

Year 8 Curriculum Options Booklet 2020-2023



Tavistock
COLLEGE



Welcome to the next phase of your education



This is a really exciting time for you as you are in a position to begin shaping the rest of your life. The curriculum offer for you this year has taken into consideration your views, aspirations and interests as well as the courses you will need to give you the best chances of achievement and progression to future opportunities. The information provided in this booklet will give you some guidelines to help you make informed decisions about the right courses for you to follow over the next two years and beyond.

It is important that you consider a number of things when making your choice about future courses. You may have some idea of what you want to do in the future or you may be unsure. It is important to consider courses that will give the best chances to access further learning and give you a broad range of skills. When making your choice please consider the following:

- What are your strengths?
- Any future plans that you may have, including potential study post 16 and post 18
- What interests you may have
- What each of the courses involve and what careers they may lead to

Please do not choose a course just because your friends are doing it or because you like the teacher. Your choice needs to be personal to you and equip you for the next phase of your education.

It is important that you also discuss your plans and concerns with family, friends and teachers. If you need any further support you can get this from your tutor, your head of year, the teacher who conducts your one to one interview or a senior member of staff from the college.



Completing Your Options Form

Please ensure that your full name is on the form and that you have chosen four courses plus a reserve. Our curriculum offer is designed to give you the opportunity to succeed across a wide breadth of subjects. Do pay consideration to the preference you give each subject. This and your suitability to the course will help us to decide who does each subject if a subject is full. Please confirm and discuss your choices in your interview before submitting the form. We look forward to receiving your form; this needs to be handed in by Friday 24th January 2020 to your tutor.

Good Luck

Philip Ruse
Assistant Principal

New GCSE Grading Structure



Students will no longer receive a lettered grade at the end of year 11. They will receive a number grade on a 9-1 scale where 9 is the highest and 1 the lowest grade available. A grade 5 is going to be the new threshold measure in subjects and is therefore similar to the current grade C. However, the same proportion of students achieving a grade 4 or higher will be the same as the proportion of students currently gaining a C or above. This means that the new threshold measure will be more difficult to achieve.

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U

Your KS4 Curriculum

2020-2023

Your curriculum for the next three years is split into two halves: your core curriculum offer and your personal choices. Each student will have a different curriculum dependent on their interests, aspirations, ability level and strengths, but the core offer is the same for all.

The core offer for everyone is:

- Mathematics
- English literature and language
- Science
- Ethics & beliefs – this is a combination of PHSE and RS
- PE – one of four pathways dependent on interest and ability. Details of this will follow

GCSE Sciences

With GCSE Science, there is one option for courses at KS4:

- Triple science with 3 separate GCSE Science
- Combined science: Double science with 2 combined Science GCSEs

Both of these courses allows progression on to KS5 and are respected full GCSEs. Triple science has the advantage of covering more material which gives an excellent knowledge basis for A level Sciences. Combined science still covers the majority of areas, but covers less material so allowing some students to gain a higher grade with us.

We look in the summer term for the most appropriate courses for students. When recommending a course for students, we will look at target grades, current grades and feedback as well as consulting with students and parents. Our aim is to choose the course that will allow that student to achieve their full potential and succeed with further education.

EBACC Subjects:

- GCSE Computing
- GCSE French
- GCSE Geography
- GCSE History
- GCSE Japanese
- GCSE Spanish

Other Options:

- GCSE Art & Design
- GCSE Business Studies
- Level 2 Child Development & Care
- BTEC Construction
- BTEC Creative Media
- BTEC Dance
- GCSE Design & Technology
- GCSE Drama
- BTEC Hospitality and Catering
- BTEC Music
- LEVEL 2 Physical Education
- GCSE Photography
- GCSE Textiles Design

Modern Foreign Languages at Tavistock College



At Tavistock College we are extremely proud of our modern foreign languages offer. We firmly believe that the study of a modern foreign language is not purely the preserve of the most able and we are committed to ensuring that all of our students become confident life-long language learners whatever their level of academic ability.

Today more than ever before, the ability to offer at least one foreign language is paramount, both in terms of accessing higher education and the global workplace. Universities are attracted by students who have achieved at least a grade 5 in one MFL at GCSE. It is widely recognised as a challenging academic discipline that develops a specific skill set, which is very attractive to future employers.

Many of the reasons for learning a language are often related to jobs and careers. A top employer (from a multinational computer software company) cited the following skills that languages study developed in future employees:

- Social skills
- Ability to work in a team
- Communication skills
- Problem-solving skills
- Confidence
- Experience
- Open mindedness
- Flexibility

Many of these skills are developed when learning a language, so it can really help to make you stand out from the crowd when it comes to employment.

Students need to choose the language they have been studying during Year 7 and Year 8 because the GCSE builds on this prior knowledge.

Lessons Learned

Current Year 10 tips to support Year 8

Do

- Make sure you pick subjects that you are good at.
- Pick subjects that you enjoy and not just the ones that you think would look good on your CV.
- Pick subjects that link with future aspirations.
- Go for a variety of subjects.
- Talk to teachers about the subjects before picking them to make sure it is what you want.
- Think carefully about the subjects and don't rush your choices.
- Speak to your parents/family about your option choices.
- Look into the qualifications that your future jobs need.
- Look at past reports and target grades to establish subjects that you are achieving in.
- Make sure you are 100% certain on your choices as you do not want to be changing options.

Don't

- Don't choose an option because your friends are.
- Don't pick a subject because you like the teacher.
- Don't pick it because you think it is easy.
- Don't feel pressured by family to pick certain subjects.
- Don't be afraid to ask questions and end up picking subjects you don't like.



Labour Market Information

Whilst it may seem like a long way into the future, it is useful for students to have an awareness of local labour market information when making option choices and considering which courses to study.

Certain qualifications such as English, Maths and Science remain the passport to all career paths and are inherently valuable. Our curriculum offer allows a broad range of choices from within the social sciences, humanities, languages, technology and creative arts faculties and it is worth considering how these different subjects will help open up a variety of different career paths in the future.

