

**YEAR 9  
OPTIONS  
DREAMS  
AND  
ASPIRATIONS  
2012**

## Introduction – Year 9 Options Booklet ‘Dreams and Aspirations’

Dear Student

The next stage in your education is very important as you will be making decisions about the courses that you would like to follow for the next two years of your life. These decisions will result in you studying courses that will provide you with your first set of qualifications. These qualifications will help you to move towards achieving your dreams and aspirations for the future, building upon your key stage 3 learning and preparing you for further education, training or employment.

We want you to make the best possible option choices and the information in this booklet will help you, so please ensure that you read through it carefully and have the confidence to ask questions and discuss your thoughts with your Parents/Carers, your teachers and the other staff in the College.

In addition to the Options Evening on Wednesday 1<sup>st</sup> February 2012, 4:00pm – 7:00pm, you will have a dedicated assembly and you will receive an ‘Options Form’ personalised to you. It will provide a pathway of recommend courses that we believe will be best suited to you based upon your assessments, target grades and the progress that you have made so far at St Luke’s, in addition to listening to advice from your tutors, Heads of House and Heads of Department.

All students will study a number of Core Subjects that are compulsory and in addition you will have Option Subjects to choose. It is important that you choose courses that are appropriate to you in terms of course content, i.e. what you will be learning, the level of challenge and type of assessment. There are a wide range of courses including traditional GCSE’s which are mostly assessed by examination and vocational qualifications including BTEC courses that are mostly assessed through coursework. It is important you consider what best suits YOU!

When choosing courses, go with what YOU like to do, what YOU will enjoy and not necessarily who you like. You will be with your friends in and around College but this should not influence your decision making! Remember, you will study the courses for two years and you will not be able to change courses once you have started, so choose carefully.

You may well have a number of career changes in your life. This means that you will need a broad balance of interest, skills and knowledge. So don’t narrow your options to particular subject areas. Maintaining a good balance of subjects is important. Employers and Universities will like students to have a broad range of skills, interests and of course a good range of qualifications. Some combinations of subjects are not allowed due to the course content being similar.

We want you to make good and well informed decisions, as this will lead to you having an enjoyable and successful key stage 4. Choosing the right courses will keep you motivated and will encourage you to work hard to achieve your dreams and aspirations for your future. Think about what you would like that future to be and I wish you all the very best over the next two years and beyond.

Yours faithfully

Mr Holt

Deputy Principal

## The Core Subjects

All students will continue to study a Core Curriculum in Years 10 & 11. These are compulsory subjects. Students do not have to choose any Core Subjects on the options form. These subjects are;

1. English Language
2. English Literature
3. Mathematics
4. Science (Either Applied Science BTEC or Science Double GCSE or all three separate GCSE Sciences – Biology, Chemistry & Physics). *Students will be placed on the Science course/s that we think are most appropriate for the students' future progress.*
5. ICT
6. Personal, Social and Health Education (PSHE)
7. Physical Education (PE)
8. Religious Education

## The English Baccalaureate ('E-Bacc')

The 'E-Bacc' has recently been introduced by the Government. It is not a qualification in itself, but it is a group of academic GCSE subjects that **some** students will be encouraged to study in Year 10 & Year 11. Students would be awarded an additional certificate to mark this achievement. The combination of subjects that would need to be studied for the 'E-Bacc' are;

1. English Language GCSE and Mathematics GCSE (*Core subjects*)
2. Science GCSE Double or all three separate sciences; Biology, Physics and Chemistry (*Guided courses*)
3. Either a Modern Foreign Language such as French, Spanish **or** Italian
4. Either Geography **or** History

Students must achieve a grade 'C' or higher in **all** of these subjects to be awarded the 'E-Bacc'. Please consider this when deciding upon your option choices.

## Science – Separate Sciences

All students will follow a particular Science pathway and will continue to study one or more Science courses. The particular courses that will be studied will be guided by the Head of Science following discussion about the progress that you have made and what we believe will be the most suitable course/s for you. This booklet will outline the range of courses on offer. Some students will be guided towards studying the Separate Sciences – Biology, Chemistry and Physics. If this is the case, you must choose '**Triple Science**' in **one** of the option blocks (Block A **or** Block D). This pathway should be considered for any student wishing to study AS/A2 level Science in the future.

## The Option Courses

Students can choose from a wide variety of subjects although there are some rules that need to be followed and careful thought needs to be given to combinations and types of subjects. To help students through this process, please continue to read through the following information and see the specific information for each course later in this booklet.

### GCSE Subjects

**GCSE** - General Certificate of Secondary Education. There are eight GCSE grades ranging from A\* (highest grade) to G. GCSE subjects may have controlled assessment and coursework but the main assessment for these courses will be through examination. GCSE courses passed at a B grade often allow entry onto post 16 courses at AS/A2 level.

### Vocational Subjects

There are a number of vocational courses;

**NVQ** – National Vocational Qualification. These are qualifications which show that you can do a job to national standards and that you have the skills that an employer will be looking for.

**BTEC**– Business and Technology Education Council. These are practical, work related courses. As the new specifications are brought in, these courses are assessed through completion of work (units) throughout the course (75%) and external assessment (25%). The grades awarded on these courses are pass, merit, distinction and distinction \* (each having GCSE equivalence).

Vocational courses are worth the same as the GCSE courses, or more in some cases and may appeal to some students based upon the method of teaching and assessment. They are closely linked to the world of work and achievement on these courses is judged more upon the quality of day to day work, rather than performance in an exam.

**Students can only choose a BTEC qualification in a maximum of 2 Option blocks. This allows for two different BTEC Award courses to be studied; OR one BTEC Certificate Course to be studied in one subject area;**

E.g. you could opt for Engineering BTEC Award (block A) and Public Services BTEC Extended Certificate (block D)

*Or alternatively*

E.g. you could opt for Sport BTEC Certificate and this must be opted for in **both** option blocks C and D

### What are the qualifications worth?

There are many different types of course on offer and students will be guided towards opting for courses that will challenge them as appropriate. Look at the main details of the courses and you will see that many GCSE courses count as 1 GCSE. Some vocational courses may be equivalent to 2 or 4 GCSE's. Grades A\* - C may be referred to as Level 2 and Grades D – G may be referred to as Level 1. Entry Level

options are Pre-GCSE level and will help prepare students for level 1 learning in the future; similarly level 2 qualifications will prepare students for level 3 learning in post 16 education.

### **How much time will I spend studying each course?**

Typically, each option block will result in 5 lessons per fortnight. e.g. if you choose GCSE Art, you will have 5 lessons distributed across the two week timetable. If you choose a Btec Certificate e.g. in Health and Social Care, opted for in two option blocks, this will result in you having 10 lessons distributed across the two week timetable.

### **Will I definitely get the subjects that I opt for?**

Wherever possible we will try to give students their first choice options but we can't always do this for the following reasons;

- Places are limited on some courses i.e. Exeter College Courses (guided option only) as other schools also ask for places
- Sometimes too many students might choose a course and we do not have enough teachers to teach lots of classes in that subject
- Sometimes not enough students opt for a course which prevents it from running as a class

### **What do I need to do now?**

- Read this booklet carefully... as many times needed until you understand what you need to do
- Listen in the Options Assembly
- Listen and find out more about the Core subjects that you will be studying and Options courses that you would like to study on the Year 9 Options Evening – Wednesday 1<sup>st</sup> February 2012, 4:00pm – 7:00pm
- Talk to as many teachers as you need to and ask as many questions as you want about the courses, make sure you know as much as possible about the course before you choose it
- Pencil in your options on your form and then look to see if this gives you a good balance of courses that you will enjoy and work hard on for 2 years
- Talk to your parents/carers about the options you would like to choose and explain your reasons for choosing each course. Keep an open mind to other peoples points of view

### **How do I complete my option choices?**

- Complete your options form, **placing 1 tick in each of the 4 option blocks**
- Add your signature and ask your parent / carer to sign it also
- Bring it in to your tutor to discuss your final options. They will then sign it and pass it to your Head of House.

### **Deadline**

Hand your completed Options Form to your Form Tutor no later than

**Wednesday 8<sup>th</sup> February 2012**



## **GCSE OPTION COURSES**



# ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

(CORE SUBJECTS)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA	2 GCSEs	6 hrs - Yr 10 7 hrs - Yr 11 In a two week timetable	Mrs E Britton

## The aim of this course:

To develop reading, writing and communication skills and to explore and analyse great Literature texts. **These subjects must be taken together – you cannot study one or the other.**

## Course Content:

### English Language:

#### Unit 1 – Understanding and producing non-fiction texts.

Designed to develop analytical reading and writing skills. This unit asks students to show their understanding of a range of non-fiction texts, including articles, webpages and leaflets. Students are asked to identify the linguistic and presentational techniques that writers use to present their ideas and then demonstrate that they too can use them.

