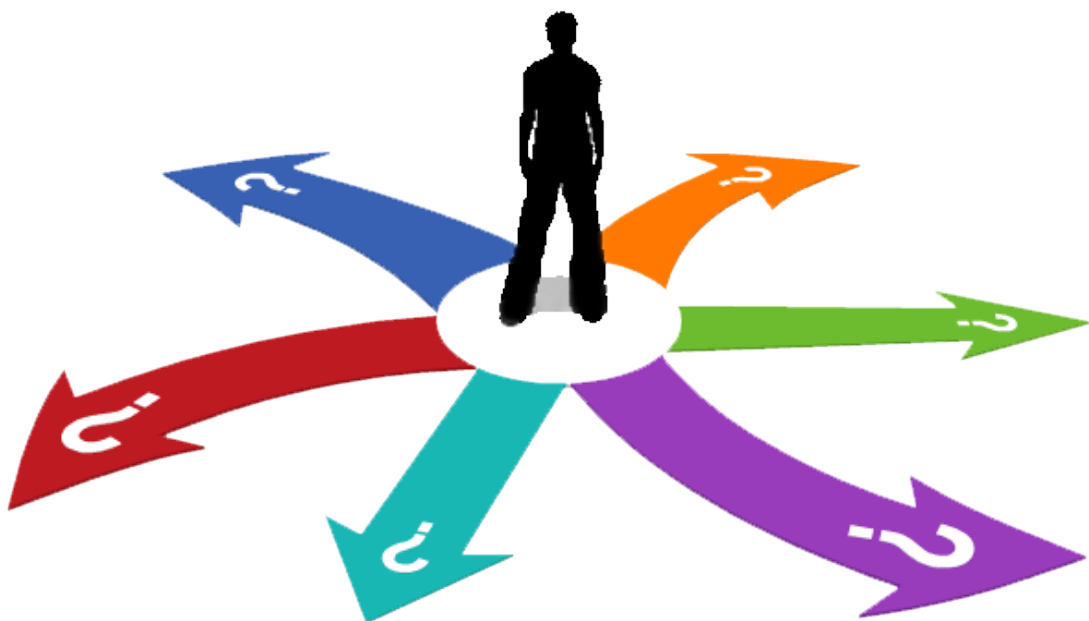




DAWLISH
COLLEGE

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.

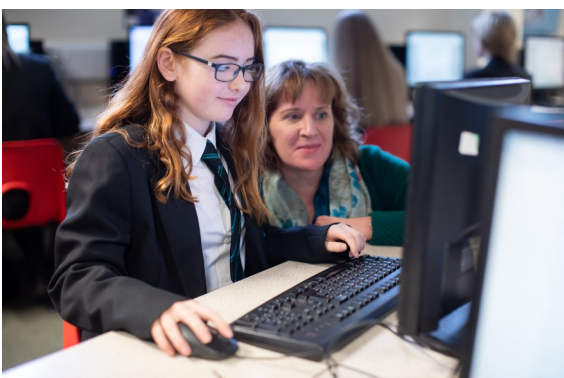
In a 50-period fortnight each subject is allocated the following number of hours:

Subject	Periods per fortnight
English	8
Mathematics	9
Science	8
Options: 4 subjects	20 (5 per subject)
Physical Education	4
Religious Studies	1

Useful Careers Links

[Careers in the Curriculum PDFs - Skills Launchpad](#)

[Inspiring the Future.](#)



An Introduction to Key Stage 4 (KS4) for Parents



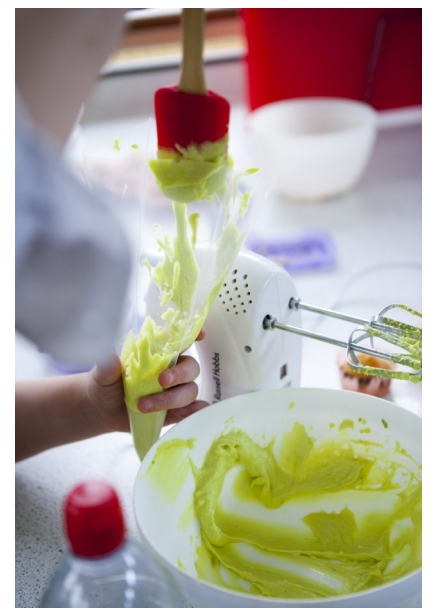
All examinations will be terminal and all modular forms of assessment have been removed. This means that your son/daughter will sit all exams at the end of year 11 and not during the course as has been the case in the past. There are only a few exceptions to this in some BTEC subjects.