Did You Know?

Plymouth City Council have identified 7 key sectors of job growth and creation; marine and renewables, creative industries, digital media, healthcare services, advanced manufacturing and leisure and tourism.

Nationally construction and engineering are huge employment growth areas which reflect an ageing workforce and changing demographics. A huge range of jobs can be found within those sectors.

Hospitality, leisure and tourism are hugely important sectors within the South West given its importance as an internal and international holiday destination.

The average UK worker now holds 10 different jobs before the age of 40, and that forecast is expected to grow.

These facts and the information over the next 2 pages are just designed to give food for thought. The main thing is for students, and parents and carers to really think about the mix of option subjects that are being considered. Keeping your options open at this stage, and making choices based on your academic achievement, and interest and enjoyment in a subject is the best recommendation.

South West

Employment

80.2%



UK average **76.1%**.

Female 77.5% Male 82.9%



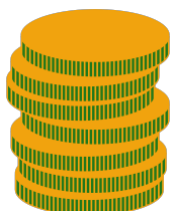
Unemployment

2.7%



UK average **3.8%**.

Salary



The average income is **£27,622** a year

Working Hours



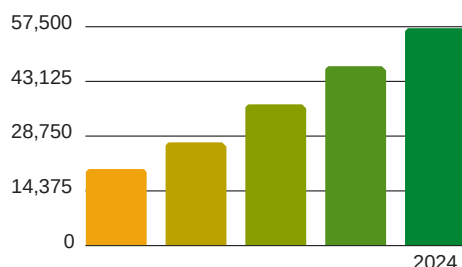
On average people work **31** hours a week

Self-Employed

16.8%

568,276 people are self-employed

Predicted Job Growth



2024

+57,000 extra jobs by 2024

Sectors set to grow

STEM

Health and Social Work

Construction

Professional Services

Wholesale and Retail

Information Technology

Where are the most jobs now?



Wholesale and
Retail



Accommodation and
Food Service



Health and
Social Care



Science and
Technology



Education

UK Overview

Employment

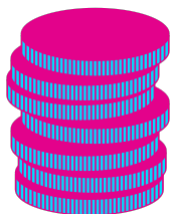
The UK employment rate is **76.1%**
(80.3% male, 72% female)



Unemployment

The UK unemployment rate is **3.8%**
(4% male, 3.7% female)

Salary



The average income is **£29,009** a year

Working Hours



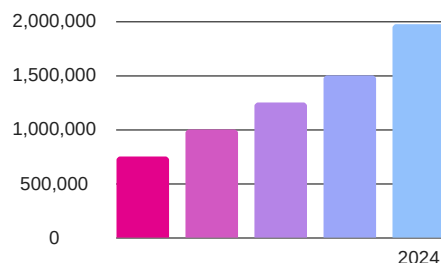
On average people work **31.9** hours a week

Self-Employed

14.7%

6,155,437 people are self-employed

Predicted Job Growth



6% growth
by 2024 creating
1,974,000
extra jobs
in the UK

Fastest growing sectors

Financial Technology
Digital Marketing
Biotechnology
Gaming and Virtual Reality
I.T/Technology
Engineering
Healthcare



Where are the most jobs now?



Health and
Social Care
(4.3million)



Wholesale and
Retail (4million)

Education
(3.4million)



Manufacturing
(2.9million)



Science and
Technology
(2.4million)

The Core Offer:

Mathematics

English - Literature and Language

Science Ethics

& Beliefs PE

The Core Offer

GCSE Mathematics



Qualification Title:

Level of Award:

Level 2

GCSE Equivalent:

1 GCSE Grades 9 -1

Time Needed

Core Option

Units/Modules

Learners are given the opportunity to study all aspects of mathematics, developing knowledge skills and understanding of mathematical methods and concepts. Students will study:

- Number
- Ratio, proportion and rates of change
- Algebra
- Statistics and probability
- Geometry and measures

This is a new GCSE for these students and contains additional content to previous years.

Students are encouraged to use their knowledge and understanding to make connections between mathematical concepts and be able to apply the functional elements of mathematics to solve problems in real-life situations.

Course Description

Edexcel linear is a GCSE course that covers the aforementioned areas of mathematics.

Course Assessment

Students will receive a number grade on a 9 -1 scale where 9 is the highest and 1 the lowest grade available. A grade 5 is classed as a strong pass and a grade 4 a standard pass. We would therefore encourage students to be aiming for a grade 5.

For the Edexcel linear course there are 3 1 hour and 30 minute exam papers. Paper 1 is non-calculator and papers 2 and 3 are calculator papers. All students will need their own scientific calculator for all of their maths lessons.

On the higher tier paper grades 9-4 are available and on the foundation tier grades 5-1 are available.

Potential Career and Progression Routes

A qualification in mathematics is needed for many careers

Some interesting careers that involve mathematics include becoming an actuary, accountant, architect, surveyor, engineer, teacher, software designer, pilot, cybernetics, systems analyst, economist, scientist.

The Core Offer

GCSE English



Qualification Title:

GCSE English Language (AQA)

GCSE English Literature (AQA)

Level of Award:

Level 1 + 2

GCSE Equivalent:

2 GCSEs Grade 9 - 1

Time Needed

Core Offer

Units/Modules

English Language GCSE:

Unit 1 – Explorations in Creative Reading and Writing (50% of GCSE: exam - 1hr 45 mins)

Unit 2 – Writers' Viewpoints and Perspectives (50% of GCSE: exam - 1hr 45 mins)

English Literature GCSE:

Unit 1 – Shakespeare and the 19th Century Novel (40% of GCSE: exam - 1hr 45 mins)

Unit 2 – Modern Texts and Poetry (60% of GCSE: exam - 2hrs 15 mins)

Course Description

All students will work towards qualifications in both GCSE English Language and GCSE English Literature.

English Language:

Section A of the **Unit 1** exam is focused on prose literature and will contain an extract of literature from the 20th or 21st Century. Section B will focus on writing skills, with a descriptive or narrative task given.

