



# TAVISTOCK COLLEGE



KS4 CURRICULUM OPTION CHOICES 2023/24

Together we, care | challenge | excel

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# Foreword From The Principal - Mr Tristan Muller-Forster

There are many milestones that you will have in both your young and adult lives that you will look back on as potentially challenging but most of all a time of opportunity. I genuinely believe that this is such a milestone. The opportunity to start to sculpt your learning is one that should be taken seriously. We do, that is why we have put such time and expertise into supporting you to make the right decisions for you as individuals.

I hope that the information within this document, that you will see on our options evening, and talk about in your information and guidance meetings will enable you to make informed decisions that you will one day look back on as one of the first opportunities to shape your own futures.

All the way through this process there are trusted adults that will be able to support, guide and challenge you to make the right decision, for you as a learner, as an individual and as a young adult taking your next steps in your education. After all, we are working together to ensure all can succeed through the options process and next steps.



Welcome to your GCSE options process!

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

Dan Morrow, CEO and Trust Leader

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

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

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

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

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

Veronica Lloyd Richards, Director of Education



## Key Dates & Timelines

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

All students will be offered an individual meeting with a member of the leadership team to discuss their curriculum choices, as well as Individual Advice and Guidance (IAG) support from their tutors. Students' appointments with a member of the leadership team will be face to face.

option choices are not assigned on a 'first come-first served' basis.

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

Listed below are some key dates to be aware of during the Options process.

**Week commencing 19th February 2024**

**Taster Sessions**

Year 9 students will experience taster sessions in all option subjects

**Thursday 22nd February 2024**

**Curriculum Options Evening**

**Week commencing 4th March 2024**

**Individual Meetings**

**Week commencing 18th March 2024**

**Students Select Options**

Students will enter their choices into our Edval System. Parents/Carers you will receive guidance on how to use this.

**Monday 15th April 2024**

**Options Deadline**

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

Additionally, courses will only run if there are sufficient numbers.

# Core Curriculum

At Key Stage 4 our aim is to provide our students with a broad and balanced curriculum which ensures a breadth of learning; so no doors are closed to them when it comes to Post 16 education and/or the world of work. As such, students will have a choice of subjects as well as those taken nationally which are known as 'core' subjects. We believe this mix will support our young people in having a life of choice and opportunity in the future.

The 'core' curriculum is made up of English (students study both English language and English literature), Mathematics, Science. To ensure that students are developed holistically and are equipped socially, morally spiritually and culturally, students will also have lessons in Personal Development (which includes Religious Studies and PSHE) and Core PE. These are non-examined lessons but serve as an important part of each student's overall development as a young adult.

The rest of their KS4 curriculum will then be made up of 3 subject choices (these are traditionally known as 'options'). All courses offered are Level 2 Qualifications and so are equivalent to a GCSE regardless of the regulatory body. This means that students will be able to access Post 16 education regardless of the particular mix of qualifications taken.

For pupils with additional needs, the SEND department, in consultation with students, parents/carers, will help decide what is appropriate and suitable. In both English and Mathematics students may be directed to a Functional Skills course, as an alternative qualification, if this is appropriate for the young person. A Vocational Studies course will also be offered on an invite-only basis, based on a student's needs, and you will be contacted separately by our SEND team if we think your young person would benefit from following this route.

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

We will try to ensure students get as many of their preferred choices as we can, but it may not be possible for everyone to study all the subjects which they have initially chosen. If a student is unable to get their first choice subjects, then we will be in touch to discuss what is possible. We therefore ask that students make a 4th reserve choice as part of this process.

## The Options

**Compulsory Subjects** (These are subjects taken by all students nationally):

- English
- Maths
- Science

**Directed Choice (Choice 1)** To ensure all students receive as broad and balanced a curriculum as possible, to support them in having a life of choice and opportunity in the future, students must select one subject from the list below:

- Computer Science
- French
- Geography
- History
- Spanish

**Free Choices (Choice 2, 3 and 4)** To give all students the autonomy to control a large part of their GCSE timetable, students should select choice 2, 3 and 4 from the list below. Please be aware that choices should be entered in order of preference and choice 4 is a student's reserve choice. Additionally, subjects cannot be chosen twice.

(Please note that Year 9 Students who have already opted to take Level 2 Dance will continue to do so as part of their core PE offer and so will have an additional qualification at the end of Year 11. As previously communicated, this means that they will not be able to choose Physical Education due to these hours already being allocated)

Finally, please note the following subjects cannot be taken together due to the significant overlap & repetition of content:

- Students can take Art and Design or Photography or Textiles, but not both
- Students can take Photography or iMedia, but not both
- Students can take iMedia or Media Studies, but not both

# Subject Choices and Exam Grading

1 Choose 1 subject from this subject block:

- Computer Science
- French
- History
- Geography
- Spanish

2 Choose 2 subjects from this subject block:

- Art and Design
- Business
- Computer Science
- Construction
- Child Development
- Creative iMedia
- Design Technology
- Drama
- French
- Geography
- History
- Hospitality and Catering
- Media Studies
- Music
- Photography
- Physical Education (unable to choose if taking Dance)
- Religious Studies
- Spanish
- Textiles

3 Please select an additional 4th subject from this block as the reserve

4 Submit your choices online as instructed

## Examination Grades

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

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

Annotations in the chart:  
 - GOOD PASS (DfE): 5 and above = top of C and above  
 - AWARDING: 4 and above = bottom of C and above

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

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

In the top right corner of each subject page, you will see a box summarising the skills that the course includes and the way the course is assessed.