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 Pathways

PATHWAY 1- students follow separate science and choose 3 further options. It is advised that one of these is from humanities and or a language. If choosing a language and a humanity, this will also qualify as an EBacc qualification.

PATHWAY 2- The English Baccalaureate (or EBacc) pathway allows students to choose 4 options which must include one humanity and one language.

PATHWAY 3- This pathway is similar to pathway 2 where students can choose 4 options but must include at least one humanity or language.

It is advised that students wishing to go onto Higher Education should consider taking Pathway 1 or 2 (inclusive of taking a Language and Humanity as part of the Ebaac qualification)



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

Students are given information about each course available at Key Stage 4 during assemblies in the Spring Term. They will also have the opportunity to ask subject teachers questions in lesson. Personal Development lessons will also concentrate on helping students to find out more about their strengths and weaknesses, likes and dislikes, hopes and ambitions. Students will have time to think through all of the issues 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 Year 9 Options Evening with subject staff.

If any student, parent or carer experiences difficulties during the decision-making process please do not hesitate to contact Mr S Fisher (SFisher@dawlish.devon.sch.uk) or Mr Clements (JClements@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
- Physical education (PE)
- Religious Studies

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.

Please note: Separate Science is now included in the option block to give students who wish to study all three sciences additional time. Students will be advised by the Science department as to whether this is a suitable option to follow. Not all students will be accepted onto this course. All students will, if not doing separate sciences, complete a science course covering all three sciences. (This is worth two GCSEs)

Open Choices

Art
Business
Creative Imedia
Design Technology
Food & Nutrition
French
Geography
Health and Social Care
History
Music
Performing Arts
Spanish
Sport
Photography
Religious Studies
Separate Sciences



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 a Choices form with their preferences and hand them to Student Office 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 Mrs Wiseman 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 focus of this engaging course is on ethical and moral Worldviews*, with a fluid curriculum that adapts to world events, attitudes and new ideas. The course is also intended to provide pupils with some political literacy, improved oracy, and an insight into leading thinkers. This course is unique to Dawlish College. Pupils should expect a lot of discussion, some writing, humour (where appropriate), intellectualism, and exposure to topics of which they may not even be aware.

*'Worldviews' is a term that the National Association for Teachers of Religious Studies recommends in order to emphasise that the subject does not only teach about religions. It comes from the German word *Weltanschauung*, which means both 'view of the world' and 'philosophy of life'. NATRE now recommends that the subject be called 'Religion and Worldviews', rather than 'Religious Education'.

As the course will constantly adapt, it is not possible to outline in detail the specific course contents for 2024-25. However, as a guide to the kind of themes that can be expected, the course for 2023-24 has and will explore the following:

- In the autumn term, in the wake of statistics showing that the UK is the only country in Europe in which income has stagnated and life expectancy has decreased in the last 15 years, we examined and discussed the 'politics of poverty'.
- This spring, we are exploring the historical context of the current Israel-Hamas war. As the Good Friday Agreement has recently passed its 25th anniversary, we will also explore the 30-year civil war in Northern Ireland (the 'Troubles') and compare the two conflicts.
- In the summer, the current intention is to explore the morals and ethics of Artificial Intelligence, how it may impact our lives, and how pupils can utilise Large Language Models (e.g. ChatGPT) in an ethical way to support their education and creativity.

The exploration of Artificial Intelligence is likely to continue to form part of the course for 2024-25. For 2024-25 further potential themes *could* be:

The morality of a Russian-Ukrainian peace agreement; Populism, polarisation and post-truth politics - the re-election of Trump; Moral responsibilities of a new/New Labour government; The ethical provocations of 'popstar philosopher' Slavoj Žižek; 'God is Dead' (Nietzsche)... if this is true, what has replaced God?;

Assessment

Pupils will only be assessed on their attitude to learning.

Remarks

Skills

Some of the skills that will be developed :

Oracy (how to speak/discuss/debate) will be a major focus.

Thinking like a philosopher/politician.

The use of Artificial Intelligence to support learning.

