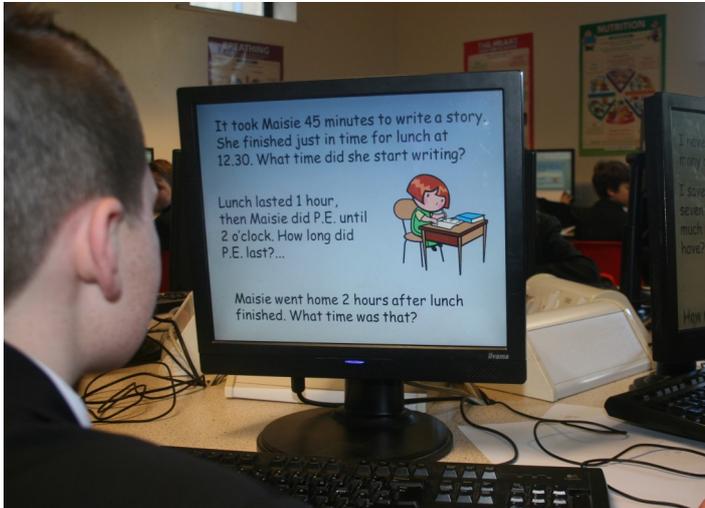
In Year 11 students will work with a 3D focus and, for the exam topic, more independently and experimentally. There will be opportunities for gallery visits to St Ives/ Exeter RAMM/ Birmingham. The exam paper is set by the exam board – AQA— and is distributed to students in the January of Year 11.

Remarks

This course allows students of all abilities to develop their skills, knowledge and understanding of Art and Design. Students are encouraged to focus on their strengths but must be **ready to try to improve areas of weakness**.

Students must be **willing to experiment** with materials, be **open to the opinions and ideas** of others, and be prepared to express their own ideas and thoughts through their work, and in discussion with their teacher and with other students. It is an expectation that students **must be willing to write** about their own work and the work of others.

Students will be **expected to work outside of lesson time with homework set on a fortnightly basis**, and will be required to give this work the same care and attention they give their work in class.



Assessment

The Cambridge Nationals in Creative Media course consists of a mixture of external assessment and coursework totalling 120 guided learning hours.

Pre-Production Skills is assessed by an examination

Assessment for the remainder of the units is based on coursework

Course description

This qualification will assess the application of creative media skills through their practical use. The qualifications will encourage independence, creativity and awareness of the digital media sector. It will equip learners with a range of creative media skills and they will ultimately be creating fit-for-purpose creative media products.

2 Units, Pre-production Skills and Creating Digital Graphics are compulsory.

Classes can then choose by common consensus 2 units from:

- Creating a Multi-Page Website
- Creating Digital Animation
- Creating Multimedia Products
- Designing Game Concepts.

Remarks

This course will:

- provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education;
- contribute to their personal development and future economic well-being, as well as encouraging independence, creativity and awareness of the digital media sector;
- equip learners with a range of creative media skills;
- provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively;
- use a hands-on approach that has a strong relevance to the way use the technology required in creative media.

Course description

Textile Design is the creation of designs and products for fashion or interior textiles that might have a functional or purely decorative purpose.

Students will explore traditional skills such as applique, quilting and pattern making as well as modern techniques such as digital print making, computerised embroidery and laser cutting. Theory-based work will allow learners to gain knowledge on subjects such as modern smart materials, influential designers and sustainability.

GCSE Design Technology.

- The specification combines theoretical content with practical application
- There is a greater emphasis on design.
- The use of mathematical skills is a key requirement, and is tested in the examination (15% of the written paper).
- An understanding of underlying scientific principles is expected.
- An iterative approach to designing is encouraged.
- The application of practical skills is still expected.



Assessment

NEA—single design and make task 50%

Students will produce a project that consists of a portfolio and a prototype.

Written Exam: 50%

Students will take a 2 hour theory exam paper based on all aspects of Design and Technology



Remarks

Students will be encouraged to:

- Become confident in taking risks and learn from experience when exploring and experimenting with fabrics, techniques and technologies.
- Develop creative and imaginative ideas from the influence of other Textiles designers and artists
- Actively engage in the creative process of Textiles developing independent learners, critical and reflective thinkers with enquiring minds.

Students will be responsible for providing their own fabrics for main make activities. However, other fabrics and materials for modelling and sampling will be provided by the college. Students will make their own apron as protective clothing for practical sessions. However, they need to provide their own necessary basic writing/drawing equipment such as a pencil, ruler, sharpener, eraser etc

GCSE Design and Technology: Food Preparation and Nutrition

Exam Board:WJEC



Assessment

The course consists of TWO units:

Non Examination Assessments (NEA) worth 50%:
NEA 1: coursework (15%), NEA 2: coursework (30%) both are completed in Year 11

Written examination - externally assessed exam worth 50%.