For the **Unit 2** exam, Section A will be in response to two non-fiction texts – one from the 19th Century and one from either the 20th or 21st Century. Section B will again focus on writing skills but in this unit the skill will be non-fiction writing.

English Literature:

Section A of the **Unit 1** exam will test pupils on a complete Shakespeare play - Romeo & Juliet. Section B is based on a 19th Century novel: Dr Jekyll & Mr Hyde. Modern Prose (post-1914) is the focus of Section A of the **Unit 2** exam and will be on the play DNA by Dennis Kelly. Section B will be in response to an anthology of 15 poems on the themes of Power & Conflict, followed by questions about two unseen modern poems.

Course Assessment:

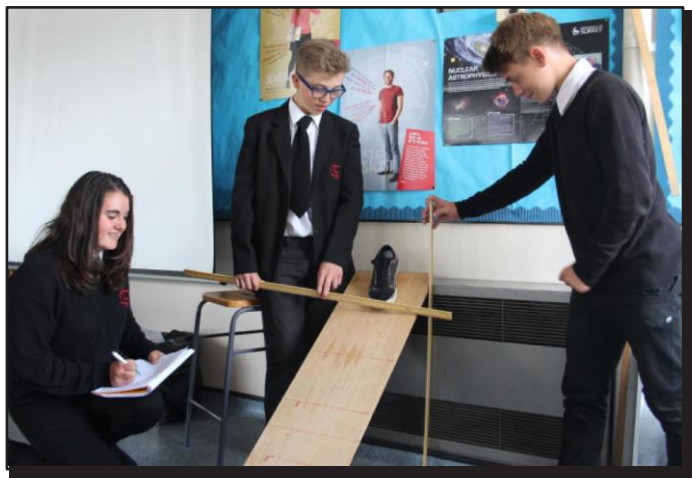
All elements of the course are assessed by terminal examinations at the end of Year 11.

Potential Career and Progression Routes

A good English GCSE grade is essential for any student who wishes to enter Sixth Form or continue into higher education. Careers directly linked with English include journalism, publishing, screenwriting, advertising, public relations and teaching. Many other careers however also rely on effective English communication skills, such as report writing and presentations. We offer both English Literature and English Language at A level for those students who wish to take their English studies further.

The Core Offer

Triple Science: Biology, Chemistry and Physics



Qualification Title:

GCSE Biology, GCSE Chemistry,
GCSE Physics

Level of Award:

Level 1 & 2

GCSE Equivalent:

3 GCSEs Grade 9 - 1

Time Needed

Core time

Units/Modules

Each Science subject follows a similar pattern of teaching.

Each science is taught to 2 terminal exams at the end of the course.

No coursework component for any of the Sciences

Course Description

The course is a new GCSE which contains new topics and skills compared to previous years.

Course content includes:

Biology 10% exam questions are maths based: Cells, use of microscopes, organs, organ systems, immune response, photosynthesis, hormones, evolution, environmental science, speciation, plant diseases

Chemistry 20% exam questions are maths based: Atomic structure, bonding, quantitative chemistry, organic chemistry, chemical reactions, energy changes, transition metals, nanoparticles, polymers

Physics 30% exam questions are maths based: Forces, motion, waves, lenses, electricity, magnetic fields, motors, energy, radiation, the universe

Mathematical content has increased with a significant proportion of the questions having a mathematical element. Students will also need to memorise some equations. The course supports students of all ability ranges. It builds on KS3 Science and provides excellent progression to A-level.

Course Assessment:

Each Science is assessed at the end of the course with 2 exams, 1 hour 45 minutes, each worth 50% of the course. Practical skills and concepts are assessed within these papers.

Students will be covering these in required practicals throughout the course.

Potential Career and Progression Routes

Students can progress to any A level or BTEC level 3 science based qualification. GCSE Science is relevant to an enormous range of jobs and careers including: agriculture, computing, engineering, environmental science, historic research and preservation, horticulture, marine science, medical and healthcare, sports based careers, technicians, veterinary, food science, beauty therapy sciences, sport and exercise sciences, pharmacy services, polymer technology or dental technology, laboratory and associated technical activities or clinical laboratory support.

Double Science

2 Combined Science GCSEs

**Qualification Title:**

GCSE Combined Science: Trilogy

Level of Award:

Level 1 & 2

GCSE Equivalent:

2 GCSEs 9-1

Time Needed

Core time

Units/Modules

The double GCSE course is taught to 6 terminal exams at the end of the course.

No coursework component

Course Description

Course content includes:

Biology 10% exam questions are maths based: Cells, use of microscopes, organs, organ systems, immune response, photosynthesis, hormones, evolution, environmental science.

Chemistry 20% exam questions are maths based: Atomic structure, bonding, organic chemistry, chemical reactions, energy changes

Physics 30% exam questions are maths based: Forces, gears, levers, motion, waves, lenses, electricity, magnetic fields, motors, energy

Mathematical content has increased with a significant proportion of the questions having a mathematical element. Students will also need to memorise some equations. The course supports students of all ability ranges. It builds on KS3 Science and provides progression to a range of post 16 Science qualifications.

Course Assessment

Double Science is assessed at the end of the course with 6 exams, 1 hour 15 minutes, each worth 16.7% of the course. Practical skills and concepts are assessed within these papers.

Students will be covering these in required practicals throughout the course.

Potential Career and Progression Routes

Students can progress to any A level or BTEC level 3 science based qualification. GCSE Science is relevant to an enormous range of jobs and careers including: agriculture, computing, engineering, environmental science, historic research and preservation, horticulture, marine science, medical and healthcare, sports based careers, technicians, veterinary, food science, beauty therapy sciences, sport and exercise sciences, pharmacy services, polymer technology or dental technology, laboratory and associated technical activities or clinical laboratory support.