Political literacy (understanding and knowledge of Politics).

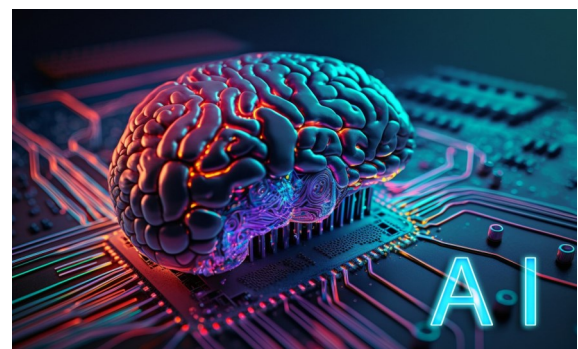
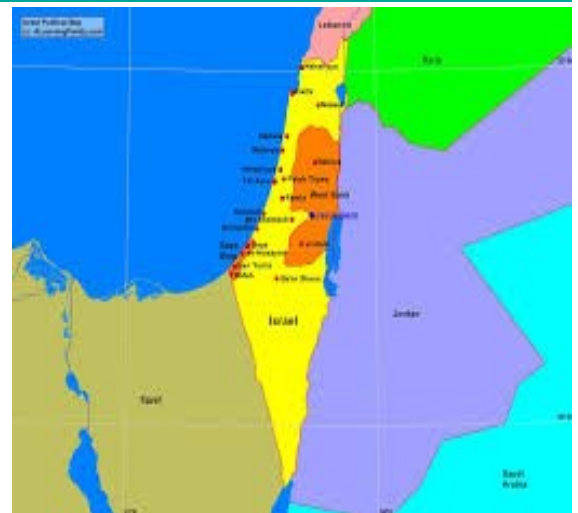
Philosophical literacy (understanding and knowledge of Philosophy).

Cultural literacy (understanding and knowledge of historical and modern culture).

How to spot disinformation ('Fake News' and 'Deep Fakes').

Future

The course is designed to provide a basis to support potential future learning in Sociology, Politics, Philosophy, and Public Services. The topics are also taught in order to provide pupils with skills and knowledge to stimulate them to be informed about the world around them now and in the future, in order to help them be effective citizens. It is hoped that the course will encourage pupils to embrace intellectual, political and social curiosity.



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

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.

**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 'Formal Elements', 'Reflections' 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.

GCSE Business (1BS0)

Exam Board EDEXCEL/ Pearson



The Pearson GCSE Business course has been designed to provide an engaging and stimulating introduction to the world of business in general. The core topics cover the essential knowledge and skills required for enterprises to start-up and grow effectively. The BTEC in Enterprise consists of two distinct themes:

[Theme 1 – Investigating Small Business](#)

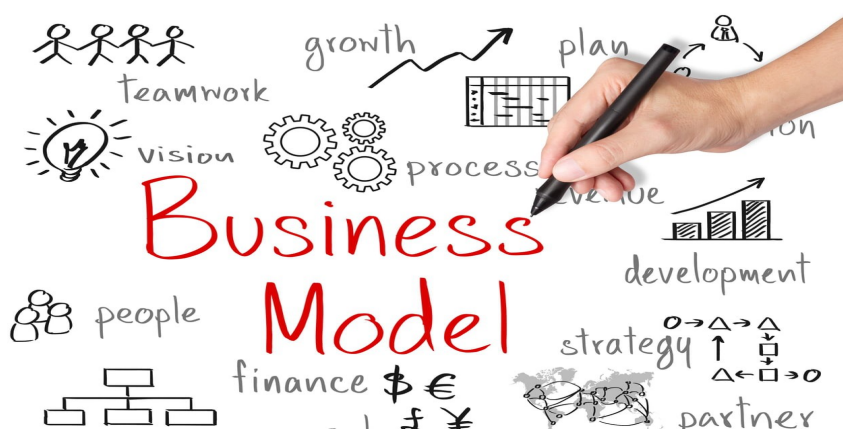
[Business](#)

In this first theme, we discover everything surrounding the successful start-up of a small business. We look at such things as risk and reward, marketing, customer needs, competition, stakeholders, tech in business, business planning, and the dynamic nature of business.