Course description

In Food Preparation and Nutrition, you will get to make a range of food products and develop skills related to food preparation including food hygiene, food presentation and food science. You will be expected to apply technical, scientific and practical expertise to ensure that food meets customers needs and preferences and is appropriate for a given occasion. You will have the opportunity to use a wide range of practical skills and techniques.

The GCSE is designed to develop practical skills and core knowledge for learners to progress onto further qualifications, employment or apprenticeships.

We have chosen to offer this GCSE because it offers the balance of practical and theoretical learning that our students will enjoy over the two year programme and leads on to the courses that they will want to pursue when they move on from the College. It is important that you have a passion for food and want to explore this in more detail.

Remarks

14-16 year olds who want to study Food and Catering in a practical way and understand the working properties of ingredients and commercial catering will really enjoy this course.

This GCSE will help learners develop the knowledge, skills and experience that could potentially open the door to a career in related industries.

Learners must have a keen interest in practical work and enjoy working in a food environment where they will be making many interesting dishes. Learners will be expected to follow strict Health and Safety rules and regulations when working in the food room. Learners will explore a variety of practical skills and develop their knowledge of functional and nutritional properties. This course requires learners to work independently outside of the college, managing time to complete Home Learning and extended reports on time and to the highest standard.

To enable high quality products to be made, giving learners the opportunity to experience different processes and techniques the Faculty would kindly ask for contributions towards the cost of ingredients that have been used by the learners. The faculty will not expect learners to contribute towards ingredients where demonstrations or practice is being undertaken.

All learners are encouraged to wear chef whites and be suitably dressed for working in a food environment: suitable footwear, hair tied up, no nail varnish/false nails. Learners will also need to have the necessary basic writing equipment such as a pencil, ruler, sharpener, eraser etc.

Course description

In GCSE Design & Technology, you will get to learn both traditional skills and use modern technologies as you make a range of high quality prototypes, samples and products using woods, metals and polymers. As you gain new knowledge about materials, tools and processes, you will apply technical and practical expertise to ensure that your products are fit for purpose.

GCSE Design Technology.

- The specification combines theoretical content with practical application
- There is a greater emphasis on design.
- The use of mathematical skills is a key requirement, and is tested in the examination (15% of the written paper).
- An understanding of underlying scientific principles is expected.
- An iterative approach to designing is encouraged.
- The application of practical skills is still expected.



Assessment

NEA—single design and make task 50%

Students will produce a project that consists of a portfolio and a prototype.

Written Exam: 50%

Students will take a 2 hour theory exam paper based on all aspects of Design and Technology

Remarks

The specification is designed to be flexible in approach, offering learners the opportunity to focus on specific materials or adopt a broader approach encapsulating a range of different materials. It gives learners the opportunity to demonstrate creativity and innovation. It provides a good opportunity to develop a range of practical based skills. Learners will apply knowledge from core subjects such as numeracy and science.

Learners must have a keen interest in practical work and enjoy working in a workshop environment where they will be making many interesting products. Equally learners must be able to justify their work through quality written and visual communication.

Learners are expected to work across a variety of material area; mainly woods, metals and plastics. This course requires learners to work independently managing time to complete Home Learning and extended reports on time and to the highest standard. Learners will be expected to follow strict Health and Safety rules and regulations when working in the workshop to ensure that they and their fellow workers remain safe.

The Faculty would kindly ask for contributions towards the cost of materials that have been used in the manufacturing of products for the learners, giving them the opportunity to experience different processes and techniques. The faculty will not expect learners to contribute towards materials where demonstrations or practice is being undertaken.

BTEC First Award in Enterprise (Business) Exam Board EDEXCEL/ Pearson



The Pearson BTEC Tech Award in Enterprise has been designed to provide an engaging and stimulating introduction to the world of enterprise and business in general. The core units cover the essential knowledge and skills required for enterprises to take place and work effectively. The BTEC in Enterprise consists of three mandatory units:

[Component 1 – Exploring Enterprises](#)
30% towards final grade
Approximately 36 hours guided learning hours. Centre assessed, and Edexcel moderated.

[Component 2 – Planning for and Pitching an Enterprise Activity](#)
30% towards final grade
Approximately 36 guided learning hours. Centre assessed, and Edexcel moderated.