This box will indicate the percentage of the course that is assessed by a formal exam, and the percentage of the course that is assessed by coursework or a controlled assessment.

The box will also indicate the percentage of the assessments which focus on the skills of writing, making calculations, and an element of practical work. For example, in some subjects, there is an element of practical work which is formally assessed (such as Science, Drama, or Languages).

Please speak to the subject teachers to ask for more information about the types of assessment and the skills that are being assessed to make sure that you are comfortable with what will be expected of you in lessons and assessments.



## Units

### 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:

#### Unit 1

Section A focuses on prose fiction, and will contain an extract of literature from the 20th or 21st century.

Section B focuses on writing skills, with a descriptive or narrative piece of writing to complete.

#### Unit 2

Section A focuses on two non-fiction texts: one from the 19th century and one from either the 20th or 21st century.

Section B again focuses on writing skills, but in this unit the skill will be transactional writing.

### English Literature:

#### Unit 1

Section A will ask pupils to write an extended answer focusing on a theme or character from a Shakespeare play - Macbeth.

Section B is based on a 19th Century novel: Dr Jekyll & Mr Hyde and, like section A, requires an extended written response focused around a theme or character.

#### Unit 2

Section A will focus on modern literature (post-1914) and will be on the play DNA by Dennis Kelly. Similar to Unit 1, an extended written response will be required.

Section B tests the students' ability to write a written comparison between two poems from an anthology of 15 poems, based around the themes of Power & Conflict.

Section C tests skills of analysis and comparison through two unseen poems.

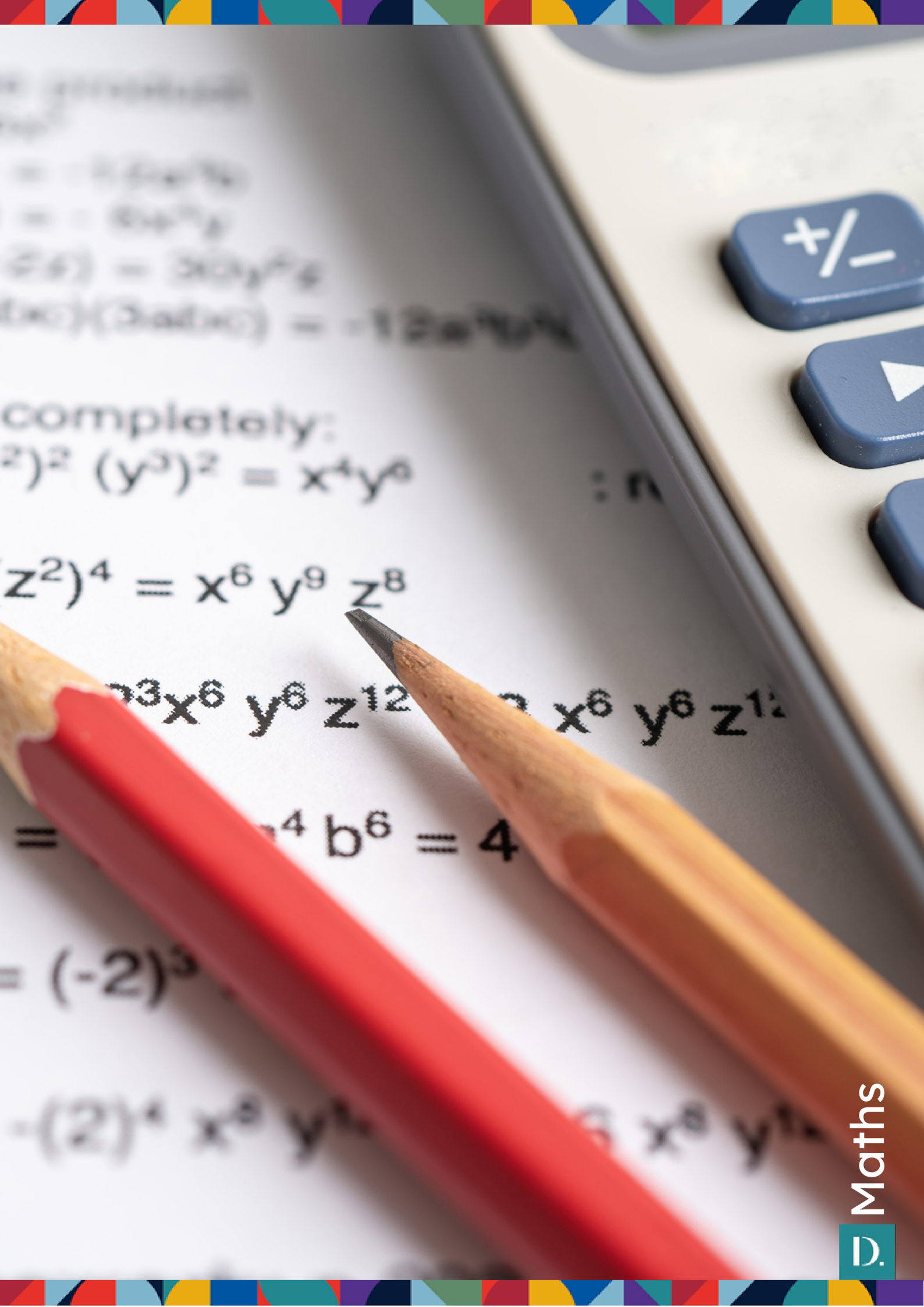
## Course Assessment

All elements of the course are assessed by summative 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. All further education establishments, apprenticeship providers and employers require students to have achieved, or be working towards, a grade 4 in an English qualification. 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.