[Theme 2 – Building a Business](#)

In Year 11 we move onto building up our established small business and what is needed to successfully grow. These areas include Recruitment, changes to aims and objectives, motivation, supplier relationships, performance measures, organisational structure, developing products and services, and managing quality

In both themes we also study the financial aspects of business.



Assessment

The course is assessed through two terminal examinations at the end of Year 11, through a traditional written paper.

Students will prepare for the examination unit using a revision guide and associated revision material, and through lessons around the theory required, which is taught in a contextualised manner.

Theme 1: Investigating Small Business

50% of the final grade. Written examination multiple-choice questions, short-answer questions and extended writing questions based on a business context/case study.

Theme 2: Building a Business

As with Theme 1, this is 50% of the final grade. Written examination multiple-choice questions, short-answer questions and extended writing questions based on a business context/case study.

Remarks

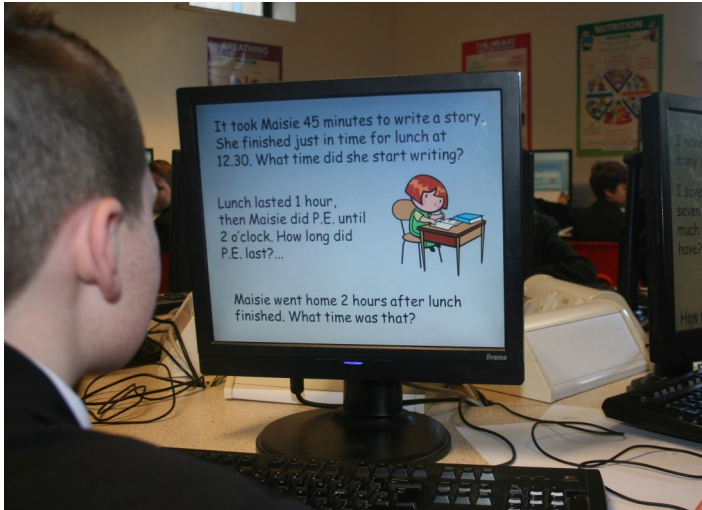
The core themes cover the essential knowledge and skills required for business to take place. Within this study, students will develop their business skills alongside employability skills, such as resilience, presentation, data handling, justification, collaboration, communication, independent learning, decision making, and self-management.

Within class we undertake a lot of debate and discussion. This skill is an essential tool for life, and we look at balanced argument, active listening, and empathy. This debate and discussion takes the form of open in-class discussion as well as in the written form.

Students considering this course should have a good command of written English as well as a sound understanding and application of Mathematics.

The GCSE Business course 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.

The course works well for students wanting to study Business further at college or Sixth Form or considering an apprenticeship.



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.



Why learn a language?



Course description

During the course, pupils develop

- the ability to understand and use French effectively for purposes of practical communication in everyday situations
- the ability to use and understand French both imaginatively and creatively
- an understanding of the grammar of French (as well as their own native language)
- the opportunity to gain knowledge and understanding of the culture and civilisation of French speaking countries and communities
- a sound base of the skills, language and attitude required for further study, work and leisure
- The ability to share interests, ideas and opinions with other people who speak French.

All students will cover the following topics:

- Identity & Lifestyles
- School & Future Plans
- Culture & Celebrations
- Travel & Global matters
- Sports & Health

Assessment

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 French is an excellent choice.

- You will learn about the other countries where French 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 France 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 Geography GCSE is an exciting course that deals with a variety of local and world issues affecting our planet both 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: Living With the Physical Environment

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 : Challenges In The Human Environment

Urban issues and challenges

- What issues do our world cities face today?
- How do cities in HICs, LICs and NEEs vary?
- What does a sustainable city look like?

The changing economic world

- Variations in global development levels
- Economic futures in LICs and NEEs

The challenge of resource management

- Resource management
- Water supply

Paper 3 : Geographical Applications

- Issue evaluation based on pre-release booklet
- Fieldwork paper based on fieldwork undertaken in Year 11
- 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 engaging and very topical content.

Geography will help to develop a student's communication, graphical and technological skills, as well as literacy and numeracy. There are many 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

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.