The Core Offer

Ethics & Beliefs



Qualification Title:

AQA GCSE Religious Studies A

Level of Award:

Religious Studies GCSE - Students will be awarded level 9-1

GCSE Equivalent:

1 x GCSE

Time Needed

3 hours every 2 weeks

Ethics & Beliefs

Units/Modules

Component 1

Beliefs and teachings and practices study of Christianity and Islam

Component 2

Religious, philosophical and ethical studies in the modern world: Themes: 50%

- Religion and relationships
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Course Description

Students will have 1 hour a week for ethics and beliefs to continue the work towards the RS GCSE which they have started in year 9. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. Lessons will include a range of activities.

Course Assessment

The course will be assessed by 2 exams lasting 105 minutes at the end of year 11

Potential Career and Progression Routes

This course encourages students to construct well-informed and balanced arguments and to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. It therefore helps to prepare them for all progression routes.

Social Learning

Students will also have 1 lesson a fortnight for social learning. Social learning will combine aspects of citizenship, PSHE and will also incorporate some aspects of computing. The PSHE elements are designed to encourage students to cope with change, to develop positive attitudes towards themselves and prepare for their future and all aspects of adult life, including the world of work. It also includes sex and relationship education and drugs education. The citizenship elements encourage students to develop skills of critical thinking and enquiry, advocacy and representation and helps equip students to take informed action in society. The computing elements will include encouraging students to understand how changes in technology affect safety and how to report a range of concerns.

The Core Offer

4 hours per fortnight in core PE time

**Qualification Title:**

Various pathways

Level of Award:

Level 1 and 2 where applicable

GCSE Equivalent:

1 x GCSE 9-1

Time Needed

No additional time

Course Description

We will be offering a variety of practical PE pathways that will be discussed with your child following the completion of the main options process. Depending on the strengths of the year group we will ensure that we offer appropriate guidance to students and involve parents in any decisions that are made. We offer a breadth of curriculum to suit the needs of all our students. In the past we have offered vocational, coaching, leading pathways as well as in team and individual practical settings. The styles of learning that your child is currently showing in year 8 will give us a very clear indication of what courses and awards we will be exploring as well as the appropriate route for them through their core PE key stage 4 offer.

Any questions or queries at this time should be directed to Mr Shaun Hulbert Head of the PE -faculty.

Course Assessment

This will depend on the pathway the students take and will be practical in assessment.

EBACC Subject List

EBACC pathway students must take one language and either history or geography.

TECHBACC pathway students must take at least one of these subjects:

GCSE Computing

GCSE French

GCSE Geography

GCSE History

GCSE Japanese

GCSE Spanish

GCSE Computing

**Qualification Title:**

GCSE Computing

Level of Award:

Level 1 + 2

GCSE Equivalent:

1 x GCSE 9-1

Time Needed

One Option

Units/Modules

We are following the OCR Syllabus J276 Computer Science (9-1).

There are 3 modules, 2 examined and 1 project

Course Description

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills. You will work with binary and Boolean Logic, investigate different types of programming from assembler to HTML and will be taught to write efficient programs using Python.

In addition you will study networks including the internet and security including cybercrime and prevention.

Course Assessment

Unit 1: Computer Systems 50%

Unit 2: Computational thinking, algorithms and programming 50%

Unit 3: Practical programming project completed in year 10 as preparation for unit 2 exam

Potential Career and Progression Routes

If you take a GCSE in computing you could go on to study the subject at A Level or university. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they are applied to technical problems. These areas include software design, engineering, financial and resource management, science and medicine.

GCSE French, Spanish & Japanese



Qualification Title:

3 Year GCSE

GCSE Equivalent:

1 GCSE 9-1

Time Needed

Core Option

The GCSE is made up of the following components:

- 25% Speaking
- 25% Listening
- 25% Reading
- 25% Writing

All exams are at the end of Year 11 and students can be entered for foundation tier or higher tier.

Students can only be entered for one tier across all exams. The grading system has also changed to 9-1. 9 being the highest and 1 the lowest.

Units/Modules

Topics

The themes covered over the three year GCSE will be:

Identity and culture	Local, national, international and global areas of interest	Current and future study and employment
Youth Culture <ul style="list-style-type: none">• Self and relationships• Technology and social media Lifestyle <ul style="list-style-type: none">• Health and fitness• Entertainment and Leisure Customs and Traditions <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	Home and Locality <ul style="list-style-type: none">• Local areas of interest• Transport France, Spain or Japan <ul style="list-style-type: none">• Local and regional features and characteristics• Holidays and tourism Global Sustainability <ul style="list-style-type: none">• Environment• Social issues	Current Study <ul style="list-style-type: none">• School/college life• School/college studies World of Work <ul style="list-style-type: none">• Work experience and Part time jobs• Skills and personal qualities Jobs and Future Plans <ul style="list-style-type: none">• Applying for work/study• Career plans

Exam Structure

The Listening Exam

This consists of a 35 minute exam for foundation tier and a 45 minute exam for higher tier and is worth 45 marks overall.

Students will be required to respond to a range of questions in English and the target language. Question types will be multiple choice, gap fill, true or false, short answer responses.

The types of spoken language heard will include monologues, conversations, discussions, interviews, announcements and messages.

The Speaking Exam

There are three tasks – a role-play, a photo card discussion, and a general conversation and it is worth 60 marks in total.

Students have 12 mins preparation time and then they are examined for 7-9 mins for foundation tier and 10-12 mins for higher tier.

The role play is a scenario which targets key vocabulary and structures as prompted on the stimulus material. Essentially it is a short conversation asking and answering questions with some unexpected questions.

The photo card discussion will cover a different theme from the role play. They will be given a photo and two seen questions to respond to during the discussion. An additional two unseen questions will be asked by the examiner.

The conversation will cover two of the three broad themes (outlined above). Part 1 will be based on a theme of the student's choice and part two will cover content not covered in the role-play or photo card discussion.

The Reading Exam

This is a 1 hour exam for foundation tier and 1 hour 15 mins for higher tier. Question types will be multiple choice, gap fill, true or false, short answer responses, completing information in tables and longer responses.

The material in the paper will be from a range of contexts such as adverts, adapted newspaper articles, adapted literary texts, emails, messages and letters. Students will also be required to translate short passages into English.