$2x^2y^3z^4$   
 $3x^2y^3z^4$   
 $4x^2y^3z^4$   
 $5x^2y^3z^4$   
 $6x^2y^3z^4$   
 $7x^2y^3z^4$   
 $8x^2y^3z^4$   
 $9x^2y^3z^4$   
 $10x^2y^3z^4$

$(2x^2y^3z^4)^2 = 4x^4y^6z^8$   
 $(3x^2y^3z^4)^2 = 9x^4y^6z^8$   
 $(4x^2y^3z^4)^2 = 16x^4y^6z^8$   
 $(5x^2y^3z^4)^2 = 25x^4y^6z^8$   
 $(6x^2y^3z^4)^2 = 36x^4y^6z^8$   
 $(7x^2y^3z^4)^2 = 49x^4y^6z^8$   
 $(8x^2y^3z^4)^2 = 64x^4y^6z^8$   
 $(9x^2y^3z^4)^2 = 81x^4y^6z^8$   
 $(10x^2y^3z^4)^2 = 100x^4y^6z^8$

completely:  
 $(x^2)^2 (y^3)^2 = x^4y^6$

$(x^2y^3z^4)^4 = x^8y^{12}z^{16}$

$2^3x^6y^6z^{12} = 8x^6y^6z^{12}$

$= 2^4b^6 = 4$

$= (-2)^3$

$-(-2)^4 x^6y^6z^{12} = -16x^6y^6z^{12}$

## 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 x 1 hour and 30 minute exam papers;

Paper 1 is non-calculator

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. All further education establishments, apprenticeship providers and employers require students to have achieved, or be working towards, a grade 4 in a Maths qualification.

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



## Units/Modules

The double GCSE course (Combined Science) is taught to 6 terminal exams at the end of the course. No coursework component.

## Course Description

Course content includes:

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

**Chemistry** (20% of exam questions are maths based): Atomic structure, bonding, organic chemistry, chemical reactions, energy changes.

**Physics** (30% of 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, of 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.

## Units/Modules

Each Science subject follows a similar pattern of teaching. There will be 6 terminal exams at the end of the course, 2 for each science subject.

No coursework component for any of the Sciences.

## Course Description

Course content includes:

### Biology:

Biology covers a wide range of exciting material to prepare students for their future learning in Biology and BTEC Science. The topics covered are:

Cells, use of microscopes, organs, organ systems, immune response, photosynthesis, hormones, evolution, environmental science, speciation, plant diseases.

In the Biology exam, 10% of questions are maths based

### Chemistry:

Chemistry provides an excellent grounding of knowledge to prepare students for moving on towards A level Chemistry and BTEC Science. The topics covered are:

Atomic structure, bonding, quantitative chemistry, organic chemistry, chemical reactions, energy changes, transition metals, nanoparticles, polymers.

In the Chemistry exam, 20% of questions are maths based

### Physics:

Physics prepares students to understand further how the physical world around us works. It covers:

Forces, motion, waves, lenses, electricity, magnetic fields, motors, energy, radiation, the universe.

With a higher mathematical content of 30% of exam questions, students will also need to memorise some equations.

The course supports students of all ability ranges and 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 subject 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.

THINK  
design IDEA  
Creative  
PLANNING ART  
CONCEPT  
Inspiring  
BUSINESS  
INNOVATION

## Units/Modules

### Unit 1 Personal Portfolio (Coursework)

The experimentation and final outcomes made across will make up the coursework. Students research and explore themes, appropriate artists and styles, developing ideas to create a final piece/s.

### Unit 2 Externally Set Assignment (Exam)

The external assignment is set by the exam board and students are guided through a theme over several weeks, ending in a 10 hour/ two day exam.

## Course Description

Students opting for Art will be given the opportunity to develop their creative ideas through a widening range of media and techniques. Students should want to learn about art from times and cultures different to their own. 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 working with visiting practitioners. Students will be required to maintain a portfolio of work that shows thoughts, working process and skills for each unit.

## Course Assessment

All work is assessed using 4 assessment objectives entitled “Develop”, “Refine”, “Record” and “Present”. Each objective is equally weighted.

- Coursework = 60%
- Exam = 40%

## Potential Career and Progression Routes

Level 3 courses in Art or Photography.

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, or even teacher!

The course supports and complements work in all other Creative Arts subjects, English Literature, History and Psychology.

Please note the following option combinations cannot be taken together:

Art and Design cannot be taken alongside Textiles Design or Photography.

## Units/Modules

### Unit 1 Personal Portfolio (Coursework)

The Personal Portfolio is built up over the course and evidences a wide range of skills and textile processes within themed projects. Students research and explore the themes, appropriate artists and starting points, and develop ideas to create a final piece/s.

### Unit 2 Externally set assignment (Exam)

Students respond to one of five or more Exam Board set starting points and within a set amount of time research, develop and create a final piece, ending in a 10 hour/ two day exam.