#### Unit 2 – Speaking and Listening.

Students are given a range of tasks to complete. These include: individual presentation, group and paired discussion and role play. Opportunities will be given throughout the course and will often be linked to other units.

#### Unit 3 – Understanding spoken and written texts and writing creatively.

This unit consists of four controlled assessment tasks:

- Extended reading. Students are asked to write an essay response to a text they have studied, demonstrating that they understand the key ideas and techniques used to present them.
- Creative writing. Students will be given two writing tasks to complete. Previous tasks have included writing newspaper articles, short stories and autobiographical pieces.
- Spoken Language Study. Students are asked to analyse examples of spoken language and identify verbal and non-verbal techniques used to convey meaning.

Please note that controlled assessment tasks change each year, although the broad headings will remain the same.

## English Literature:

### Unit 1 – Exploring Modern Texts

Students will study two texts – one prose and one drama- and will explore the methods used by the writers to convey ideas.

### Unit 2 – Poetry Across Time

Students will study a collection of poetry from the AQA anthology 'Moon on the Tides' focusing on how the poets use language and form to convey their ideas. Students will also develop the independent analytical skills required for the unseen poetry component of this course.

### Unit 3 – The Significance of Shakespeare and the English Literary Heritage

In controlled assessment, students will compare the techniques used by Shakespeare to present characters and themes with the techniques used by a writer from the English literary heritage. Please note that texts may change from year to year.

### Assessment and examination dates

We aim to complete the **controlled assessments** in year 10 as follows:

#### Autumn term

Creative writing 1  
Shakespeare  
Speaking and Listening

#### Spring term

Creative writing 2  
Speaking and Listening

#### Summer term

Extended reading  
Spoken Language Study  
Speaking and Listening

Students will also take **three examinations**:

Summer of year 10 – English Language unit 1  
January of year 11 – English Literature unit 1  
Summer of year 11 – English Literature unit 2



# MATHEMATICS GCSE

(CORE SUBJECT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel	1 GCSE	6 hrs - Yr 10 7 hrs - Yr 11 In a two week timetable	Mrs J Egford

## The Aim of the Course:

A Maths GCSE at any level should stretch and challenge students, so that they feel motivated to improve their skills. It should also provide all students with a level of numeracy that they will need in their lives, whatever career path they choose.

## Course Content:

Over the course of the two years, students will study a variety of topics from the four areas of Mathematics:-

- Number
- Algebra
- Shape and Space
- Handling Data

In line with the new specification for Maths GCSE, students will be focussing as much on the skills required, as they will be on the content. They will be expected to explain and justify their methods, show a thorough application of knowledge, and to problem solve. Much more of their final mark in the exam will test their ability to identify a problem and use multiple skills. Some questions will cover several topics at once.

## Assessment:

As this is a linear specification, there are only two components to the GCSE. Both are examined terminal papers, one non-calculator and one calculator paper. They carry equal weighting.

## Career Paths:

All of us use Maths in our lives to some extent! However, a particular skill in Maths can open the doors to some wonderful careers.

For example:-

Accountant, Architect, Videogame designer, Rollercoaster Design, Maths Teacher(!), Scientist, Lawyer, Statistician, Meteorologist.....



# RELIGIOUS STUDIES GCSE

(CORE SUBJECT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA	1 GCSE	2 hours in a two week timetable	Miss Sweeney

RE is a core subject which, in accordance with legal guidelines, is taught to all pupils for one lesson per week. Within this time students will follow the AQA syllabus for GCSE Religious Education.

The main aims of this course are to consider a variety of ultimate questions and current events.

## Course Content:

The short course RE GCSE is made up of one unit: Religion and Citizenship. The full course is made up of 2 units; Religion and Citizenship and Religion and Morality.

### Religion and Citizenship

RE and Relationships

RE, Sport and Leisure

RE and Multi-cultural Society

RE and Human Rights

### Religion and Morality

Religious Attitudes to matters of Life (Medical Ethics)

Religious Attitudes to Wealth and Poverty

Religious Attitudes to Crime and Punishment

Religious Attitudes to Drug Abuse

All topics are studied from 3 points of view – Christian, Islam and non-religious and pupils are encouraged to think and form their own opinions.

## Assessment:

Students will be entered for either the full or short course GCSE. They will be made aware of which course they are taking at the beginning of year 10.

AOA Examination Board. GCSE Full course.

There are NO tiered papers or coursework!

Assessment is by one or two, 1 hour 30 min written examinations (depending on whether or not students are taking the full or short course GCSE).

## Career Paths:

The RE GCSE is a qualification deemed suitable for moving onto further education and in particular being relevant for many A level courses.

However, RE is particularly relevant where people are needed to show an awareness of the beliefs and cultures of others, and an ability to make, and defend, informed decisions. It is valued by all occupations that deal with people, in particular: Police, Lawyers, Doctors, Nurses, Childcare, the Travel Industry, Management, Journalism, Social Work, Teaching, Lecturing and the Armed Forces



# SCIENCE – APPLIED SCIENCE BTEC

(THIS IS A GUIDED CORE SUBJECT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel	1, 2 or 3 GCSEs	10 hours in a two week timetable	Mr R Pepperell

## Course Content:

All students will have started the Btec First Award in the Principles of Applied Science in year 9. This course will be completed by October half term in year 10. All students who have not opted into triple science or double science will then continue with this course working towards the Btec First Award in the Applications of Science which will be completed by the end of year 10. They will then have the opportunity to work towards the as yet untitled Btec further award. All students will have the opportunity to gain the equivalent of 2 GCSEs at grade C and depending on their level of commitment up to three GCSE equivalents. This course does not meet the entry requirement for studying A level sciences at Exeter College, but other centres will take students onto A levels with distinction level passes.

This course gives students a vocational emphasis for their studies and so places all the learning into examples taken from the world of work. The course will be taught in a task based setting. Teaching will give students the skills and knowledge to complete tasks which will be used for the assessment of their progress. Students will be responsible for meeting assessment deadlines and so will need to be able to manage their time appropriately.

Through the course the students will study the 8 core units:

Principles of Science	Scientific Skill
Chemistry and our Earth	Applications of Chemical Substances
Energy and our Universe	Applications of Physical Science
Biology and our environment	Health Applications of Life Sciences

They will also have the opportunity to study extension units but we do not yet know what they will be.

## Assessment:

The exact format of the assessment has not yet been finalised. The Principles of Science and the Scientific Skill units will be assessed by written exams. The other units will be assessed by coursework. This means that progression in this course comes with good attendance and timely completion of work.

## Career Paths:

This course does not meet the entry requirement for studying A level sciences at Exeter College, but other centres will take students onto A levels with distinction level passes. Students can progress to level 3 Applied Science courses at Exeter, Petroc and Bicton Colleges.



# SCIENCE - DOUBLE GCSE

(THIS IS A GUIDED CORE SUBJECT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel	2 GCSEs	10 hours in a two week timetable	Mr P Scarbrough

## Course Content:

This course covers the national curriculum content for science and a series of extra units to develop a deeper understanding of science. Students will follow a programme of study containing biology, chemistry and physics.

The core content will include topics such as:

- plants as organisms
- evolution
- rates of reaction
- crude oils and fuel
- nuclear physics and space physics.

Due to national changes to the assessment of GCSEs and the need for awards bodies to respond and have their changes approved, the details about this course are liable to change.

## Assessment:

This course is assessed by written exams sat at the end of the course. There may be a controlled assessment element to the assessment that would be worth 25% of the marks towards the award.

## Career Paths:

This course will give students the opportunity to progress to a level 3 science programme (A Levels or Btec) at any higher education provider.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.



## **GCSE OPTION COURSES**



# ART & DESIGN GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Ms D Thomas

The study of this subject uniquely involves combining ideas, thoughtful analysis and creativity. It promotes the development of artistic skills in both two and three dimensions, encourages a wider appreciation of the environment, other cultures and artists, and investigates the expression of thoughts and feelings. It helps students to focus and concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

## Course Content:

Students will be working in years 10 and 11 to produce a personal portfolio of artwork. They will also undertake a 10 hour timed controlled test in response to an externally set theme. The 10 hours are spread over two days in year 11 and is the result of weeks of preparation.

The personal portfolio will show the range of creative ideas and activities undertaken throughout the course and will be produced in response to the themes set internally by the student's teacher. These themes are designed to encourage creative development and focus on:

- 1) generating and developing ideas – this will involve researching artists and photographers, plus gathering source material
- 2) experimenting with materials and developing skills
- 3) recording and reviewing work – this may be in any media, for example, drawing, photography, text, film, collage, paint, construction etc.
- 4) producing a final outcome. Much of the work will occur in sketchbooks, but the final outcome may be on paper, canvas or card, and can be two or three dimensions. Sketchbooks and materials can be purchased at reasonable cost through the art department.