The Writing Exam

Foundation Tier

Students will be required to produce the following:

- A short text in French, Spanish or Japanese
- A short text with specified content (approx. 60 words)
- An extended piece of writing such as an email or letter or promotional material with specified content (approx. 90-120 words)
- A translation of simple sentences from English into French, Spanish or Japanese

Higher tier

Students will be required to produce the following:

- An extended piece of writing such as an email or letter or promotional material with specified content (approx. 90-120 words)
- An extended more complex piece of writing such as an email, letter, web page, article or report with some specified content (approx. 150 -180 words)
- A translation of a short passage into French, Spanish or Japanese (50-55 words)

GCSE Geography



Qualification Title:

GCSE Geography (Spec AQA)

GCSE Equivalent:

1 GCSE 9-1

Time Needed

1 Option

Units/Modules

Paper 1 – 1.5 Hour Exam – Living with the Physical Environment 35%

- Tectonic Hazards
- Weather and Climate
- Rivers and Coasts
- Ecosystem and Tropical Rainforests
- Hot Deserts

Paper 2 – 1.5 Hour Exam – Challenges in the Human Environment 35%

- Urban issues and challenges
- Changing Economic World
- Resource Management – Water

Paper 3 – 1 hour and 15 minute Exam – Geographical Application 30%

- Issue Evaluation
- Field work – 2 studies: 1 Human and physical focus
1 Human or physical or both focus

Course Description

Students travel the world from the classroom, exploring case studies in the U.K, new emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

We are proud of geography's inclusion within the English Baccalaureate and its importance in the holistic development of students. This is an exciting and relevant course in a balanced framework of physical and human themes and investigates the link between them.

Potential Career and Progression Routes

Geography is the bridge across the arts and sciences. 'A' Level geography is an option that builds on the topics and skills learnt at GCSE.

Future career paths are wide ranging and include:

- Environment & sustainability e.g conservation & landscape architecture
- Travel & tourism e.g TV researcher, travel writer
- Global issues e.g aid worker, human rights officer
- Physical systems e.g hazard management, meteorologist
- Society e.g marketing, advertising

GCSE History



Qualification Title:

History GCSE

Edexcel SHP

Level of Award:

Level 2

GCSE Equivalent:

1 GCSE 9-1

Time Needed

1 Option

Units/Modules

- Paper 1 Crime and Punishment in Britain c.1000 – present and Whitechapel c.1870 – 1900 (30%)
- Paper 2 Anglo Saxon and Norman England c.1060 – 1088 and The American West 1835 – 1895 (40%)
- Paper 3 Weimar and Nazi Germany c.1918 - 1939 (30%)

Paper 1 = 1 hour and 15 minutes, **Paper 2** = 1 hour and 45 minutes, **Paper 3** = 1 hour and 20 minutes.

Course Description

• Year 9

Throughout Year 9 you will study a range of time periods from the medieval to the end of the nineteenth century. We will start the year with a study of the American West. Here you will look at how 'wild' the wild west was and find out about the real cowboys and Plains Indians. Following this we will study Anglo-Saxon England and the Norman Conquest, looking at how William managed to invade England and how he kept control.

• Year 10

In year 10 you will undertake the Paper 1 topics - Crime and Punishment in Britain c1000- present, with an in-depth study of Whitechapel c1870-1900. You will study different types of crimes across the period such as smuggling and witchcraft and how the definition of crime has changed. You will also study how punishments have changed and how prisons have reformed. The in-depth study on Whitechapel includes the Jack the Ripper murders and the police investigation into the killings.

• Year 11

In year 11 we will delve into life in Germany at the end of World War One and the rise of Hitler before exploring what life was really like for different people under the rule of one of history's most infamous dictators. We finish year 11 with an extensive programme of revision and support, revisiting the content covered across the course.

Course Assessment:

3 exams at the end of Year 11 – 100% of the GCSE grade

Potential Career and Progression Routes

History is a very highly regarded and sought after subject. It leads to a wide range of careers and is one of the five subjects needed for the English Baccalaureate. History teaches interviewing and enquiry skills, suiting jobs which find out information – TV researcher, investigative reporter, market research, police etc. History requires extended, logical, reasoned debate in writing. It is essential for any job which requires writing reports, the Civil Service, law, journalism etc. Historical knowledge is essential for certain jobs, such as artist, architect, designer, librarian, archaeologist, archivist, tour guide etc.

Historians solve problems and evaluate solutions- skills essential in management in industry and the public services, and in research and development teams in science and engineering.

Other Option Choices

**Please choose no more than 3
of the following:**

Other Options:

GCSE Art & Design

GCSE Business

Level 2 Child Development & Care

BTEC Construction

BTEC Creative Media BTEC

Dance - Core PE Time GCSE

Design & Technology GCSE

Drama

BTEC Hospitality and Catering

BTEC Music

LEVEL 2 Physical Education

BTEC Sport GCSE

Photography GCSE

Textiles Design

GCSE Art & Design

**Qualification Title:**

GCSE Art and Design

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE 9-1

Time Needed

1 Option

Units/Modules

- *Unit 1 Personal Portfolio (Coursework)*
- *Unit 2 Externally set assignment (Exam)*

Course Description

Students opting for GCSE Art will be given the opportunity to develop their creative ideas through a widening range of media and techniques including digital technologies. Students should want to learn about art from other times and cultures. GCSE Art teaches ideas and techniques through themes and all units involve written work through annotation of ideas, research and analysis into artists. Students will be given the opportunity to widen their knowledge through gallery visits and visiting practitioners. Students will be required to maintain a portfolio of work that shows thoughts, working process and skills for each unit. This portfolio and their final pieces of work made during Year 9, 10 and 11 will make up the coursework (60% of final grade). The external assignment is set by the exam board and the teacher will lead students through a theme over several weeks and end in a 10 hour timed exam (over 2 days).

Course Assessment

All work is assessed using 4 assessment objectives entitled “Develop”, “Refine”, “Record” and “Present”. Each objective is worth 20 marks, and work will be judged as “Limited” “Basic” “Competent”, “Confident” or “Fluent”

- Coursework = 60%
- Exam = 40%

Potential Career and Progression Routes

A level Art or Photography – Level 3 courses.