## Course Description

This is a really exciting course where students will explore a wide variety of textile skills and processes and techniques. Students will learn decorative techniques such as free hand machine embroidery, how to construct garments through fashion design, felting, dyeing, printing onto materials and papers, transferring images, experimenting with various materials by manipulating using heat and wax resist. Students explore a variety of different artists from around the world and draw from primary research, developing and experimenting with their own ideas to produce a final piece/s. Final pieces can be anything textiles based such as fashion, costume interior design or display art.

## Course Assessment

All work is equally assessed using four assessment objectives: 'Develop', 'Refine', 'Record' and 'Present' and focusing on the ability shown in each area.

- 60% Personal Portfolio
- 40% Externally set assignment

## Potential Career and Progression Routes

The next steps would be to study Level 3 Art or Art Textiles Design and then onto a degree, apprenticeship or career of your chosen specialism.

This course is the stepping stone for you to have a career and become a designer or manufacturer in fashion and fashion accessories, interior design and furnishings, costume and props for theatre, film and TV, fabric design and artistic interpretation.

The course supports and complements work in all the Creative Arts as well as Maths, Business Studies and History.

Please note the following option combinations cannot be taken together:

Textiles Design cannot be taken alongside Art or Photography.

Please note the following option combinations cannot be taken together:

Textiles Design cannot be taken alongside Art or Photography.



# Subject: Photography

Head of Faculty: E Pearson

Skills needed for final assessment (percentage)

Writing 30%

Calculations 20%

Practical 50%

Course Assessment %

Coursework Controlled Assessment 60%

Exam 40%

## Units/Modules

### Unit 1 Personal Portfolio (Coursework)

The experimentation and final outcomes made across will make up the coursework. Students research and explore themes, appropriate artists and styles, developing ideas to create a final piece/s.

### Unit 2 Externally set assignment (Exam)

Students respond to one of several exam board set starting points and within a set amount of time research, develop and create a final piece, ending in a 10 hour/ two day exam.

## Course Description

Students opting for photography will learn a wide range of skills to develop their creative photographic practice using light as their medium. Students learn how to use both the chemical darkroom and black & white photography, Sun prints or Cyanotypes, as well as digital technologies and post production using various Photoshop skills and processes. Through themed projects, students will explore artists, photographic styles, studio lighting, collage, portraiture and landscapes. Students will be expected to photograph outside of school and develop a digital portfolio of work and final outcomes for their projects. All projects involve some written work through annotation of ideas and research into photographers with analysis of work and ideas. Students will explore the world around them through their work and create a portfolio of work that shows thoughts, working process, skills and meaningful final outcomes. There are a wide range of possible outcomes from photographic prints, prints onto fabric/canvas, projections, 3D installations, bookwork, advertisements and fashion magazines for example.

## Course Assessment

All work is equally assessed using four assessment objectives: 'Develop', 'Refine', 'Record' and 'Present' and focusing on the ability shown in each area.

- 60% Personal Portfolio
- 40% Externally set assignment

## Potential Career and Progression Routes

Level 3 courses on Photography, Art, Graphics or Creative Media.

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.

The course supports and complements work in all other Creative Arts subjects, Business Studies, English Literature, History, Geography and Chemistry.

Please note the following option combinations cannot be taken together:

Photography cannot be taken alongside Art, Textiles Design or Creative iMedia.

## Units/Modules

### Unit R093: Creative iMedia in the media industry (Exam)

Students learn the technical and analytical skills needed to justify their own work and explain in technical language how media products are created. Students learn about digital file properties, camera work, editing, and pre-production and post-production processes.

### Unit R094: Visual identity and digital graphics (Coursework)

Students apply technical skills in Photoshop, Canva, and the Google suite to create a brand identity and unique product in response to a client's brief. Students explore their technical skill and ability to tailor their production to the requirements of the brief.

### Unit R098: Visual imaging (Coursework)

Students create a portfolio of digital imagery, including moving image and photography, which have been post-processed. Students create their own portfolio based on their area of interest.

## Course Description

Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. Students will design, plan, create and review digital media products to meet client and target audience demands.

Students will learn fundamental principles and concepts of digital media including product design, use of media codes and conventions, pre-production planning techniques, and exporting in appropriate formats. Students will work in mock work scenarios and situations, giving them a glimpse into the working world of the media. Students have the opportunity to think creatively, innovatively, and analytically, developing independence and confidence in using skills that would be relevant to the media industry and more widely.

## Course Assessment

All assessment is a mixture of practical and written

- 60% Coursework is assessed internally and moderated externally
- 40% Exam is externally assessed

## Potential Career and Progression Routes

Progression to Level 3 Creative Media, A level Photography.

Skills gained are recognised by national occupational 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.

The course supports and complements work in all other Creative Arts, English Literature and Language, Computing and Business Studies.

Please note the following option combinations cannot be taken together:  
Creative iMedia cannot be taken alongside Photography or Media Studies.

# Subject: Drama

Head of Faculty: E Pearson

Skills needed for final assessment (percentage)

Writing 25%

Calculations 0%

Practical 75%

Course Assessment %

Coursework Controlled Assessment 40%

Exam 60%

## Units/Modules

### Component 1: Understanding Drama

Practical and theoretical study of a Set text (currently *Around The World in Eighty Days*) and Live Theatre (previous shows have included *One Man Two Guvnors*, *The Railway Children*, *The Curious Incident of the Dog in The Night Time* and *Warhorse*) aiming to appreciate how theatre works and what roles are contained within it.