Homework supports classwork and usually involves independent research of either images or artists, further investigation of ideas and/or experimentation with materials. Sometimes it is a specific task, but most often, it will involve further development of the student's individual ideas initiated by the project. Work produced contributes to the personal portfolio.

## Assessment:

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. A controlled test is completed in the summer term of year 10 and a mock exam, incorporating a controlled test and preparation time is undertaken in the autumn term of year 11. This work is all assessed internally and contributes to the personal portfolio. The GCSE exam controlled timed test takes place in the spring term of year 11. This is marked internally and then moderated externally by a visiting examiner. The mark for the personal portfolio contributes to 60% of the final GCSE mark and the controlled timed test contributes to 40%.

## Career Paths:

Students can continue further study of general art or photography at BTEC or A level. The study of GCSE photography can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.



# BUSINESS STUDIES GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Ms B Geeson

## Course Content:

It is a fact that today's world runs on business principles and that prospective employers seek out employees who understand the basic principles of business and know how to apply them in almost any context. So if you are fascinated by the world of business, if you see yourself as creative and entrepreneurial and would like to know how businesses are set up, staffed and financed, how products are marketed and sold and wish to gain a head start in a future career in the private or public sector then you may wish to consider this course seriously as it will give you a solid grasp of how businesses are created and develop successfully.

Students will study three units of the Edexcel Business Studies specification:

### 1 Introduction to Small Business

This unit contains five topics:

- spotting a business opportunity
- showing enterprise
- putting a business idea into practice
- making the start-up effective
- understanding the economic context.

### 2. Investigating Small Business

Building on what they have learned from studying Unit 1, students select one Edexcel-set task from a choice of five. The content of this unit is the same as Unit 1, an introduction to small business.

### 3. Building a Business

This unit contains five topics:

- marketing
- meeting customer needs
- effective financial management
- effective people management
- the wider world affecting business

### Assessment:

1. 45 minute external exam based on unit 1 taken at the end of the first year=25% of marks
2. Controlled assessment based on unit 1= 25% of marks
3. External examination taken at the end of year 11 based on unit 3=50% of marks

### Career Paths:

A solid business education can be a strong foundation for almost any career.



## **CATERING GCSE (DESIGN AND TECHNOLOGY)**

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>WJEC</b>		<b>5 hours in a two week timetable</b>	<b>Mrs R Dupré</b>

### **Course Content:**

Catering is a hands on course that will prepare students for the food industry. Candidates will gain knowledge and understanding of the food industry including: Types of establishments that provide food and drink, job roles, employment opportunities and relevant training. Health, safety and hygiene will form a large part of the course focussing on personal hygiene and food safety along with the main points of the Health and Safety at Work Act being covered.

Food preparation, cooking and presentation will form the main bulk of the course with students gaining knowledge and understanding of:

- The importance of colour, texture, flavour, shape, temperature and time.
- The customers' needs.
- A wide range of culinary skills.
- Appropriate methods of cooking.
- Appropriate methods of presentation.

Students will also cover the selection, storage, preparation and serving of all food groups and learn specific cooking techniques such as flambé and how to use specific specialist equipment. Menu planning, functions of ingredients, portion control and costing will also be covered along with many other areas.

Homework will involve menu planning and be in line with college policy. Students will need to provide ingredients on a regular basis.

### **Assessment and Examination Information and Dates:**

2 Practical Controlled Assessment tasks in year 10 structured as follows:

UNIT 1 – Catering skills related to food preparation and service

Task 1- (20%)

Candidates will choose one task having to prepare and cook a number of dishes for a specific client or event.

Task 2- (40%)

Candidates will choose one task having prepare and cook a two course meal to cater for two covers.

(60%)

1 Written Paper in year 11 1 ¼ hours

UNIT 2: Catering, food and the customer. The paper will contain short-answer, structured and free response questions drawn from the catering content.

(40%)

### **Career Paths:**

Catering specialist courses are available such as NVO's which can be studied up to Level 3 at Exeter College. A-levels are available in Food Technology and Home Economics.

Apprenticeships are also available to give greater hands on experience of catering in the workplace. Hospitality is one of the biggest employers in the South West are and they are keen to recruit.



# DRAMA GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Mr B Harrison

## Why choose to study Drama?

The study of drama has many benefits for any individual, whether it is for future career aspirations or personal self-development the subject will complement and enrich any student's educational plan.

The subject promotes and practises literacy skills, creates an understanding of body language and behaviour, determines psychological intensions, improves communication and presentation skills, refines acting skills, develops social skills and encourages cross curricular creativity. The study of drama can certainly aid future career development, either directly into a variety of theatrical specialism or as a set of confident communication skills to assist job interviews and product presentations.

## Course Content

Through years 10 and 11 the students will work through three units of work.

**Drama Exploration** - 30% of final GCSE grade

**Exploring Play Texts** - 30% of final GCSE grade

**Drama Performance** - 40% of final GCSE grade

Students will have several attempts at each unit to achieve the best possible grade by the end of the two years. Each unit consists of both practical work as well as supportive written work called a 'documentary response'.

Students will devise drama work from a variety of different stimulus materials such as videos, play texts, images, sounds, articles and films in order to inspire and motivate them, they will also have the opportunity to watch a live theatre performance and write a review as part of their written coursework. Students will also study the aesthetic qualities of drama mediums which will investigate areas such as lighting, costume, makeup, props and staging methods to assist with their practical performance work.

## Homework

Homework is set to support understanding of drama techniques and terminology, also as part of preparation for practical performance work.

## Assessment and Examinations

The structure of the Edexcel GCSE course is designed to conduct regular controlled assessment of both practical and written work throughout the two years, with one final performance exam at the end. All practical assessments are video recorded as examination evidence.

Units 1 and 2 are assessed within the centre and then moderated externally by the exam board; unit 3 is assessed internally by visiting examiners who will watch the students' final performance.

## Career Paths

Further study of this subject would enrol students into A' Level and BTEC performing arts courses, as well as specific Theatre studies courses.



## **FOOD TECHNOLOGY GCSE (DESIGN AND TECHNOLOGY)**

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AQA</b>	<b>1 GCSE</b>	<b>5 hours in a two week timetable</b>	<b>Mrs R Dupré</b>

### **Course Content:**

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

The course encourages students to design and make high quality food products with creativity and originality, using a range of techniques.

Students will be taught to design products to meet the needs of different clients and consumers understanding the design principles of form, function and fitness for purpose.

During year 10 students will learn new making processes and explore the range and working properties of ingredients.

Students will have the opportunity to analyse and evaluate existing products, including those from professional designers. They will develop and use design briefs and specifications for product development considering the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of food products.

In year eleven students conduct an extended project to completely develop a new food product for their own chosen target market. Development includes market research, data analysis, recipe engineering.

Health and safety is considered in all its aspects and students will complete the Basic Food Hygiene certificate as part of the course. Students will make a different product each week so will need to provide ingredients regularly.

Independent research and investigation will be required with homework set in line with College policy.

This may be planning for practical sessions and the provision of ingredients or working on sections of extended assignments. Students will be required to bring in ingredients on a regular basis.

### **Assessment and Examination Information Dates:**

Written examination in June of year 10 (40%)

1 Design and Make controlled assessment in year 11 (60%)

### **Career Paths:**

A-levels are available in Food Technology and Home Economics. Combining the subject with business studies and biology would make sense for a career in the food industry at management levels. Those keener to cook should look at catering colleges and other specialist courses. At degree level there is consumer or nutritional science and a range of options from the scientific (Food Microbiology) to the practical (Food Safety and Quality Management) and curious hybrids such as Food Studies and Criminology.



# FRENCH GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA	1 GCSE	5 hours in a two week timetable	Ms B Geeson

## Course Content:

Some students will be 'guided' into studying a Modern Foreign Language, but all students are welcome to discuss their language option with Ms Geeson whatever set they are in. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as tape recordings and television programmes to give variety. This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programmes and video clips and will have the opportunity to participate in video-conferencing with students in France. Students will also have the opportunity to participate in an educational visit to Brittany.

## The aims of Modern Language teaching are to:

- develop the language as an effective means of communication.
- develop an awareness and understanding of the countries, their people, and their way of life.
- increase understanding of language and how it works.
- give a sense of enjoyment and achievement.
- lay foundations for further study, should this be desired.

## Assessment:

GCSE –Edexcel

1. Understanding the spoken language. 20%
2. Understanding the written language. 20%
3. Communicating the spoken language. 30%
4. Communicating the written language. 30%

Speaking and writing will be assessed in school and moderated by the examinations board. All candidates will take two tests (listening and reading units 1 and 2 above)). Those candidates aiming at the higher grades will take 'Higher' papers. The writing element tier will take the form of two pieces of coursework to be produced over the two year course and the speaking element takes the form of two controlled assessments examined by the class teacher and externally moderated by the examination board..

## Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.