The UK is at the top of a global market where the creative industries represent a billion pound growth sector. The UK has Europe's largest architecture industry and the world's third largest advertising industry. Other areas include fine art, crafts, design, fashion, film, computer games.

Publishing and TV represent over 2 million jobs. Jobs within the creative industries could be: artist, designer, architect, computer games, crafts, fashion, publishing, photographer, video, film, TV, illustration, comic art, animation, interior design, art history, teacher!

GCSE Business



Qualification Title:
GCSE in Business Studies

Level of Award:
Level 2

GCSE Equivalent:
1 GCSE 9-1

Time Needed
1 Option

Units/Modules

- *Theme 1 Investigating Small Business*
- *Unit 2 Building a Business*

Course Description

Do you want to try something real, relevant and exciting?... Then consider this course.

Business studies is both active and enjoyable and will give you an insight into the business world which is ever changing and exciting. It looks at how different businesses operate and how this affects all the decisions that are made every day. Business studies will help you understand the world of business, as even professionals such as doctors are expected to operate as business people in addition to doing the job for which they are trained.

Theme 1

Theme 1 covers the key business concepts, issues and skills involved in starting and running a small business. You will also consider the marketing, operational, financial and human issues involved in starting and running a small business. During this time you will have the opportunity to be involved in a range of competitions organised by business. These include the Coca Cola Business Challenge and the Jaguar Landrover Headlight competition.

Theme 2

Theme 2 examines how a business develops beyond the start up phase. This theme considers the key activities involved in running a successful medium to large sized business and incorporates external factors including the economy, environment and ethical behaviour. We finish the course with an extensive programme of revision and support ensuring you are fully prepared for your GCSE exam.

This course will provide you with a stimulating challenge and give you valuable skills and knowledge. Business studies is a real and relevant subject where you will study real issues.

Course Assessment

Theme 1 (50% of GCSE) is examined by 1 external exam.

Theme 2 (50% of GCSE) is examined by 1 external exam.

Both papers are 90 minutes long.

Potential Career and Progression Routes

This is an excellent course for progression into higher education and combines well with all A Level subjects. Degree courses the subject leads to include business management, leisure management, business administration, human resource management and marketing. It also provides the foundation for employment in many industries including – management training, accountancy, marketing and public relations, hospitality, banking and running your own business.

Level 2 Child Development & Care



Qualification Title:
Child Development & Care
2 Years

Level of Award:
Level 2

GCSE Equivalent:
1 GCSE A - D*

Time Needed
1 Option

Units/Modules

Unit 1 –An introduction to working with children aged 0-5 years.

Unit 2- Development and well- being 0-5 years.

Unit 3- Childcare and development 0-5 years

Course Description

This course is designed to give students an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of five years, within a variety of contexts. Their capacity for imaginative, innovative thinking, creativity and independence relating to their personal interest will also be developed.

Students will look at a range of topics including understanding of the social, emotional, physical and intellectual development of the child which is inter-linked through the study of the family and different settings within the community.

Course Assessment

There are internally assessed assignments based on different units. One undertaken in year 10 and the second in year 11. There is also a final multiple choice exam at the end of year 11.

Potential Career and Progression Routes

BTEC level 3 health and social care, level 3 child care courses, nursing, social work, midwife, Teaching.

BTEC Construction

**Qualification Title:**

New Generation BTEC

Award - Construction and the Built Environment

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE 9-1

Time Needed

1 Option

Units/Modules

- Construction Technology
- Construction and Design
- Scientific and Mathematical Applications for Construction
- A range of other activities which develop the practical skills needed in the construction industry

Course Description

BTEC Construction gives you an opportunity to understand how the construction industry works. It will provide an engaging and stimulating introduction to construction and you will learn knowledge and skills that will prepare you for a career in this industry.

As well as the modules outlined above you will complete a range of modules focused on developing the practical skills required in the construction industry. These may include:

- Exploring carpentry and joinery
- Exploring block work and brickwork
- Exploring painting and decorating
- Exploring plumbing
- Exploring electrics
- Exploring tiling

Course Assessment

25% External assessment

75% Internally assessed coursework

Potential Career and Progression Routes

Examples of careers a student may progress onto with further training or study include:

Architectural Design

Surveying

Carpentry / Joinery

Brickwork

Site Technician

Decorating

BTEC Creative Media



Qualification Title:

BTEC Award/Certificate in Creative Digital Media Production

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE

Time Needed:

1 Option

Units/Modules

3 units of coursework. Timed examination.

Course Description

2 core units :

Digital Media Sectors and Audiences (Exam)
Planning and Pitching a Digital Media Production

Plus 2 units:

- *Digital Moving Image Production*
- *Digital Games Production*

Course Assessment

Coursework is assessed internally and moderated externally.

Potential Career and Progression Routes

Progression to A Level Photography and lens based media. Progression to level 3 BTEC Qualification.

Skills gained are recognised by national occupation standards for: animation, broadcast journalism, camera, directors, editing, interactive media and computer games, lighting for film and television, multimedia and print journalism, photo imaging, production (film & TV), publishing, radio content creation, sound.

BTEC Dance

**Qualification Title:**

BTEC Tech Award Level 2 in Performing Arts

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE Distinction - Pass*

Time Needed

1 Option

Units/Modules

Unit 1 - Exploring the Performing Arts (30% internal assessment)

During Component 1, your students will observe and reproduce existing repertoire, as well as explore:

- performance styles, creative intentions and purpose
- performance roles, responsibilities and skills
- performance techniques, approaches and processes
- how practitioners create and influence what's performed.

Unit 2 - Developing Skills and Techniques in Performing Arts (30% internal assessment)

During Component 2, your students will:

- gain physical, interpretative, vocal and rehearsal skills during workshops and classes
- apply their technical, stylistic and interpretative skills in performances
- reflect on their progress and use of skills in performance, as well as how they could improve.