### Component 2: Devising Drama

Using a stimulus such as a theme, picture, newspaper headline, quote or event and combining with a theatrical style students work to create and share their own original drama, recording the process in a log book.

### Component 3: Texts in Practice

Performance of two extracts from a play of your choice. Previous students have used texts such as *Teachers*, *Blithe Spirit*, *Daisy Pulls It Off*, *Bouncers*, *Stones in His Pockets*, *Things I Know to be True*, *My Mother Said I Never Should*, *Private Peaceful* and *Girls Like That*.

## Course Description

On this course theory is learnt through practical work and supported by research, discussion and reading. Students must be prepared to improvise, work on script and rehearse most lessons, sharing their performance work frequently.

In addition to helping students acquire subject knowledge, students will:

- Explore and actively engage in a wide range of creative and stimulating activities
- Become independent learners, critical and reflective thinkers with enquiring minds
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Work imaginatively, creatively and collaboratively generating, developing and communicating ideas

## Course Assessment

Practical and written components throughout the course

- Practical devising log (written or recorded) 30%
- Devised performance 10%
- Free choice performances 20%
- 1 hour 45 minute written paper at the conclusion of the course worth 40%

## Potential Career and Progression Routes

Drama provides a strong 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 Performing Arts or Drama and Theatre Studies, at university, Drama schools and professionally. The course supports and complements work in all other Creative Arts, English Literature and Language, History, Languages and Social Studies.

## Units/Modules

This course is made up of a wide range of case studies from across the media spectrum. It uses these case studies as material to develop critical analysis skills that allow the learner to interpret the media and how the audience engages with it in an ever-changing digital environment. The units are:

Component 1 (Exam) - Marketing and TV, in which we look at the marketing campaign for The Lego Movie, across print, TV and social media, before analysing the development of the TV crime drama and how it has developed since The Avengers in the 1960s by comparing it to Vigil in the 2020s.

Component 2 (Exam) - Music and News, in which we compare the use of media language in mainstream and indie music videos such as Avril Lavigne and Wheatus, before looking at how The Observer newspaper tailors its news to its demographic.

Component 3 (Coursework) - Making Media, in which learners apply their critical analysis skills to actually construct a magazine with a specific audience in mind. Learners are taught how to compose photos and how to compile them in Adobe creative suite.

## Course Description

In addition to helping students acquire subject knowledge, students will:

- Explore and actively engage in a wide range of creative and stimulating activities
- Become independent learners, critical and reflective thinkers with enquiring minds
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Work imaginatively, creatively and collaboratively generating, developing and communicating ideas

## Course Assessment

- Component 1 and Component 2 are both final exams worth 35% each.
- Component 3 is the coursework element and is worth the remaining 30%.

## Potential Career and Progression Routes

This course provides the foundation skills and knowledge required to progress to Creative Media, Film Studies or Media Studies at Level 3. This opens access routes to further study at University, or recruitment into apprenticeships. Students who study Media might find themselves in journalism, film making, digital marketing, game design, or publishing.

The course supports and complements work in all other Creative Arts, English Literature and Language, Photography and Business Studies.

Please note the following option combinations cannot be taken together:

Media Studies cannot be taken alongside Creative iMedia.

## Units/Modules

### Component 1: Performing (Coursework)

Over the course students develop their knowledge and understanding of music through performing. All students are required to perform a minimum of two pieces, with one of these being an ensemble performance. One piece must be linked to one of the four areas of study\*. The standard of final performance pieces should be broadly equivalent to grade 3.

### Component 2: Composing (Coursework)

Over the course students develop their knowledge and understanding of music through composing. All students are required to create and develop musical ideas in relation to given briefs. Students submit two compositions with a total playing time of 3-6 minutes.

Composition 1. A composition which responds to an exam board set brief (from a choice of four). Each brief relates to a different area of study.

Composition 2. A free composition. Students will set their own brief for this composition and compose a piece of music in a style of their choice.

### Component 3: Listening and Appraising (Written exam):

This examination will assess knowledge and understanding of music through the following four areas of study\*. Students develop knowledge and understanding of musical elements, musical contexts and musical language.

## Course Description

Music gives students the practical and theoretical skills they need to succeed in the music and creative industry. Students have the opportunity to perform on their instrument as a solo artist as well as part of a group, to compose their own music in a range of different styles and listen to and appraise their own music and that of others.

The four areas of study are: Classical Music which looks at \*Musical Forms and Devices (AoS1), \*Music for Ensemble (AoS 2) which looks more closely at texture and sonority.

\*Film Music (AoS3) and \*Popular Music (AoS 4) looking at contrasting styles and genres of music.