[Component 3 Promotion and finance for Enterprise](#)
40% towards final grade
Approximately 48 guided learning hours. Externally assessed through a two-hour written paper.



Assessment

Controlled Assessment is judged from criteria set by the exam board. The work required is varied but will be mainly IT based projects.

Students will prepare for the examination unit using a revision guide and workbook and lessons around the theory required.

Component 1: Exploring Enterprises

A: Examine the characteristics of enterprises

B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour

C: Investigate the factors that contribute to the success of an enterprise

Component 2 : Planning for and Pitching an Enterprise Activity

A: Explore ideas and plan for a micro-enterprise activity

B: Pitch a micro-enterprise activity

C: Review own pitch for a micro-enterprise activity

Component 3 – Promotion and finance for Enterprise

A: Demonstrate knowledge and understanding of elements of promotion and financial records

B: Interpret and use promotional and financial information in relation to a given enterprise

C: Make connections between different factors influencing a given enterprise

D: Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Remarks

The core units cover the essential knowledge and skills required for enterprise to take place within these students will cover such areas as branding and promotion, customer service, sales, retail business, recruitment and career development, finance and business support, providing students with the opportunity through the assignments to develop their skills and strengths as learners.

In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for the working world as they progress through the course. This is achieved through presentations and in discussions where they have the opportunity to express their opinions.

The Pearson BTEC Tech Award in Enterprise provides a starting point of a route into employment in many of the diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

Course description

The Geography GCSE is an exciting course that deals with many local and world issues affecting our planet now and in the future. The course allows students to develop an understanding of the various hazards and challenges which face the whole global population.

Paper 1:

The challenge of natural hazards

Tectonic hazards

Weather hazards

Climate change

The living world

Ecosystems

Tropical rainforests

Hot deserts

Physical landscapes in the UK

UK physical landscapes

Coastal landscapes in the UK

River landscapes in the UK

Paper 2

Urban issues and challenges

What issues do our world cities face today?

How do cities in MEDC's & LEDC's vary?

What does a sustainable city look like?

The changing economic world

Variations in global development levels

Economic futures in Nigeria and the UK

The challenge of resource management

Resource management

Water supply

Paper 3

Issue evaluation based on pre-release booklet

Fieldwork paper based on fieldwork undertaken over the course.

Geographical skills



Assessment

Paper 1
(35%)
Living with the physical environment

Paper 2
(35%)
Challenges in the human environment

Paper 3 (30%)
Geographical applications

Remarks

Geography is a really enjoyable and fascinating subject to study and the course offers very engaging and topical content.

Geography will help to develop student's communication, graphical and technological skills, as well as literacy and numeracy. There are lots of opportunities for problem solving activities and students are able to learn about the world through a variety of stimulating and up to date case studies.



Course description

The **Goethe-Zertifikat A1: Fit in Deutsch 1** is a German exam for children and young people between up to 16 years of age. It certifies that candidates have acquired basic language skills and corresponds to the first level (A1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages (CEFR).

Passing the exam demonstrates that you can:

- ask and reply to simple questions as well as make and respond to requests;
- write about yourself and others using simple expressions and sentences;
- understand conversations and texts about familiar topics.



Topics studied include: Family, Friends and Pets; Free time Activities, Hobbies, Sports and Games; School; Food and Drink, Shopping and Health; Communication and Media; Travel and Holidays.

Assessment

The **Goethe-Zertifikat A1: Fit in Deutsch 1** exam comprises reading, listening, writing and speaking sections. The speaking section of the exam is completed in a group. The exam is administered and evaluated in the same way all over the world.

Listening

You will be asked to listen to short everyday conversations, personal telephone messages, information on the radio and similar recordings and complete various exercises on what you have heard. Duration: 20 minutes

Speaking

You will be asked to introduce yourself, ask questions on everyday matters and answer simple questions. You will also be required to make requests and respond to your conversation partner in situations with which you are familiar. Duration: 15 minutes

Reading

You will be asked to read texts such as brief notes, classified advertisements, descriptions of people, simple letters to the editor or short newspaper articles and complete exercises on these texts. Duration: 20 minutes

Writing

You will be asked to reply to an email, letter, advertisement or similar piece of correspondence. Duration: 20 minutes.

Remarks

There are many reasons to learn German. Here are a few of them!

English is not enough! It's really important that you learn to speak and understand other people no matter where they are from, especially when you're travelling around the world.

It's the perfect way to meet new people and discover new cultures. You'll fall in love with the language!

Speaking another language really makes you stand out from the crowd.

Learning a foreign language can help you understand your own language and make it easier to learn others.