Unit 3 -Performing to a Brief (40% external assessment)

To do this, your students will:

- use the brief and what they've learned to come up with ideas for the performance
- choose the skills and techniques they'll need
- build on their skills in classes, workshops and rehearsals
- review the development process within an ideas and skills log
- perform a piece lasting 10–15 minutes (which is filmed) to their chosen target audience
- reflect on the performance in an evaluation report.

Course Description

In addition to helping students acquire subject knowledge, this BTEC:

- Will prepare students for the wider world in dance. They will understand the ways in which a professional dancer works, know how to apply for jobs, put on productions as well as develop self-discipline and motivation with a dance company.
- Promotes fitness, a healthy lifestyle, team working and creativity actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develops students' skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dances
- Develops physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers
- Develops students' skills, knowledge and understanding of choreography through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles
- Develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts of performing arts.

Course Assessment

This course is assessed through

- Participation in lessons – Showing focus, determination and passion within work shops
- Final Performances – Pupils will be marked on physical and interpretive skills as well as choreographing to a given stimulus
- Written – Log books showing analytical and evaluative skills and a letter of application to a job advert

Potential Career and Progression Routes

Provides progression from Key Stage 3 and a solid foundation for further studies or performing arts, including a level Performance Studies. Many students continue with dance at theatre schools or universities and pursue a career in the Performing Arts.

*** This course is offered with the PE Core Time. Please indicate interest on your form.**

This means that students cannot study PE and dance.

GCSE Design and Technology



Qualification Title:

GCSE Design and Technology

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE 9 -1

Time Needed

1 Option

Units/Modules

- *Core technical principles*
- *Specialist technical principles*
- *Designing and making principles*

Course Description

Learners develop and build on design and practical skills which must be evident to undertake this course. Areas of study cover: product analysis, materials research, studying the work of existing designers, computer aided design generation, prototyping ideas, sketching ideas and working as part of a team, good practical skills and organisation – all of these disciplines combine to work to a design brief and design and make a successful product for purpose.

Students benefit from a wide variety of equipment ranging from traditional tools and machines to modern 3D printing and laser cutting technologies.

Course Assessment:

- Non-exam assessment (NEA) 35 Hours 50% of GCSE
- Examination 50% of GCSE

Potential Career and Progression Routes

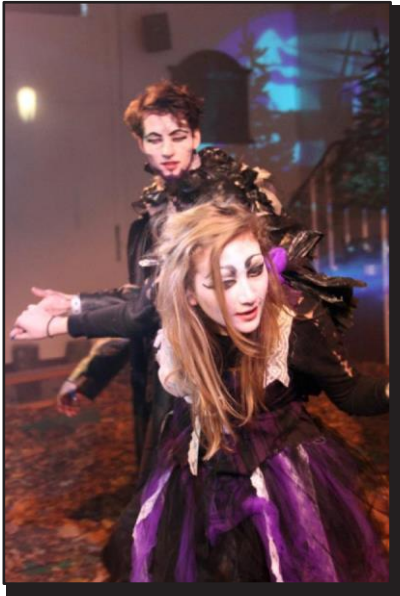
There are so many exciting careers that this course leads to and never has technology been more essential to the future of the United Kingdom.

Design or practical based career route, including:

- Product design
- Joinery and carpentry
- Engineering
- Furniture design
- FE, HE or employment/apprenticeship
- Architecture
- Manufacturing
- Graphic design



GCSE Drama

**Qualification Title:**

GCSE Drama

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE Level 9-1

Time Needed

1 Option

Units/Modules

- Devising Drama – Creating and Sharing your own Original Drama
- Texts in Practice – Performance of two play extracts
- Understanding Drama – Set text and live theatre study through practical experience

Course Description

In addition to helping students acquire subject knowledge, this GCSE:

- Encourages students to explore and actively engage in a wide range of creative and stimulating activities
- Develops effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develops and demonstrates competence in a range of practical, creative and performance skills
- Encourages students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas

Course Assessment

Practical and written components throughout the two years

- Practical devising log (written or recorded) 20%
- Devised performance 20%
- Free choice contrasting play choice performance 20%
- 1 hour 45 minute written paper at the conclusion of the course 40%

Potential Career and Progression Routes

GCSE drama provides a strong and appropriate foundation for further progression to drama courses, including KS5 performing arts, A Level Theatre Studies and enhanced vocational and career pathways. Many students continue with performance studies or drama and theatre studies, performing arts at university, drama schools and professionally.

BTEC Hospitality and Catering



Qualification Title:

WJEC L2 Hospitality and Catering

Level of Award:

Level 2

GCSE Equivalent:

1 GCSE

Time Needed

1 Option

Unit 1: The Hospitality and Catering Industry (48 guided learning hours)

Unit 2: Hospitality and Catering in Action (72 guided learning hours)

Course Description

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

This course has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study.

Course Assessment

The course is assessed using a combination of internal and external assessment.

Unit 1: The Hospitality and Catering Industry (Externally assessed):

One 90 minute on screen e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Unit 2: Hospitality and Catering in action (Internally assessed):

Controlled assessment. The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Units can be awarded a summative grade of Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Course Structure

This is a highly vocational course giving students a depth and breadth of knowledge and skills. Students will learn about the hospitality and catering sector while also learning a wide range of cooking skills, this will give students an enjoyable mix of practical activity and engaging theory.

Potential Career and Progression Routes

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

BTEC Music



Qualification Title:

BTEC Level 2 Tech award in music practice

Level of Award:

Level of award: Level 2 Tech award

GCSE Grading:

Distinction, Merit, Pass

Time Needed

1 Option

The music industry is a vibrant, exciting and highly competitive industry that contributed £4.1 billion to the UK economy in 2015, outpacing the overall growth of the economy by 2.5 per cent. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2015, the music industry supported more than 117,000 full-time jobs in the UK, 69,300 of which were professional musician roles.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

This Award complements the learning in GCSE programmes, by broadening experience and skills participation in different types of musical techniques for different musical styles. The Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

Component 1: Exploring music products and styles

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work. This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.