## Course Assessment

- Component 1: Performing 30% (Coursework) Internally assessed, externally moderated (Perform with technical control, expression and interpretation)
- Component 2: Composing 30% (Coursework) Internally assessed, externally moderated (Compose and develop musical ideas with technical control and coherence)
- Component 3: Listening and Appraising 40% 1 hour 15 minutes listening and written exam (Demonstrate and apply musical knowledge and Use appraising skills to make evaluative and critical judgements about music)

## Potential Career and Progression Routes

Level 3 Music or Performing Arts followed by a degree or apprenticeship in Performing Arts, Music or Musical Theatre, Teaching Qualifications, Sound Engineering Work/Qualifications, Music School, West End Pit Work, Cruise Ships Entertainment, Composer, Events Management, Songwriter, Performing artist, Session musician, Music producer, Music Engineer, Live sound technician, Concert promoter, Radio DJ, Radio producer.

The course supports and complements work in all other Creative Arts, Maths, English Literature and Language and Science.



## 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 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.

## Units/Modules

There are three exams all at the end of Year 11:

Paper 1 - 75 minute exam - Our Natural World 35%

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Physical Geography Fieldwork

Paper 2 - 75 minute exam - People & Society 35%

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

Paper 3 - 90 minute exam - Geographical Exploration 30%

- Students answer questions on information from a booklet.
- There are decision making questions where students have to justify their answer.
- Geographical skills are assessed (Maps, statistics, graphs, photos...)

## 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. It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do. Examples of careers include:

- 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

## Units/Modules

- Paper 1 Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches (30%) (1hr 15 mins)
- Paper 2 Early Elizabethan England, 1558-88 (20%), and The American West c1835 – c1895 (20%) (1 hour 45 mins)
- Paper 3 Weimar and Nazi Germany c.1918 - 1939 (30%) (1hr 20mins)

## Course Description

### Year 10

Throughout Year 10 we will study a range of time periods from medieval to the present day. We will start the year with a study of 'Medicine in Britain, c1250-present'. Here we will look at how ideas surrounding illness and its prevention, treatment and cure have changed from the medieval period right up to the present day. From religious and supernatural ideas, dealing with the Black Death and the Great Plague, the development of vaccinations and influence of Pasteur's Germ Theory, through to the impact of the NHS and modern science and technology. Contained within this paper is an in-depth study of the trenches in WW1 and those conditions which required medical attention and experimental surgery, and the individuals responsible for treating the wounded.

Following the completion of the Paper 1 unit, we will then study, in full, one of the Paper 2 units - 'Early Elizabethan England, 1558-88. This unit will examine: the reign of Queen Elizabeth I up until 1588 including her government; religious 'settlement' and its challenges; the 'problem' of Mary, Queen of Scots; her relationship with Spain; and the Armada.

In the final half term the second Paper 2 will be started (to be completed in the first half term of Yr 11), 'The American West, c1835-c1895'. We will explore many topics, including: the traditional ways of life of the Indigenous peoples of the Plains; the reasons for migration and settlement of the west, including the impact of the discovery of gold in California; the growth of the cattle industry, including the role of cowboys and ranchers; and conflict between the American Government and the Indigenous peoples of the Plains, culminating in the end of their traditional ways of life.

### Year 11

In year 11, following the completion of 'The American West, c1835-c1895', we will delve into our Paper 3 topic. 'Weimar and Nazi Germany, 1918-39'. We will explore what life was like in Germany at the end of World War One and the problems the Weimar Republic faced. We will then study the rise of Hitler and the Nazi Party before exploring what life was really like for a range of 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



## 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 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 projects which will allow you to demonstrate your entrepreneurial skills.

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. (90 minutes long)

Theme 2 (50% of GCSE) is examined by 1 external exam. (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. Business Studies also leads to degree level study in a range of courses including business management, accounting and finance, economics, 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.



## Units/Modules

French 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 (grades 1-5) or higher tier (grades 4-9)

Students can only be entered for one tier across all exams. The grading system is 9 (highest) -1 (lowest possible grade).

## Course Description

We follow the AQA Exam in French. We study these three themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

### 3.1.1 Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### 3.1.2 Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### 3.1.3 Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## Course Assessment

**Listening exam:** This consists of a 35 minute exam for foundation tier and a 45 minute exam for higher tier. Students are assessed on their understanding of spoken extracts.

**Reading exam:** This is a 45 minute exam for foundation tier and 1 hour for higher tier. Students' understanding of written language will be tested by a range of question types in English.

**Speaking exam:** There are 3 tasks -

1. Role-play
2. Reading aloud task and short conversation
3. Photo card discussion

**Writing exam:** Foundation Tier (1 hour) Students will be required to produce a series of short written tasks in French with a translation. Higher Tier (1 hour 15 minutes) Students will be required to produce short and slightly longer written tasks with a translation in French.

## Potential Career and Progression Routes

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:

- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers!

- Military and defense
- A translator or interpreter
- A CEO
- Media
- A teacher, and many more!

## Units/Modules

- Spanish 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 (grades 1-5) or higher tier (grades 4-9)
- Students can only be entered for one tier across all exams. The grading system is 9 (highest) -1 (lowest possible grade).

## Course Description

We follow the AQA Exam in Spanish. We study these three themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

### 3.1.1 Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### 3.1.2 Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### 3.1.3 Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## Course Assessment

Listening exam: This consists of a 35 minute exam for foundation tier and a 45 minute exam for higher tier. Students are assessed on their understanding of spoken extracts.

Reading exam: This is a 45 minute exam for foundation tier and 1 hour for higher tier. Students' understanding of written language will be tested by a range of question types in English.