# GEOGRAPHY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA	1 GCSE	5 hours in a two week timetable	Mr T Dolley

## Course Content:

How many times have you seen something in the news and asked your self, what's that got to do with me or why did it happen? This course is about answering those questions. This course looks at the both Physical and Human environments and how these shape the world we all live in. Three modules are studied plus two controlled assessments based on these studies. These are:

### Unit 1. Managing Places in the 21<sup>st</sup> Century.

In this unit we look at Coastal Landscapes. We study coastal processes, the landforms they create and how people interact with them in an increasingly dynamic world.

### Unit 2. The Hostile World.

In this section we study:-

- The causes and effects of Earthquakes and Volcanic eruptions.
- The causes and effects of Tropical Storms.
- The causes and effects of Wildfires.
- In each case we look at how people respond to each of these.

### Unit 3. Investigating the shrinking world.

- This unit looks at the increasingly rapidly changing world of work and how it impacts on the lives of people by looking at:-
- Why Industry is becoming increasingly global.
- What opportunities does Globalisation create?
- How does Industrial growth create challenges?
- Can industrial development be appropriate and sustainable?

### Unit 4. Two controlled Assessments.

- A local (Somewhere in Devon) investigation including fieldwork.
- A in depth Geographical investigation.

## Assessment:

Students will complete two piece of coursework. These represent 25% of the marks. Pupils also sit three 1 hour written papers, (25% per paper).

## Career Paths:

Having studied Geography to GCSE level pupils can continue to A level and afterwards a degree. Many employers like students who have studied Geography and it is useful for many jobs in both the public (i.e. Local government workers, the armed forces.) or private (i.e. Travel agents, delivery drivers.) sectors.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.



# HISTORY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
OCR	1 GCSE	5 hours in a two week timetable	Mrs N Laughlin

## Course Content:

### Modern World History

**Core Topics:** International Relations during the Inter-War Years:

- The search for global order and peace 1919 – 1939 (The Treaty of Versailles, League of Nations and International Agreements)
- The collapse of peace in the 1930's (The Great Depression, the aggressive Nationalism of Japan, Italy and Germany)

### Depth Study Topics:

- A. Germany 1919 – 1945, The Weimar Republic, the Rise of Hitler and Nazi Germany
- B. British Society and Change, 1906 – 1918
- C. America 1919 – 1941, Boom to Bust and Recovery

### Homework:

GCSE History students are expected to spend between 1-2 hours per week completing homework. The completion of homework will give students opportunities to: learn subject material covered in class; undertake independent research and complete set tasks linked to skill development.

### Assessment and Examination:

Students will sit 2 GCSE Public Examinations in the Summer Term of Year 11:

1. Paper 1 (2 hours) 45% of total mark. Core Topics and Depth Study A.
  2. Paper 2 (1½ hours) 30% of total mark. A source based paper based on Depth Study B.
- Students will also complete a Controlled Assessment during the Spring Term in Year 11:
3. Controlled Assessment 25% of total mark. An essay question based on Depth study C. The Controlled Assessment is carefully structured and monitored by staff to ensure students achieve their full potential.

### Career Paths:

The study of History can be used to support a wide range of further and higher education courses including academic studies at A S and A Level and University Degree Level. In addition the skills developed in History are important assets to have in a range of vocational areas e.g. Law, Media & Communications, Journalism, Research, Librarianship, Public Services, Art & Design, Archaeology and Business Management.

**This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics, Science (x 2), a Modern Foreign Language and either History or Geography.**



# ITALIAN GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent: 1</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AOA</b>	<b>1 GCSE</b>	<b>5 hours in a two week timetable</b>	<b>Ms B Geeson</b>

## Course Content:

The Italian language is relatively easy to learn, exciting and very useful for those who wish to have a career in media, fashion, catering, music, history, archaeology or in the arts. Students in the top two sets for French or Spanish in Year 9 are encouraged to consider studying this language, however, all students are welcome to discuss their language option with Ms Geeson whatever set they are in.

Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as tape recordings, television programmes and video clips to give variety. This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programmes and video. Students will also have the opportunity to participate in an educational visit to Florence and Venice.

## Assessment:

The following units are assessed with Edexcel.

- Understanding the spoken language. 20%
- Understanding the written language. 20%
- Communicating the spoken language. 30%
- Communicating the written language. 30%

Speaking	(two assessment tasks over 2 years) internally assessed/externally moderated - 30% of total GCSE grade
Writing	(2 assignments under controlled conditions in school over the course) externally assessed - 30% of total GCSE grade
Listening	final external exam at F or H level entry - 20 % of GCSE mark
Reading	final external exam at F or H level entry worth - 20% of GCSE mark

## Career Paths:

Studying a foreign language opens a gateway to travel and greater employment opportunities and Italian speakers are much sought after in the world of business.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.



# MEDIA STUDIES GCSE

(DOUBLE AWARD)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AOA 4814</b>	<b>2 GCSEs</b>	<b>5 hours in a two week timetable</b>	<b>Mrs E Britton</b>

## Course Content:

Media Studies develops and builds on KS3 learning about newspapers, adverts and moving image. Students will need to recognise the effects of language and presentation across a range of media texts.

### Unit 1: Investigating the Media (20% of final grade)

Students will investigate a pre-released media topic and undertake some research, allowing them to develop their understanding of the role of mass media in society. This unit is externally assessed by an **examination** in the summer of year 10.

### Unit 2: Understanding the Media (30% of final grade)

Students will look at three different areas of the media and will analyse how media texts are constructed, developing their understanding of how and why media texts are produced as they are. In unit 2 students will be expected to produce **three controlled assessments**: one introductory assignment, one cross-media assignment and one practical production with evaluation.

### Unit 3: Exploring Media Industries (20% of final grade)

Students will explore a range of organisations that make up different sectors of the media industries. They will learn how media industries operate and within what constraints; ownership, control and finance within the media industries and developments in media technology and their effects on production and consumption. Unit 3 is assessed by an **external examination** in the summer of year 11.

### Unit 4: Responding to a media brief (30% of final grade)

The aim of this unit is for students to produce a campaign across two media platforms in response to an industry related brief. Unit 4 is assessed by **one controlled assessment**.

## Assessment and Examination Information:

You will be assessed for your final GCSE grade (A\*-G) by:

- **Entering a personal portfolio of all controlled assessments completed in Media Studies lessons (60%)** Unit 2 assessments will take place during the Autumn and Spring term of year 10 and the assessment for unit 4 will take place in the Autumn and Spring term of year 11.
- **Completing two 1hr 30min examinations. (40%)** One exam will be taken in the summer of year 10 and the other in the summer of year 11.

## Career Paths:

Media now encompasses everything we do and this course will strengthen your knowledge and understanding of this exciting ever-evolving subject.



# MUSIC GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AOA</b>	<b>1 GCSE</b>	<b>5 hours in a two week timetable</b>	<b>Mr M Coates</b>

## Course Content:

This year continues with a new exciting course that now boasts an 80% practical content.

You can perform individual music (acoustic or technology based) and also take part in a group performance with friends not even on the course and even with a backing track!

You will be taught how to compose music yourself using our super-duper music IT suite, slowly learning how to create master pieces that will not only surpass your own imagination but also make you extremely proud probably keeping your own Mp3 versions for the rest of your life.

Finally there is a written paper worth only 20% of the marks, consisting of either multiple choice questions or short brief answers. The skills needed for this part are gradually taught following five technically based areas of study.

All of your efforts are constantly monitored and assessed and you will be kept in regular touch with information regarding your progress, your predicted individual progress trends and your personal target areas.

Come and join us and get that closer personal teaching experience where you can feel really looked after and encouraged to reach your true, probably at the moment hidden, potential!

Homework is regularly set and consists of the personal research necessary to build up a vocabulary of musical terms, understanding what they mean and how to recognise them when you hear them. This knowledge is regularly tested and your personal progress will be carefully monitored and guided.

## Assessment:

40% Performance  
40% Composition  
20% Written paper



# PHOTOGRAPHY GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Ms D Thomas

## Why choose to study photography?

Photography is a very immediate and accessible means to explore imagery and ideas creatively. Through a practical knowledge of digital software, students are able to control, edit and manipulate images with a high degree of skill. It helps students to focus, concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

## Course Content

Students will be working in years 10 and 11 to produce a personal portfolio of photographic artwork. The work forms a means of personal enquiry and expression involving the selection and manipulation of images. Students will learn to employ creative approaches which go beyond mere observation and recording. Students will be expected to demonstrate a knowledge and understanding in photography of the use of light, viewpoint, composition, focus, tone and contrast, and depth of field. They will also learn to edit and manipulate images using digital technologies. Research into artists, photographers and photographic genres will also be expected and students are required to demonstrate an understanding of meaningful connections between their own work and that of others. Themes and projects will be set by the student's teacher and are in preparation for the final 10 hour timed controlled test which is set externally. The 10 hour controlled test or assignment is spread over several morning and afternoon sessions in year 11 and is the result of weeks of preparation.