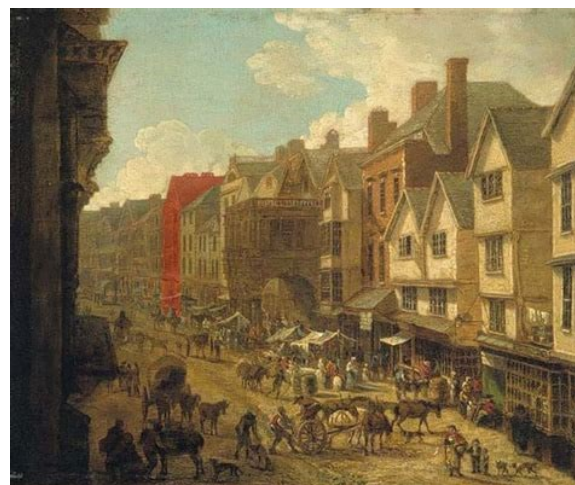
Remarks

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

- 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.
- Provide students with valuable life skills such as the ability to prioritise information, think counter-factually, complete detailed extended writing and research projects, and participate in debates.



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 of Year 11.



Remarks

GCSE History requires students to work on their own and in small groups, using high literacy skills to read, analyse and infer from historical texts. They will also need to produce structured and analytical written answers that deploy knowledge of various historical contexts.

The History GCSE course is designed to develop students ability to think unilaterally across three disciplines: a depth study, a period study and a thematic study.

The History GCSE is not only highly relevant but very popular among students because the course:

- Addresses a broad range of key historical contexts and events, from medieval crime to Vietnam War.
- Uses a combination of written assessment strategies and question stems to develop historical thinking.

BTEC Level 1 and 2 Tech Award

Music In Practice

Exam Board Pearson Edexcel



Course description

This is a course that gives you the opportunity to take your music skills to a higher level. You will have the opportunity to look at performance work, creation and production skills.

The course supports progression to the Level 3 BTEC extended certificate in Music performance. In addition, employers and professional bodies have been consulted to confirm that the content is appropriate and consistent with current practice.

The performance and composition skills that you have learnt throughout KS3 lead directly into the knowledge needed for this course.

You will study three components:

Exploring the Music Industry
Developing Music Skills
Responding to a musical brief

The Course will appeal to those students who:

Are passionate about making and promoting music in the 21st Century and/or students who want to make a difference to the music around them.

Career Pathways:

Are you passionate about working within the Music Industry either as a performer, composer or an arranger? Are you someone who would like to work in theatres, radio, TV – to work for the BBC, ITV, Netflix and other streaming sites? Are you interested in working to promote musicians, marketing or Arts Management? Are you interested in teaching, working with Music Therapy, devising and directing musical performances for large and small scale groups Are you interested in being a Military Bandsman with the opportunity to play all around the world?

There is more to taking Music than you think!



Assessment

The Course will last 2 years with grades being accredited in the summer of the second year. There are three compulsory units.

Units 1 and 2 are internally assessed and externally moderated. Unit 3 is externally assessed.

This BTEC Course is equivalent to one GCSE.

Remarks

As a dedicated and committed performing arts student you will be exposed to a wide range of opportunities. These will include diverse and career-enhancing master classes, trips and practical workshops that are designed to develop you as a performing arts practitioner.

You need to play or sing confidently. Be willing to experiment and take risks. Have engaged fully with your music lessons in Year 9. You need to be prepared to represent the school at concerts and offsite events. You also need to work independently and meet deadlines.

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 components are interrelated, and they are best seen as part of an integrated whole rather than distinct study areas, allowing 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%– Responding 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.

Course description

For creative people who already enjoy taking photographs of lots of different things and enjoy the instant result of the image. This course will suit anyone with an imagination, ideas and particularly students who enjoy practical work. You will have opportunities to explore many different digital and chemical photographic techniques, allowing you to discover new ways to express yourself and your ideas.

Exam Board— AQA Component 1 coursework (60%) Component 2 Exam (40%)

The course is taught through a number of projects over the two years. The projects are based on interesting themes and we encourage you to explore the themes in depth. To help you develop your ideas you will experience a variety of ways of working, discover new techniques. You will be helped to explore how artists, photographers, designers and craftspeople have developed their own ideas and you will be able to try these in your own work.