Speaking exam: There are 3 tasks -

1. Role-play
2. Reading aloud task and short conversation
3. Photo card discussion

Writing exam: Foundation Tier (1 hour) Students will be required to produce a series of short written tasks in Spanish with a translation. Higher Tier (1 hour 15 minutes) Students will be required to produce short and slightly longer written tasks in Spanish with a translation.

## Potential Career and Progression Routes

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:

- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers! You could become:

- Military and defense
- A translator or interpreter
- A CEO
- Media
- A teacher, and many more!



 Physical Education

## Units/Modules

There are two potential PE courses studied at Level 2 Physical Education and the potential course routes are supported to suit the group of students. Please note that you will not be permitted to opt for both GCSE PE and OCR Cambridge national sport studies. Your teacher will advise you on which course will best suit your needs. PE OCR Level 2 / GCSE cannot be taken together.

- 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
- Unit 1 (R184) Contemporary issues in sport - 40% of grade Unit 2
- (R185) Performance and leadership in sports activities - 40% of grade
- Unit 3 (R186) Sport and the media - 20% of grade
- R184: Contemporary issues in sport This is assessed by an exam. Topics include: Issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies (NGBs) play in the development of their sport, the use of technology in sport.
- R185: Performance and leadership in sports activities This is assessed by a set assignment. Topics include: Key components of performance, applying practice methods to support improvement in a sporting activity, organising and planning a sports activity session, leading a sports activity session, reviewing your own performance in planning and leading a sports activity session.
- R186: Sports and the media This is assessed by a set assignment Topics include: The different sources of media that cover sport, positive effects of the media in sport, negative effects of the media in sport.

## 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



## Units/Modules

Level of Award: Religious Studies GCSE

Component 1: The study of religions: beliefs and practices

Christianity and Islam

(1 hour 45 minutes 50% of marks)

Component 2: Thematic studies

Religious, philosophical and ethical studies themes:

(1 hour 45 minutes 50% of marks)

Year 10

In year 10 students study both Christian and Muslim beliefs and practices. They also start exploring the themes for component 2 and complete theme A: Relationships and families .

Year 11

In year 11 students continue to learn about philosophical and ethical themes; theme B: Religion and life, theme D: Religion, peace and conflict, theme E: Religion, crime and punishment and theme F: Religion, human rights and social justice

## Course Description

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.

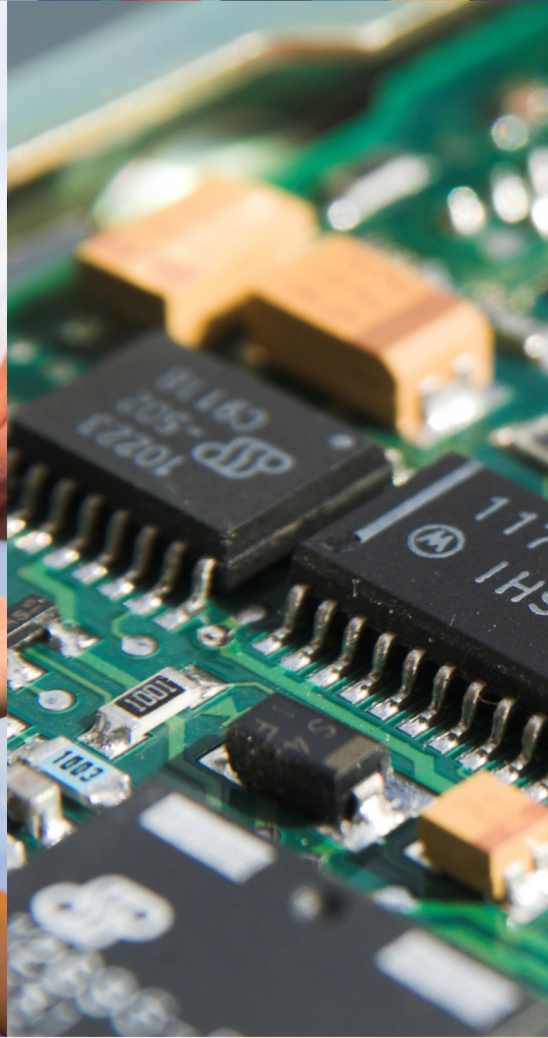
## Course Assessment

The course will be assessed by 2 exams lasting 105 minutes at the end of year 11. Both last 1 hour and 45 minutes.

## 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 and contributes to their preparation for adult life in a pluralistic society and global community. It therefore helps to prepare them for all progression routes.





**Technology**



# Subject: BTEC Construction

Head of Faculty: R Moore & M Savage

Skills needed for final assessment (percentage)

Writing 30%

Calculations 0%

Practical 70%

Course Assessment %

Coursework Controlled Assessment 60%

Exam 40%

## Units/Modules

BTEC Tech Award Level 2 in Construction and the Built Environment

- Unit 1 Construction Technology (External exam)
- Unit 2 Construction in Practice (Internally assessed coursework)
- Unit 3 Construction and Design (Internally assessed coursework)

## 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 lessons will also be focused on developing the practical skills required in the construction industry. These may include:

- Exploring carpentry and joinery
- Exploring blockwork and brickwork
- Exploring plumbing
- Exploring tiling

## Course Assessment

40% External assessment

60% Internally assessed coursework

## Potential Career and Progression Routes

This course prepares students for further study of a vocational qualification at Level 3 or to enter employment or apprenticeships in the construction industry. Examples of careers a student may progress onto with further training or study include:

- Architectural Design
- Surveying
- Carpentry / Joinery
- Plumbing
- Electrician
- Brickwork
- Site Technician

# Subject: Computing

Head of Faculty: R Moore & M Savage

Skills needed for final assessment (percentage)

Writing 40%

Calculations 20%

Practical 40%

Course Assessment %

Coursework Controlled Assessment 0%

Exam 100%

## Units/Modules

Component 01: Computer systems (Exam)

Component 02: Computational thinking, algorithms and programming (Exam)

## Course Description

Computer Science is the study of computational thinking. This involves lots of different aspects of problem solving and computational theory. In the problem solving sections of the course, you will learn how to break down problems of wide ranging complexity into identifiable inputs, processes and outputs. This can then be turned into algorithms (modelled using flowcharts and pseudo code), which you will then learn to convert into actual program code, using programming languages like Python.

When studying computational theory, you will learn all the concepts of how a computer actually works. You will learn how data and program instructions are stored and executed, how networks communicate, the everyday threats facing a network and how we can combat those threats along with a look at the legal and ethical framework that Computer Scientists must operate within.

## Course Assessment

Component 01: Computer systems (90 minute examination: 50%)

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming(90 minute examination: 50%)

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

## Potential Career and Progression Routes

A-Level Computer Science – Level 3 courses.

Studying computer science opens up a wide range of career pathways, given the ubiquitous nature of technology in today's world. Here are some common career paths for individuals with a background in computer science:

Software Developer/Engineer:

- Design, develop, test, and maintain software applications for various platforms and industries.

Web Developer:

- Create and maintain websites, web applications, and e-commerce platforms.

Data Scientist/Analyst:

- Analyse and interpret complex data sets to help organisations make informed decisions.

Network Administrator/Engineer:

- Design, implement, and manage computer networks to ensure efficient communication and data transfer.

Cloud Computing Specialist:

- Design, implement, and manage cloud-based solutions for businesses to enhance scalability and efficiency.

Mobile App Developer:

- Create applications for mobile devices, ranging from games to productivity tools.

Game Developer:

- Create interactive games for various platforms, working on both the design and programming aspects.

## Units/Modules

Unit 1 Design and Technology in the 21st Century (Exam)

Unit 2 Designing and make task (Coursework)

## Course Description

Students opting for GCSE Design and technology will be given the opportunity to develop a wide range of transferable skills for further education, work and life:

- Creative and innovative thinking Use of imagination and experimentation Ability to critique and refine your own ideas
- Knowledge and understanding of all design and technological activity and influences
- Decision making skills
- Develop high quality, imaginative and functional prototypes
- Communication skills.

## Course Assessment

Unit 1 External Exam 2 hours worth 50% of final grade

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles . This core knowledge and understanding is presented in five clear and distinct topic areas: • design and technology and our world • smart materials • electronic systems and programmable components • mechanical components and devices • materials including timbers, metals, polymers, textiles, papers and boards. Learners are required to study all of the content in these five areas, to ensure they have a broad knowledge and understanding of design and technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.

In-depth knowledge and understanding is presented in six clear and distinct topic areas: a. electronic systems, programmable components & mechanical devices b. papers & boards c. natural & manufactured timber d. ferrous & non-ferrous metals e. thermoforming & thermosetting polymers f. fibres & textiles Learners are required to study at least one of these six areas, to ensure they have an in-depth knowledge and understanding of a specific material area and/or components and systems to support their design and make activities.

- designing and making principles along with their ability to:
- analyse and evaluate design decisions and wider issues in design and technology.

Unit 2 A sustained design and make task worth 50% of final grade. This is based on a contextual challenge set by Eduqas on the 1st June each year. This assesses candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes analyse and evaluate design decisions and wider issues in design and technology.

## Potential Career and Progression Routes

A level Design and Technology – Level 3 courses.

There are many career paths that Design and Technology could take you down; from Carpenter to Architect all the way to Aerospace engineer. Here are just some of the industries and jobs that are facilitated by a qualification in Design and Technology:

ART AND DESIGN - Graphic Designer, Sculptor, Gallery Curator

IT AND THE INTERNET - Games Developer, Software Programmer, Network Engineer, Web Designer

FAST CONSUMER GOODS - Mechanical Engineer, Product Designer, Market Researcher

FASHION AND BEAUTY - Fashion Designer, Dressmaker, Hairdresser CONSTRUCTION – Tradesperson, Architect, Construction Manager

MANUFACTURING – Food Technologist, Manufacturing Engineer, Manufacturing Manager  
You could of course carry on studying on Design and Technology at an advanced level, which would allow you the opportunity to study a range of courses at university.

## Units/Modules

Unit 1: The Hospitality and Catering Industry

Unit 2: Hospitality and Catering in Action

## Course Description

WJEC Level 1/2 hospitality and catering has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation, time management, planning and communication.

Each unit will be assessed mainly on your practical work with written work to support it.

## Course Assessment

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Potential Career and Progression Routes

Learners who achieve this Level 1/2 qualification could progress onto further Level 3 qualifications and A levels, such as:

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

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

Chef de partie, Commis Chef, Concierge Executive Chef, Front of House Manager, Head Waiter, Housekeeper, Maître d'hôte, Pastry Chef, Receptionist or Sous Chef.



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