Much of the personal portfolio work will be compiled in sketchbooks. An understanding of presentation and layout will be demonstrated by students. Sketchbooks can be purchased at reasonable cost through the art department.

## Homework

Homework usually involves a specific photographic task to support classwork, but it can also include further development of a student's ideas through research, investigation or analysis of either images or the work of other artists/photographers. Work produced contributes to the personal portfolio. Access to a digital camera is essential.

## Assessment and Examinations

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. The work is evaluated under four specific assessment objectives. A photography mock exam occurs in the autumn term of year 11. The GCSE preparatory studies and controlled timed test begins in the spring term of year 11. It is marked internally and then moderated externally by a visiting examiner. The personal portfolio contributes to 60% and the controlled timed test contributes to 40% of the overall GCSE final mark.

## Career paths

Students can continue further study of general art or photography at BTEC or A level. The study of GCSE photography can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.



# PHYSICAL EDUCATION GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Mrs. Bolt

## Course Content:

This course is divided into theoretical work (40%) and practical work (60%). Students will undertake a range of practical activities, offering four for assessment. They will be required to show advanced skills within the four activities and demonstrate their abilities in increasingly challenging situations. Students may offer practical performances as a player, official or leader. It is expected that students opting for this course possess a good level of competence in sports and related activities and demonstrate a commitment to improving their personal fitness on this course.

Activities will be planned and delivered to best suit the students to maximise their learning and assessment opportunities. Activities might include basketball, netball, football, rugby, fitness, athletics, rounders and many more. Students playing sport or undertaking other activities outside of college that are recognised within the specification will be given the opportunity to include them for assessment. Students will also undertake an Analysis of Performance (AOP) in one of their selected activities.

The theoretical content of the course focuses upon the Theory of Physical Education and will include the following sections

- Healthy Active Lifestyles
- Your Healthy, Active Body

Students will study how a healthy active lifestyle can be achieved and how it may influence your health and well being. The effects exercise has on your body and the benefits gained from regular training are also studied. In particular the course focuses on the cardiovascular, respiratory, muscular and skeletal systems.

This course is best suited to students whose preferred learning style is kinaesthetic -learn by doing. Much of the theoretical content will be delivered in a practical way in the 'Theory as Practical' lesson. Students will be expected to attend extra-curricular activities both in and outside of school to consolidate their practical performances.

Homework will be set weekly and is an essential component of the course to extend learning and assess understanding and application of the theory work. In addition, taking part in activities within the extra curricular programme is essential and possibly the best homework that could be set! Having fun and learning at the same time is our goal!

## Assessment:

Theory: Written examination paper (1 hr 30 mins) = 40% (multiple choice/ short answer and scenario questions) in the summer term of year 11.

Practical: Four sports assessed during the course under controlled conditions.

Students may perform as a player, official or leader =48%

Analysis of Performance Interview (AOP) in one activity = 12%

## Career Paths:

A GCSE in Physical Education will provide the opportunity for anyone interested in sport to pursue A Level courses, University Degrees and ultimately, a career in PE and sport. This course develops the skills, knowledge and understanding for students' with aspirations of becoming PE Teachers, coaches, professional sports men and women, physiotherapists, sports doctors, exercise physiologists and many other occupations within the sports, teaching and coaching industry.



## **PRODUCT DESIGN GCSE (DESIGN AND TECHNOLOGY)**

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AQA</b>	<b>1 GCSE</b>	<b>5 hours per fortnight</b>	<b>Mrs R Dupré</b>

### **Course Content:**

The course encourages students to design and make products with creativity and originality, using a range of equipment and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale, etc can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Students will be enthused and challenged by the range of practical and artistic activities possible as the specification gives the opportunity for a multimedia approach to making working with CAD, CAM, Rapid Prototyping and ICT.

Students are encouraged to design and make in a variety of materials, using graphic skills to communicate their ideas. Using the work of professional designers and existing commercial products as starting points students design and make products that cross traditional D & T subject boundaries.

This course encourages innovative approaches to problem solving and promotes team working. Evidence of designing can be submitted in a range of formats including A4 or A3 folders, sketchbooks, or electronically. Making can be evidenced in the form of working or non-working prototypes that use a number of different materials. Textiles, wood, plastic and ceramics are a few examples. Students will get a sense of hands-on processes and how design functions in business.

Independent research and investigation will be required. Homework is set in line with College policy. Students may be required to purchase materials for their controlled assessment task.

### **Assessment and Examination Information Dates:**

- 1 40 hour Design and Make controlled assessment worth 60% of the total GCSE qualification.
- 2 hour final written examination worth 40% of the total GCSE qualification.

### **Career Paths:**

D&T Product Design can be followed through to AS and A-level. Courses such as maths, engineering, industrial design, computing or manufacturing, art or a tradition science like physics are suitable accompanying subjects to study. Engineering, computer and manufacturing could all be logical career paths as would a graphically oriented route combining with GCSE art. Choice at university is impressive, with footwear, sustainable products, sports and furniture design among many areas on offer. Apprenticeships in construction or engineering with technician-level positions in computer-aided design or engineering are a possibility without a degree.



# PSYCHOLOGY GCSE

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AOA</b>	<b>1 GCSE</b>	<b>5 hours in a two week timetable</b>	<b>Mr T Payne</b>

## Course Content:

Simply put, Psychology is the study of the mind. How does our brain actually work? How do we learn and why do we remember some things but not others? How do we form opinions about others and which things affect the way we think and behave without us even realising? How can we tell when people are attracted to others or lying? What does our body language give away about what we are thinking or feeling? Psychology examines all of these questions and much more. This course is split into two main sections. These are:

### Unit 1 (Year 10) : Making Sense of Other People

- Memory
- Non-verbal communication
- Development of personality
- Stereotyping, prejudice and discrimination
- Research methods

### Unit 2 (Year 11) : Understanding Other People

- Learning
- Social influence
- Sex and gender
- Aggression
- Research methods

Homework will usually be set on a weekly basis with the twin aims of preparing students for future work or reinforcing and extending work covered in lessons.

## Assessment:

AOA Examination board. GCSE full course. Students will sit two examinations, both examinations are worth 50% of the final mark. There are no tiered papers and no coursework.

## Career Paths:

GCSE Psychology leads onto AS/A levels. Psychology is essential for some careers, such as forensic, educational, sports or prison psychologists, therapists, lecturers and researchers. However, the skills used and understanding of how people think, give a great insight into any career that deals with people, for example law, medicine, social work, advertising, management, military and teaching amongst many others.



## **RESISTANT MATERIALS GCSE (DESIGN AND TECHNOLOGY)**

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>AQA</b>	<b>1 GCSE</b>	<b>5 hours in a two week timetable</b>	<b>Mrs R Dupré</b>

### **Course Content:**

This course is designed to encourage candidates to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will get up to speed on woods, metals and plastics, how they are combined, their properties altered and then used in products.

Students will learn which products can be mass-produced if you have a great idea (or even if you don't). Making things and completing hands on projects using a range of making and designing skills will be explored.

Candidates will be enthused and challenged by the range of practical activities possible.

This course encourages innovative approaches to problem solving and promotes team working. Evidence of designing can be submitted in a range of formats including A4 or A3 folders, sketchbooks, or electronically.

Independent research and investigation will be required. Homework is set in line with College policy.

Students may be required to purchase materials for their controlled assessment task.

### **Assessment and Examination Information:**

1 40 hour Design and Make controlled assessment worth 60% of the total GCSE qualification.

2 hour final written examination worth 40% of the total GCSE qualification.

### **Career Paths:**

Craft apprenticeships move on from resistant materials to more specific trades and crafts such as carpentry, plumbing and motor vehicle occupations. Engineering, systems & control and product design can be studied to A-level at college which can lead to undergraduate engineering or technology degrees.



# SCIENCE – ENVIRONMENTAL AND LAND BASED GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel	1 GCSE	5 hours in a two week timetable	Mr J Oxer

## Course Content:

This is an applied GCSE course for any student who has an interest in working in the environmental or land-based sectors of employment.

The content of this course covers a wide spectrum of knowledge. It is made up of two units.

### The Management of the Natural Environment.

Here you will gain an understanding of the formation and structure of soil and its effect on the plants and animals it supports. You will look at ecosystems and the effects of human activities on the environment. These activities include traditional agricultural, horticultural, and those resulting from alternative methods of food production.

### Plant Cultivation and Small Animal Care.

You will learn about plant biology through the growing of plants and the breeding of improved varieties. You will also look at the scientific basis for providing food and care for small animals. This includes breeding of animals, safe handling of animals and interaction of animals and people.

This is a very practical course and students will be expected to get their hands dirty. An up to date tetanus inoculation is essential.