Component 2: Music skills development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this



component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others. Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component will support your development of transferable skills which will support your advancement in education and employment.

Component 3: Responding to a commercial music brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music industry opportunity. Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable you to establish solid foundations to help you progress to further Level 2 or Level 3 courses. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

Physical Education level 2



Qualification

Title:

GCSE PE

Level of Award:

Level 2

Time Needed

1 option

There are two potential PE courses studied at Level 2 Physical Education and the potential course routes are supported in the first term of Year 9 to suit the group of students.

Units/modules

- The Human Body and movement in physical activity and sport.
- Anatomy and Physiology for sports performance
- Movement analysis
- Physical training
- Use of data
- Socio-cultural influences and well-being in physical activity and sport.
- Sports Psychology
- Socio-cultural influences
- Health, fitness and well-being
- Practical Performance in physical activity and sport.
- Player/performer in individual and team activities.

Course description

There are many exciting opportunities in sport, which in addition to sport specific related skills, require skills such as self-management, team working, business and customer awareness, problem solving, literacy, numeracy and communication.

The GCSE PE course will provide a practical and theoretical learning experience where students will get to develop specific knowledge and skills, in a wide area of topics related to sport and physical activity.

Course assessment

The course is assessed through two written papers (60%) and continual internal practical performance both in individual and team sporting activities, as well as analysis and evaluation of performance (40%).

Potential career and progression Routes:

This course will allow progression routes into any careers in the sports industry such as:

- Sports scientists
- Sports coaching
- PE teaching
- Sports psychologists
- Physiotherapists
- Sports nutritionists
- Fitness coach/instructors
- Sports therapists
- Leisure assistants.

This can also support students to access further study at Level 3 Sport Post 16.

Students cannot study PE and Dance

BTEC Sport level 2



Qualification

Title:

BTEC Sport level 2

Level of Award:

Level 2

Time Needed

1 option

There are two potential PE courses studied at Level 2 Physical Education and the potential course routes are supported in the first term of Year 9 to suit the group of students.

Units/modules

There are three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training.

There is also the opportunity to study another unit, covering areas such as: the mind and sports performance the sports performer in action leading sports activities

Course description

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Course assessment

The course is assessed through one external exam for Unit 1 and tasks/assignments for the other three units. These assignments are varied in nature such as written reports, presentations, newspaper articles and practical performances. For the assessment for Unit 3 Applying the Principles of Personal Training, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

Potential career and progression Routes:

This course will allow progression routes into any careers in the sports industry such as:

- Sports scientists
- Sports coaching
- PE teaching
- Sports psychologists
- Physiotherapists
- Sports nutritionists
- Fitness coach/instructors
- Sports therapists
- Leisure assistants.

This can also support students to access further study at Level 3 Sport Post 16. Students cannot study PE and Dance

GCSE Photography



Qualification Title:

GCSE (Photography - Lens and Light based Media)

Level of Award:

Level 1 & 2

GCSE Equivalent:

1 GCSE 9-1

Time Needed

1 Option

Units/Modules

- *Unit 1 Personal Portfolio (Coursework)*
- *Unit 2 Externally set assignment (Exam)*

Course Description

Students opting for photography will be given the opportunity to develop their creative ideas through a wide range of photographic techniques including digital, darkroom and Photoshop skills. We also look at and study the work of other photographers.

We explore ideas and techniques through different themes and all units involve some written work through annotation of ideas and research into photographers.

Students create a portfolio of work that shows thoughts, working process and skills for each unit. This portfolio made during years 9, 10 and 11 will make up the coursework. The external assignment is set by the exam board and the teacher will lead students through a theme over several weeks and end in a 10 hour timed exam (over 2 days).

Course Assessment

All work is assessed using 4 assessment objectives entitled "Develop", "Refine", "Record" and "Present" Each objective is worth 20 marks, and work will be judged as "Limited" "Basic", "Competent", "Confident" or "Fluent"

- Coursework = 60%
- Exam = 40% (no written paper)

Potential Career and Progression Routes

A level Art and Photography – Level 3 courses.

Photographers find work in a number of areas including in advertising, fashion and editorial photography, in a high street shop or studio, in industry, in newspapers, in medical photography and in television, film and video. Advertising, fashion and editorial photography are highly sought after jobs with many photographers being freelance.

GCSE Textiles Design



Qualification Title:
GCSE Textiles Design

Level of Award:
Level 1 & 2

GCSE Equivalent:
1 GCSE 9 - 1

Time Needed
1 Option

Units/Modules

60% portfolio. This is a wide range of skills alongside a theme chosen by the school. You will explore this theme and create a final piece.

40% externally set assignment. This is set by the exam board. You will have a set amount of time to research, develop and create a final piece. You will have a 10-hour controlled assessment at the end of the project to make your final piece.

Course Description

This is a really exciting art based course where you get to learn a wide variety of textile skills. You will learn decorative techniques from free hand machine embroidery to reverse applique, how to construct garments and how to construct fabrics – from felting to silk paper. Once you have mastered the basic skills you will be analysing artists and drawing from primary research. You will then take your research in to developing and experimenting with ideas to produce a final piece. Your final piece can be anything textiles based from fashion, interior or art.

Course Assessment

60% portfolio

40% externally set assignment

Potential Career and Progression Routes

This course is the stepping stone for you to have a career and become a designer or manufacturer in fashion, accessory, interior or fabric design.

The next steps would be to study A Level textiles design and then onto a degree of your chosen specialism

**If you have any further queries
please contact one of the following:**

Mr P Ruse - Assistant Principal
email: p.ruse@tavistockcollege.org

Mrs H Blackmore - Head of Year 8
email: h.blackmore@tavistockcollege.org

Notes

Tavistock COLLEGE

Principal: Mrs Sarah Jones BSc (Hons) M.Ed

Crowndale Road, Tavistock, Devon PL19 8DD

Tel: 01822 614231, Fax: 01822 612030

E-mail: office@tavistockcollege.org

Website: www.tavistockcollege.org