You will be shown how to use the camera to build skills and confidence in manipulating images particularly when using the formal elements and composition. Your sketchbook will be an important record of your ideas

Post 16

A-Level Art, Photography, Film, Media, branding, design, communications, Video, Television production, Stage design, Fashion, Graphics, Illustration etc. Art & Design Foundation degree and Apprenticeships. This course provides a strong foundation for further progression to Art and Design related courses such as A-level Art and Design, Photography, Fashion. You will also find it useful for enhanced vocational and career pathways, higher education, foundation studies, apprenticeships and university courses.



FOR WHAT CAREERS WILL THIS COURSE BE USEFUL? OTHER RELEVANT INFORMATION

There is a wide range of careers that Photography GCSE can be useful to access. The subject teaches, communication and collaboration, research and analysis skills, independence and adaptability. These are skills that employers value as they are future proof skills that computers will be unable to develop. It is also worth bearing in mind that the creative industries are the biggest employer and generator of GDP in the UK at present and this GCSE will help your employability.

GCSE Religious Studies

Exam Board: **AQA**



Course description

The Religious Studies GCSE comprises of two components. In the first component you will study:

- Christian beliefs, e.g.: Nature of God; the Trinity; the Incarnation and Crucifixion; Heaven and Hell; Sin and Salvation.
- Christian practices, e.g.: Prayer; the Sacraments; Pilgrimage; Evangelism; Persecution.
- Islam beliefs, e.g.: The Oneness of God; Sunni/Shi'a; Angels; Predestination; Muhammad and the Imamate.
- Islam practices, e.g.: Shahadah; Salah; Zakah; Hajj; Jihad.

In the second component, you will study about ethics and morals in the world around us, based on the following themes:

- Relationships and families, e.g.: human sexuality; the purpose of families.
- Religion and life, e.g.: the origins of the universe; euthanasia.
- The existence of God and revelation, e.g.: the First Cause argument; General Revelation.
- Religion, peace and conflict, e.g.: Just War theory; Holy war.
- Religion, crime and punishment, e.g.: aims of punishment; the death penalty.
- Religion, human rights and social justice, e.g: prejudice and discrimination; exploitation of the poor.

Assessment

Paper 1: Study Of Religions - 1hr 45 mins

You will answer questions about the beliefs and practices of **Christianity and Islam**

There are 1, 2, 4, 5 and 12 mark questions, with the 12 mark questions challenging your ability to present differing views, draw conclusions, and share your knowledge of scripture and religious teachings.

Paper 2: Thematic Studies—1hr 45 mins

You will answer questions the four of the six themes that will be taught. You will write about religious and non-religious views on these themes.

There are 1, 2, 4, 5 and 12 mark questions, with the 12 mark questions challenging your ability to present differing views, draw conclusions and share your knowledge of religious and non-religious ethical, moral and philosophical issues.



Remarks

In addition to following the GCSE course, there will be time to explore the wider philosophies of great thinkers such as Plato, Aquinas, Descartes, Nietzsche, Marx and Freud.

You should expect: interesting and engaging discussions and debates; the use of a wide range of teaching resources; reading knowledgeable texts; and the development of skilled writing using higher-level vocabulary.

A Religious Studies GCSE provides a good foundation for A-Levels in Sociology, Politics, Philosophy, Religious Studies and Law; as well as BTEC Public Services and Health and Social Care.

Having a GCSE in Religious Studies is useful for any profession that requires an understanding diverse beliefs and traditions, and ethics and moral issues, such as the medical, policing or teaching professions. The topics studied will also be useful for careers to do with the law and politics. The skills you will acquire will be transferable to almost



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 & Lifestyles
- School & Future Plans
- Culture & Celebrations
- Travel & Global matters
- Sports & Health

Assessment

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.

BTEC Level 2 Tech First Award in Sport

Exam Board: Edexcel / Pearson



Course description

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology

BTEC Level 1/2 Tech award in Sport

Component number/ Component Title	Compo- GLH	Weighting	How Assessed	Marks Available	Length of Assessment
1. Preparing participants to take part in sport and physical activity	36	30%	Internal Assessment (PSA*) with 3 tasks. Externally moderated	60	5 hours of supervised sessions
2. Taking part and improving other participant's sporting performance	36	30%	Internal Assessment (PSA*) with 4 tasks. Externally moderated	60	4 hours of supervised sessions
3. Developing fitness to improve other participant's performance in sport and physical activity	48	40%	External—exam Synoptic. Externally marked	60	1 hour and 30 minutes

*PSA – Pearson Set Assignments



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