## Assessment:

This course is assessed by the presentation of a coursework portfolio. Students will have to complete a range of tasks that lead to either showing that they can do the work, giving a presentation about their work or writing about their work. This will be ongoing throughout the course so good attendance is essential. This will account for 60% of the assessment. The rest of the assessment will be on-screen exams based on the two units of work.

## Career Paths:

This course will give students the opportunity to progress to a level 2 or level 3 programme at Bicton College.



# SCIENCE – TRIPLE GCSE

(BIOLOGY, CHEMISTRY & PHYSICS)

THIS IS A GUIDED OPTION CHOICE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA	3 GCSEs	15 hours in a two week timetable	Mr P Scarbrough

## Course Content:

This course is a more academic option for students who are either talented in science or who simply enjoy this subject and who may want to study a science at advanced level in the future. Students have timetabled lessons in Biology, Chemistry and Physics, which are taught by subject specialists. Each subject has three taught modules which are examined through the course.

In **Biology** you will find the answer to questions like – Why do we all look different? How are we affecting the environment? What are plants made from? What happens to all the dead plants and animals? How does exercise change our bodies? How do we use fungi to make bread and beer?

In **Chemistry** you will find the answer to questions such as – How do rocks provide building materials? What is made from crude oil? Where did our atmosphere come from? How can we control chemical reactions? What makes an acid strong or weak? What is in the water we drink?

In **Physics** you will find the answer to questions like – What is meant by energy efficiency? How can we generate electricity? How did the universe start and how is it changing? What does radioactive mean? How can we make things speed up or slow down? Why doesn't the moon fall down? How can we see round corners and through objects?

A variety of teaching and learning styles will be used throughout the course to cater for all students. However, the course is more appropriate to those students who have reached a level 6 at the end of key stage 3.

Students are expected to do a learning homework every week. A variety of tasks will be set as reinforcement and extension of work covered in each of the three science subject lessons.

## Assessment:

The assessment for this course still has to be finalised by exam board and Ofqual. It is likely to be 2 written papers (per subject) taken at the end of the course in year 11. There may or may not be internal controlled assessment for each of the three courses.

## Career Paths:

These courses will give students the best progression route to A level Sciences (Biology, chemistry or physics as appropriate).



# SPANISH GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA	1 GCSE	5 hours in a two week timetable	Ms B Geeson

## Course Content:

Some students will be guided into learning a language like Spanish, however if any other student would like to study Spanish please see Ms Geeson. Spanish is the second most spoken language in the world after Chinese and it is highly sought after in the world of tourism and business, especially in North America. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as recordings, podcasts and television programmes to give variety. This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programmes and video clips and will have the opportunity to participate in video-conferencing with students in Spain. A visit to Spain is offered during Activities Week.

The aims of the course are:

- To lay the foundations for further study if desired.
- To develop effective communication skills in the target language.
- To acquire knowledge of the Spanish speaking world.
- To give students a sense of enjoyment and achievement in learning Spanish.

Homework will be set, each week in line with College policy. This may take the form of learning and/or written tasks.

## Assessment:

Assessment will be made to full course GCSE specifications with Edexcel. The examination assesses four areas:

- a. Speaking the target language. 30% - 2 x controlled assessments completed in school and externally moderated over the two year course
- b. Listening and understanding the spoken language. 20% External paper at higher or foundation entry tier at the end of the course.
- c. Understanding the written language. 20% - External paper at higher or foundation entry tier at the end of the course.
- d. Writing in the target language. 30% - two controlled assessments completed in school over the two year course and externally moderated.

## Career Paths:

Spanish is widely spoken around the world and learners of the language increase their opportunities to travel and their potential in the world of work.

**This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.**



## **VOCATIONAL OPTION COURSES**



# **ANIMAL CARE - BTEC**

(FIRST CERTIFICATE)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
<b>Edexcel</b>	<b>1 GCSE</b>	<b>5 hours in a two week timetable</b>	<b>Mr J Oxer</b>

## **Course Content:**

This is a vocational course for any student who has an interest in working in the environmental or land-based sectors of employment.

Over this course students will work with a wide range of animals from sheep and pigs to snakes and spiders – it is not for the faint hearted!!

This course will give you a wide range of experience in a number of aspects of animal care. We will be looking at how to feed and house a range of animals and look at what to do to maintain animal health.

This is a very practical course and students will be expected to get their hands dirty!

**An up to date tetanus inoculation is essential.**

## **Assessment:**

This course is assessed by the presentation of a coursework portfolio. Students will have to complete a range of tasks that lead to either showing that they can do the work, giving a presentation about their work or writing about their work. This will be ongoing throughout the course so good attendance is essential.

## **Career Paths:**

This course will give students the opportunity to progress to a level 2 or level 3 programme at Bicton College.



# CERTIFICATE OF PERSONAL EFFECTIVENESS

Examination Board:	GCSE Equivalent:	Time Needed:	Coordinator:
ASDAN	Level 1 - E/F Level 2 - B	5 hours in a two week timetable	Mr M Kelly

## Course Content

This vocational qualification provides students with the opportunity to develop and demonstrate a range of personal skills. The ASDAN Certificate in Personal Effectiveness (CoPE) gives students the opportunities to develop skills in a range of areas,

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational and Diploma Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

## Assessment:

In each area there are different challenges to complete to achieve the credits. To achieve the the Certificate of Personal Effectiveness 12 credits must be achieved (each credit takes approximately 10 hours). During the course, students will be

- -taking responsibility for planning, organising and carrying out a number of challenges and evidencing this work in a portfolio
- -developing and evidencing wider key skills using ASDANs Plan, Do & Review recording documents in the following areas:
  - Working with others
  - Problem solving
  - Improving own learning and performance.
  - Planning and carrying out research
  - Communicating through discussion
  - Planning and giving an oral presentation

## This qualification offers:

- students to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness
- a broad experience and a way in which students can gain credit from a wider range of activities undertaken both inside and outside formal education.

## Career Path

Students can access a level 2 course at a post-16 provider e.g Vocational Studies course



# **DANCE - (PERFORMING ARTS) - BTEC**

(AWARD)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	2 GCSE's grades A*-C	5 hours in a two week timetable	Mrs L Holt

## **Course Content:**

### **Core Unit/s**

1. Performing Dance (10 credits)

### **Specialist Units**

1. Contemporary Dance (10 Credits)
2. The Development of Dance (10 Credits)

The BTEC Performing Arts Extended Certificate is designed to give learners a real grounding in understanding and knowledge of the Performing Arts Industry. The Extended Certificate is a 30 Credit qualification that includes one core Units and two Specialist units.

BTECs are Applied Learning courses, which mean that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Performing Arts industry in a practical learning experience. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work. Be fully prepared to attend all lessons with enthusiasm and commitment and dressed in the appropriate dance uniform.

The course delivery will reflect the nature of work within the Performing Arts industry. You will learn about working in the Performing Arts Industry, and the Development of Dance. You will have many different opportunities to learn different styles of dance and perform them. To Study this course you will need to be fully committed and be prepared to get involved in all dance activities as well as take part in theory lessons.

### **Assessment:**

The assessment approach for this course is by 100% coursework. There are no exams. You will receive feedback on your progress throughout the course. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments.

### **Career Paths:**



# ENGINEERING – BTEC (DESIGN AND TECHNOLOGY) (FIRST AWARD)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Mrs R Dupré

## Course Content:

Our Engineering course gives a broad overview of the world of Engineering. It will offer learners:

- the key skills required to work in the industry
- the key concepts and principles related to the world of engineering

The course links well with the study of ICT; Mathematics and Science, as well as other subjects.

The BTEC Firsts in Engineering link too many of the National Occupational Standards in engineering. The content of the qualification provides for progression into employment and to further education and qualifications.

The BTEC First Award is made up of:

- The essential core, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.
- The optional units provide a closer focus on an occupational area, supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

English and mathematics are mapped to GCSE functional areas and contextualised within the assessment aims. This allows learners to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

**Unit 1:** externally assessed mandatory unit – The Engineered World. This is likely to be an onscreen test that lasts for one hour, has 50 marks and is on demand, with objective and short-answer questions.

**Unit 2:** internally assessed mandatory unit – Investigating an Engineering Product. Plus two optional units or one larger optional unit.

## Assessment:

External assessment appropriate to the sector has been introduced. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment. BTEC Firsts are a level 2 qualification, graded at Pass, Merit, Distinction and Distinction\*. However, it is recognised that some learners may fail to achieve a full Pass at Level 2, so the opportunity for learners to gain a level 1 qualification is included.

## Career Paths:

Level 3 Engineering can be followed at college leading to further study at university with careers in the fields of Biomedical science, Nanotechnology, Space technology, Civil engineering, Fuel cell technology, Software engineering, electronics and many more.