You'll have fun learning about a wide range of topics from shopping to sport, food and entertainment.

Speaking more than one language increases your brain capacity and you'll have a better memory too.

It's an impressive achievement to speak a foreign language and you'll have better options for your future!

Course description

This exciting BTEC course will introduce learners to the health and social care sector. By studying the award, learners will gain the important knowledge, understanding and skills that are foundations for further study and work in this area.

This will include many of the skills that are used by health and social care professionals on a day-to-day basis, such as assessing people's health and wellbeing and designing individualised health care plans.

Students will also learn about health care services and the importance of care values, with the opportunity to apply these in realistic scenarios.

The course consists of three components:

Component 1—Human lifespan development

Component 2— Services and values

Component 3— Health and wellbeing



Assessment

There are two internally assessed components and one externally assessed exam.

Learners are assessed on their knowledge and understanding of Health and Social Care situations, through project-based internal assessments, applying their knowledge and skills to the tasks.



Remarks

Students who are considering Health and Social Care as an option should be eager and willing to learn about a variety of health and social care settings and be willing to share their ideas and become independent learners. The course provides a good grounding for those wishing to take up a career in the health and social care sector.

All learners are expected to be equipped for their lessons with basic writing/drawing equipment such as a pencil, ruler, sharpener, eraser etc

Course description

The course will:

- actively engage students in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop students' knowledge and coherent understanding of selected periods, societies and aspects of history
- develop students' awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- develop students' abilities to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context
- enable students to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements
- recognise that students' historical knowledge, understanding and skills help them to understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.



Assessment

Paper 1 Thematic study: 30%
Crime and punishment through time (C1000-present)

Paper 2 Period Study: 20%
The American West (C 1835-c1895)

Paper 2 British depth study: 20%
Early Elizabethan England (C 1558-88)

Paper 3 Modern World Study: 30%
The USA, 1954-75: Conflict at home and abroad

The course is assessed through 100% external, terminal assessment with no controlled assessment. It is a linear course with all examinations taken at the end.



Remarks

GCSE History requires students to work on their own and in small groups. Candidates will be expected to be able to read source material. They will need to produce structured answers making clear use of evidence.

Students will also need to be able to produce extended pieces of writing.

Students will study history on three timescales: a depth study, a period study and a thematic study.

Relevant and stimulating for students, the course:

- is clear and coherent, addressing a range of key historical contexts and events.
- uses straightforward and appropriate assessment methodology.
- provides an introduction to the key concepts and contexts of history enabling progression to A Level History.

Course description

This qualification is the same size and level as a GCSE. It is ideal for you if you would like to learn about the different types of music practice – from composition and performance to songwriting – and the various musical styles and techniques that are required to create them. You will also develop important practical skills that are vital in the modern music industry, from rehearsing to experimenting with technology, equipment and instruments. The qualification is also for you if you would like to understand more about the music industry. This qualification will offer you the opportunity to build the skills and knowledge needed to progress to further learning, and will also give you an engaging and stimulating introduction to the world of music practice.

How will I be assessed?

You will carry out tasks and mini-projects throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. Towards the end of the course, your knowledge and skills of either music creation and production or music creation and performing will be assessed through a task that is set and marked by Pearson. All of the work that you do throughout the course will prepare you for this final task. Through this series of workshops and practical tasks, you will create a portfolio exploring a variety of styles and genres of popular music (such as disco, punk, reggae, motown, Britpop, RnB, Rock), world music, music for film and games, western classical styles and blues. Through these practical workshops, listening and theory elements will also be developed. The aim of this is to capitalise on, nurture and encourage your own musical interests.

What other skills will I develop?

You will need to develop Music Technology skills in order to help you produce your composition coursework. Music is considered one of the most employable subjects because of the range of skills covered, including self-management, communication and presentation, which are vital to any future course of study.



Remarks

With the recent changes to the specification, it is vital that you are a confident instrumentalist or singer. All coursework components are now done under controlled assessment with a maximum time limit. You will have to be self-motivated. Please speak to Mr Waterworth and he will be honest about whether he thinks you will be able to cope with the course.

You will be expected to represent the college at Expressive Arts Events.





Assessment

Component 1: Exploring Music Styles:

(non-exam assessment: internally assessed, externally moderated)

Explore different styles and genres of music.

- Take part in practical workshops to understand stylistic features and characteristics.
- Learn about the different products of the music industry.
- Develop techniques in realising musical products.

Component 2: Music Skills Development:

(non-exam assessment: internally assessed, externally moderated)

Reflect on your progress, and focus on areas for improvement.

- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of skills.
- Apply skills and techniques in a music performance, creation or production.

Component 3: Responding to a commercial music brief:

(Externally assessed and completed under a combination of formal and informal supervision)

Choose an area of the industry that you want to focus on. (composer, performer, or producer).

- Explore the brief and come up with possible responses and ideas.
- Use relevant resources, skills and techniques to develop and refine musical material.
- Present your final response (solo or in a group).
- Review and reflect on your approach to the brief and the final outcome.

Course description

With this qualification, students not only get the chance to perform, but also to develop valuable skills and techniques in different disciplines, and explore potential careers in the industry. Teaching will be mostly of a practical nature and will ensure students are equipped with the skills and knowledge to perform confidently in all practical assessments.

The three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course .

Component one 30% - Exploring the Performing Arts.

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence what's performed
- **discover** performance roles, skills, techniques and processes.

Component two 30% - Developing skills and techniques.

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve.

Component three 40%– Performing to a brief.

- **use** the brief and previous learnings to come up with ideas
- **build** on their skills in classes, workshops and rehearsals
- **review** the process using an ideas and skills log
- **perform** a piece to their chosen audience
- **reflect** on their performance in an evaluation report.

Assessment

As the BTEC Tech Award is a practical introduction to life and work in the industry, students will explore the sector while developing skills and techniques, devising and delivering a workshop performance and analysing, evaluating and enhancing their skills.

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



Remarks

Students will be expected to show enthusiasm, commitment and team working skills throughout the BTEC course. They must be prepared to rehearse some break times or after college and to participate in theatre visits.

It is a requirement of the course that candidates perform to a variety of different audiences from invited Year 7 students to a paying audience as part of a school event.

Students will experience live theatre during the course and have the opportunity to work with outside performance groups to enhance their practical work.



Why learn a language?



Course description

During the course, pupils develop

- the ability to understand and use Spanish effectively for purposes of practical communication in everyday situations
- the ability to use and understand Spanish both imaginatively and creatively
- an understanding of the grammar of Spanish (as well as their own native language)
- knowledge and understanding of the culture and civilisation of Spanish speaking countries and communities
- a sound base of the skills, language and attitude required for further study, work and leisure

All students will cover the following topics:

- Identity and culture
- Local, national, international & global areas of interest
- Current & future study & employment

Assessment

The new 9-1 grading system will replace A*-G. Papers will be tiered (students will be entered for either Foundation or Higher) and all 4 skill areas (listening, reading, speaking and writing) will be weighted equally i.e. with 25% weightings per skill.

Listening: understand and respond to different types of spoken language

Speaking: communicate and interact effectively in speech

Reading: understand and respond to different types of written language

Writing: communicate in writing

Remarks

If you enjoy communicating with other people, finding out how language works and learning about different countries, studying GCSE Spanish is an excellent choice.

- You will learn about the other countries where Spanish is spoken and get a lot more out of a trip there.
- You will add an international dimension to your choice of GCSE subjects, which is something future employers and higher education providers look for.
- You will learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies etc.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.
- All students will need a bilingual dictionary at home – a pocket dictionary is adequate.
- Any opportunity for a student to spend some time in Spain will be an advantage.
- This course should give students the confidence to travel and work abroad as well as increasing their understanding of another culture.

Course description

The mandatory units are:

Unit 1 - Fitness for Sport and Exercise

Students will learn about the components of fitness and principles of training. Exploring different fitness training methods and investigate fitness testing to determine fitness levels.

Unit 2 - Practical Performance in Sport

Students in practical and theoretical sessions will understand the rules, regulations and scoring systems for selected sports. Learn how to practically demonstrate skills, techniques and tactics. Then learn how to review their own and others sports performance.

Unit 3 - Applying the Principles of Personal Training

Students will learn how to design a personal fitness training programme. Understand how the Musculo-skeletal system and Cardiorespiratory systems work and the effects on the body during fitness training. Develop the ability to self-design a personal training programme, implementing it to achieve goals and objectives. Then be able to review their personal fitness training programme

Optional units :

Unit 4 - The Mind and Sports Performance

Unit 5 - The Sports Performer in Action

Unit 6 - Leading Sports Activities

Assessment

This course is weighted 75% coursework and 25% examination in Unit 1.

The coursework is based on both practical and theoretical aspects



Remarks

Requirements from the student:

- Enthusiasm
- Good attendance
- Willingness to work hard in all lessons both practical and theoretical
- Keeping to deadlines
- Completing work to a good/high standard
- Bringing the correct kit: PE kit, folder, writing equipment