# HEALTH & SOCIAL CARE BTEC

(AWARD)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	1 GCSE	5 hours in a two week timetable	Mrs K Harrison-Ward

## Course Content:

### Core Units

- Human Lifespan Development (30 Credits)
- Health and Social Care Values (30 Credits)

### Specialist Units – Choice of two

- Effective Communication (30 Credits)
- The Impact of Nutrition on Health and Well Being (30 Credits)
- Social Influences on Health and Wellbeing Internal (30 Credits)
- Promoting Health and Wellbeing Internal (30 Credits)
- Cultural Diversity in Health and Social Care Internal (30 Credits)
- Individual Rights in Health and Social Care Internal (30 Credits)

This is an Applied Learning course, which means that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Health & Social Care sector which is one of the major areas of growth in employment in the UK at the present time. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work.

This course will be useful and enjoyable for all students who enjoy living and working with people – whether you want to eventually work in the Health & Social Care sector or not! Students on this course will develop good communication and inter-personal skills because Health and Social Care professionals require these skills in order to develop good relationships with people such as patients and their relatives. The course will also involve looking at all of the different life stages of human development and you will get the chance to have a go at looking after one of our virtual babies. We will be make visits to organisations within the H & S Care sector. The modules studied will introduce students to a wide variety of jobs such as Childminder; Nursery or Playgroup helper; Nursing; Social Worker; and Residential Care Workers.

## Assessment:

Assessment approach for this course is through 25% examination and 75% coursework. The core unit examination will be a 1 hour exam which will consist of two structured questions. There will then be 3 other units that will internally assessed through a variety of assessments. You will receive feedback on your progress throughout the course as you provide evidence towards meeting the course criteria. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments

## Career Paths:

The course provides a good foundation for learners for progressions onto further education including other vocational qualifications at Level 3 or general qualifications such as an A Level in Health and Social Care. It could also lead onto further training or employment in the Health and Social Care Sector.



# HEALTH & SOCIAL CARE BTEC

(CERTIFICATE)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	2 GCSEs	10 hours in a two week timetable	Mrs K Harrison-Ward

## Course Content:

### Core Mandatory Units

- Human Lifespan Development (30 Credits)
- Health and Social Care Values (30 Credits)

### Specialist Units –Six to be studied

- Effective Communication (30 Credits)
- The Impact of Nutrition on Health and Well Being (30 Credits)
- Social Influences on Health and Wellbeing Internal (30 Credits)
- Promoting Health and Wellbeing Internal (30 Credits)
- Cultural Diversity in Health and Social Care Internal (30 Credits)
- Individual Rights in Health and Social Care Internal (30 Credits)

This is an Applied Learning course, which means that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Health & Social Care sector which is one of the major areas of growth in employment in the UK at the present time. This course will be useful and enjoyable for all students who enjoy living and working with people – whether you want to eventually work in the Health & Social Care sector or not! Students on this course will develop good communication and inter-personal skills because Health and Social Care professionals require these skills in order to develop good relationships with people such as patients and their relatives. The course will also involve looking at all of the different life stages of human development and you will get the chance to have a go at looking after one of our virtual babies. We will be make visits to organisations within the H & S Care sector. The modules studied will introduce students to a wide variety of jobs such as Childminder; Nursery or Playgroup helper; Nursing; Social Worker; and Residential Care Workers.

### Assessment:

Assessment approach for this course is through 25% examination and 75% coursework.

The core units will be examined which will likely be a 1 hour exam which will consist of two structured questions for each unit.

There will then be 6 other units that will internally assessed through a variety of assessments. You will receive feedback on your progress throughout the course as you provide evidence towards meeting the course criteria. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments

### Career Paths:

The course provides a good foundation for learners for progressions onto further education including other vocational qualifications at Level 3 or general qualifications such as an A Level in Health and Social Care. It could also lead onto further training or employment in the Health and Social Care Sector.



# HOME COOKING SKILLS BTEC (DESIGN AND TECHNOLOGY)

Level 1 and Level 2

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	See below	5 hours in a two week timetable	Mrs R Dupré

## Course Content:

The aim of the qualification is to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy and cost-effective way for the rest of their lives, and the confidence to share these skills with friends and family.

The qualification Consists of two single-unit BTEC qualifications at Level 1 and Level 2.

### Level 1

- Contributes to Foundation Learning provision.

It focuses on giving all young people the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as an understanding of the value of passing on cooking knowledge.

### Level 2

- 6 credits, 23 SCAAT points

Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically.

## Assessment:

All units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied all the assessment criteria.

To achieve the Edexcel BTEC Level 1 Award in Home Cooking Skills, learners must achieve one unit with a value of four credits.

To achieve the Edexcel BTEC Level 2 Award in Home Cooking Skills, learners must achieve one unit with a value of six credits.

## Career Paths:

Further study in the area of catering can be taken at colleges with students following NVO courses or apprenticeships. The course also allows students to gain valuable life skills needed in all aspects of life.



# INFORMATION COMMUNICATION TECHNOLOGY (ICT)

(NATIONAL AWARD SCHEME)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
OCR National Award in ICT	2 GCSEs	5 hours in a two week timetable	Miss K Stratton

## Course Content:

This course builds on and goes further than the KS4 ICT core course. The OCR Level 2 Nationals in ICT have been developed to provide students with an introduction to the skills, knowledge and understanding required to prepare for work in the information and communication technology sector, as well as to help students develop their personal skills in the areas of team working, career planning, communication & problem solving. They accredit students' abilities to carry out a range of tasks and achievements in a modern, practical way that is relevant to the workplace. Students will study:

### UNIT 1 - 60 hours - ICT Skills for Business, including:

good working practices; the organisation of files using appropriate file and directory/folder names; features of email software; and the appropriate software to use for different tasks.

Plus a selection of other units, such as:

### UNIT 2 - 60 hours - Webpage creation, including:

design & create a multimedia website; create hyperlinks & interactive elements; create a user form for getting user feedback.

### UNIT 21 – 30 hours – Creating Computer Graphics, including:

produce graphics for use on Web pages; Navigation Buttons.

### UNIT 22 – 30 hours – Creating Sound Using ICT, including:

sound recording and sampling, sound editing and using sound effects.

### UNIT 23 – 30 hours – Creating Video, including:

produce and edit a video using ICT; planning, storyboarding, time-lining, text, images/animations, transitions, audio, special effects.

## Assessment:

For the full OCR Level 2 National Award in ICT candidates must achieve unit 1, plus four optional units (units 2, 21, 22 and 23). It is worth the equivalent of **two GCSE passes grade A-C**.

For the OCR Level 2 National First Award in ICT, candidates must achieve either the unit 1 plus units 2 and 21 or unit 1 plus either units 21, 22 and 23. It is worth the equivalent of **1 GCSE pass grade A\*-C**.

There are no exams in this course, and each unit is assessed by a large Summative Project, which is set by the exam board OCR.



# INFORMATION COMMUNICATION TECHNOLOGY (ICT)

(NATIONAL CERTIFICATE)

Examination Board: OCR National Certificate in ICT	GCSE Equivalent: 4 GCSEs	Time Needed: 10 hours in a two week timetable	Lead Teacher: Miss K Stratton
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## Course Content:

### Core Unit

UNIT 1 - ICT Skills for Business

### Specialist Units

UNIT 2 - Webpage creation, UNIT 3 Digital imaging, UNIT 4 Multimedia products, UNIT 5 – Desktop publishing, UNIT 6 – Spreadsheets , UNIT 7 Databases, Unit 20 – Animation for the WWW, UNIT 21 – Creating Computer Graphics, Unit 22 Sound and UNIT 23 – Creating Video

The OCR Level 2 Nationals in ICT have been developed to provide students with an introduction to the skills, knowledge and understanding required to prepare for work in the ICT sector. Examples of the units covered are illustrated below.

**UNIT 1** - 60 hours - **ICT Skills for Business** , including: good working practices; email software; appropriate software to use for different tasks

**UNIT 2** - 60 hours - **Webpage Creation**, including: design & create a multimedia website with hyperlinks & interactive elements; a user form, etc.

**UNIT 3** - 60 hours - **Digital imaging**, bitmap & vector images; produce graphic images; source & store components for graphics; legislation.

**UNIT 4** - 60 hours - **Multimedia products**, including: review multimedia products; design and create a multimedia product using suitable elements.

**UNIT 5** - 60 hours - **Desktop Publishing**, including: review DTP products; design and create a multi-paged DTP product.

**UNIT 6** - 60 hours - **Spreadsheets**, including: review spreadsheet functions; design and create a spreadsheet product

**UNIT 7** - 60 hours - **Databases**, including: review database functions; design and create a database product, use search, filter and reports.

## Assessment:

For the full **OCR Level 2 National Certificate in ICT** candidates must achieve the mandatory unit 1 plus the six optional units shown above, plus Units 20, 21, 22 and 23 which take 30 hours each. It is **worth the equivalent of four GCSE passes grade A to C.**

Lesser awards are available, worth 3, 2 or 1 GCSE passes grade A to C for students who complete unit 1 with less optional units than those mentioned above.

There are no exams in this course, and each unit is assessed by a large Summative Project, which is set by the exam board OCR.



# PUBLIC SERVICES - BTEC

(Extended certificate)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teacher:</b>
Edexcel	2 GCSEs grades A*-C	5 hours in a two week timetable	Mr Upston, Mrs Bolt

## Course Content:

### Core Unit

2. Public Service Skills (10 Credits)

### Specialist Units

3. Career Planning for the Public Services (5 Credits)
4. Improving health and fitness for entry to the Uniformed Public Services (10 credits)
5. Employment in the Uniformed Public Services (5 credits)

BTECs are Applied Learning courses, which mean that students will have the opportunity to develop the knowledge and skills required to work in the Public Services like the Police, Fire or Paramedic services, or even the Armed Forces, in a practical learning style. If students choose this course then they should be students who enjoy learning in practical ways that are related to the world of work. The Diploma is a 30 Credit qualification that includes four core units.

Students learn what people do in the various Public Services, for example what the differences are between the Royal Marines and the Police. Students should consider choosing this course if they think they will enjoy: Outdoor Education activities on Dartmoor and elsewhere; visits to the Police, Fire Brigade, and military bases; teamwork exercises; fitness testing and training. Students will need to enjoy and be prepared to take part in physical activity.

Students will learn about what fitness test they need to complete to get into different services and the fitness levels required; how to apply for different services and the skills needed for different services. To study this course, students will need to enjoy and be prepared to get involved in practical activities as well as being prepared to organise themselves well to complete written coursework tasks!

## Assessment:

Assessment for this course is 100% coursework. There are no exams. Students will receive feedback on their progress throughout the course. Evidence will be gathered through a range of activities including, written assignments, role play, presentations and practical assessments.

## Career Paths:

The Public Service course will give a great insight into the work of a broad range of Public Services and allow students to make informed career choices later. The skills developed on this course are important in many other areas, as the knowledge and understanding needed to achieve a distinction will involve planning, personal organisation, communication, team work, research skills and good ICT skills. The course can progress on to Further BTEC Public Service courses at College level and would give a good grounding for anyone wanting to work in one of the many Public Services, notably the fire service, police force, armed forces and health sector.



# SPORT - BTEC

(FIRST AWARD)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teachers:
Edexcel	1 GCSE grade A*-C	5 hours in a two week timetable	Mr Hallam, Mr Kelly.

## Course Content:

### Core Units:

1. Health & Fitness For Sport & Exercise (Externally Assessed)
2. Practical Sports Performance (Internally Assessed)

### Plus two Specialist Units from the following:

- |                                   |   |
|-----------------------------------|---|
| 3. The Mind & Sports Performance  | G1. Volunteering In The Community               |
| 4. The Sports Performer In Action | G2. Work Experience                             |
| 5. Training For Personal Fitness  | G3. Carrying out a Vocationally-related Project |
| 6. Leading Sports Activities      |   |

The BTEC First Award in Sport is designed to give learners a real grounding in understanding and knowledge of the sport and active leisure sector. The Award is a qualification that includes two core Units and seven Specialist units. BTECs are Applied Learning courses, which mean that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Sport and Leisure industry in a practical learning experience. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work. The course delivery will reflect the nature of work within the Sport and Leisure industry. You will learn about how your body and mind works, what impact training has on the body and how to undertake fitness training and testing. There will be numerous opportunities to develop Leadership skills whilst working with our local Primary schools, and the chance to develop your skills in Practical sports too. To Study this course you will need to be prepared to get involved in physical activity as well as take part in theory lessons.

In addition to the BTEC First Award in Sport, you will have the opportunity to gain other qualifications such as the Medic First Aid Certificate, the Sports Leaders Level 1 Award and selected Coaching awards.

### Assessment:

The assessment approach for this course is 75% internally assessed coursework and 25% as a unit externally set and assessed by Edexcel. You will receive feedback on your progress throughout the course. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments.

### Career Paths:

The BTEC First Award in Sport enables students to progress to College and study Sport related Level 3 qualifications such as BTEC National Diploma in Sport. BTEC First Award offers students the opportunity to take part in an assortment of study units, which are based on sports training and performance. This not only gives the students the opportunity to improve their knowledge and understanding of sports, fitness and health, it also enables them to sample different roles within the sports industry through work placements and identify whether they wish to pursue a career in this line of work.



# SPORT - BTEC

(CERTIFICATE)

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Lead Teachers:</b>
Edexcel	2 GCSEs grade A*- C	10 hours in a two week timetable	Mr Hallam, Mr Kelly.

## Course Content:

### Core Units:

1. Health & Fitness For Sport & Exercise (Externally Assessed)
2. Practical Sports Performance (Internally Assessed)

### Plus 6 Specialist Units from the following:

- |                                   |   |
|-----------------------------------|---|
| 3. The Mind & Sports Performance  | G1. Volunteering In The Community               |
| 4. The Sports Performer In Action | G2. Work Experience                             |
| 5. Training For Personal Fitness  | G3. Carrying out a Vocationally-related Project |
| 6. Leading Sports Activities      |   |

The BTEC First Certificate in Sport is designed to give learners a real grounding in understanding and knowledge of the sport and active leisure sector. The Certificate is a qualification that includes two core Units and seven Specialist units. BTECs are Applied Learning courses, which mean that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Sport and Leisure industry in a practical learning experience. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work. The course delivery will reflect the nature of work within the Sport and Leisure industry. You will learn about how your body and mind works, what impact training has on the body and how to undertake fitness training and testing. There will be numerous opportunities to develop Leadership skills whilst working with our local Primary schools, and the chance to develop your skills in Practical sports too. To Study this course you will need to be prepared to get involved in physical activity as well as take part in theory lessons.

In addition to the BTEC First Certificate in Sport, you will have the opportunity to gain other qualifications such as the Medic First Aid Certificate, the Sports Leaders Level 1 Award and selected Coaching awards.

### Assessment:

The assessment approach for this course is the majority of units being internally assessed coursework and some units externally set and assessed by Edexcel, usually in the form of online tests. You will receive feedback on your progress throughout the course. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments.

### Career Paths:

The BTEC First Certificate in Sport enables students to progress to College and study Sport related Level 3 qualifications such as BTEC National Diploma in Sport. BTEC First Certificate offers students the opportunity to take part in an assortment of study units, which are based on sports training and performance, leadership and volunteering and work experience. This not only gives the students the opportunity to improve their knowledge and understanding of sports, fitness and health, it also enables them to sample different roles within the sports industry through work placements and identify whether they wish to pursue a career in this line of work.



# WORK SKILLS - BTEC

<b>Examination Board:</b>	<b>GCSE Equivalent:</b>	<b>Time Needed:</b>	<b>Coordinator:</b>
Edexcel	Level 1 – E equivalent Level 2 – B equivalent	5 hours in a two week timetable	Mr M Kelly

## Course Content:

The Work Skills course has been designed to provide the knowledge, understanding and skills learners need to enter employment

- opportunities for learners to gain a **nationally recognised qualification** relating to work skills
- opportunities for future employees to achieve a nationally recognised qualification
- opportunities for learners to focus on the **development of functional skills** in English, Mathematics and ICT
- opportunities for learners to **develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.**

These are flexible qualifications which aim to develop the skills that employers are looking for and to give students an edge in the competitive workplace. Students will need to be adaptable in the workplace of the future, so they can manage change in new technologies, in ways of working and in being prepared to change jobs if necessary. This course will give students the skills to do this, so they can become even more employable in the future!

There are a wide range of modules that could be studied on this course, examples of which are shown below:

1. Searching for a job
2. Applying for a job
3. Preparing for an interview
4. Interview Skills
5. Managing your own money
6. Developing Skills in Leadership
7. Building Working Relationships with Colleagues
8. Setting & Meeting Targets at Work
9. Learning from a Work Placement
10. Communicating solutions to others.

## GCSE Equivalent:

The course can be offered at Entry Level, Level 1 or at Level 2 if there is a demand from the students.

Examples of GCSE equivalence are as follows:

BTEC Level 1 Certificate in Work Skills equivalent to Grade E

BTEC Level 2 Certificate in Work Skills equivalent to Grade B

BTEC Awards in Work Skills are also available to students who do not achieve the certificate, and these have less GCSE equivalence than the Certificate.

## Assessment:

The course is assessed 100% by coursework portfolio, which is externally moderated.

## Career Paths:

Now, more than ever, individuals wishing to progress in the workplace, in education and in training, need demonstrably flexible and wide-ranging skills. WorkSkills delivers exactly that.

WorkSkills builds on the ABC of employability - Attitude, Behaviour and Communication - to develop the skills that employers are looking for and to give learners an edge in a competitive climate.