



# YEAR 8 CURRICULUM CHOICES BOOKLET 2021

# A Message from the Headteacher

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Welcome to our Year 8 Curriculum Choices Booklet for 2021. This booklet outlines the choices that your son/daughter will need to make, together with you, to finalise their subject choices for upper school. Choosing the right path is crucial and more so now than ever – we hope this booklet will enable you to make the informed decisions necessary.

We have a Core curriculum offer that all pupils will study, which consists of:

- English Language           *(1 GCSE)*
- English Literature       *(1 GCSE)*
- Mathematics           *(1 GCSE)*
- Science               *(Combined 2 GCSEs or Separates 3 GCSEs)*
- Religious Education   *(1 GCSE)*
- Geography OR History *(1GCSE)*
- Core PE               *(non-exam)*
- Personal Development *(non-exam)*

By ensuring all of our pupils study the subjects above, we can be satisfied that they have a broad curriculum that will meet the demands of the 21st century. There is a certain amount of flexibility within the options curriculum which enables our pupils to have some freedom to choose other subjects that are of interest to them.

For some learners it is appropriate that we ensure they study the full combination of subjects known as the English Baccalaureate (EBacc). This is a measure of academic rigour that the Government introduced in 2011. Our Core curriculum satisfies most of the elements of the EBacc, but these pupils will also be asked to select a Language to study in order to complete it. Some of the main reasons for a pupil studying the EBacc combination of subjects include enabling pupils access to higher and further education, higher level specialist jobs as well as higher salaried positions in the future. We have identified a group of pupils, based on their current achievement, for whom we feel this route is most appropriate. No pupil will be prevented from following this route though, and pupils can opt in by selecting a language.

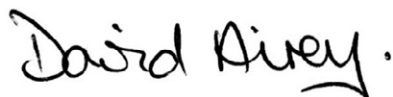
Your son/daughter will be given a personalised electronic form (which will be sent via ParentMail) indicating which route we think is most appropriate for them. If you have any queries about this or the details of the Government's EBacc curriculum, please ask a senior member of staff.

In order to ensure each pupil makes the right curriculum pathway choice, each form will be checked by Mrs Burgess, Deputy Headteacher, once it has been returned to school.

Some pupils may require additional support to enable them to reach their full potential. If you feel that your child falls into this category, please contact our SENDCo.

It is more important than ever to point out that it may not be possible to give all pupils their first choices for options. Courses will only be able to run if there is enough demand. What we can guarantee is that parents/carers and pupils will be informed of any issues as they arise and we will work collaboratively to resolve them.

It is important to take the time to choose the right combination of subjects. It is essential that pupils listen to all advice and realise that the curriculum pathway which is appropriate for them may mean taking some difficult decisions. The choices made now will have a dramatic effect on any future career pathway. Choose wisely and for the right reasons. May I take this opportunity to wish all of Year 8 good luck with their future curriculum.



**Mr D Airey**  
**Headteacher**

## Head of Year's Message

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Choosing your subjects for your GCSEs is one of the many important decisions that you will have to make about your future. It is important that you select your subject choices wisely, after thought and consultation with your teachers and parents or carers. Your GCSE courses will last for three years. If your choices are subjects that interest you, and that you enjoy, you will be motivated to do well in them.

Read this booklet carefully, as it has been designed to inform you of what each course involves. However, this is not the only source of information to help you with your decision; ask your parents, subject teachers and form tutors for advice and guidance. The advice of older pupils may also prove helpful when you are making your choices. Mrs Wood, who is the Careers adviser for our school, can be contacted to provide you and your parents with advice regarding subject and career choices.

In this booklet, you will find information on all the subjects and courses that are available to you, along with details of how each course is assessed and examined. Details are also included about who you should talk to for further information.

Once you have read through this booklet and made your choices, you must complete the electronic 'Curriculum Choices Form' which will be emailed to you after the half term break. Forms must be completed and submitted no later than **Friday 19 March 2021**.

We wish you every success in making your choices.



**Mr M Crampton**  
**Head of Year 8**

# The National Curriculum

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In upper school, most pupils will study a mix of compulsory (core) and optional subjects. The subjects and qualifications you study over Years 9, 10 and 11 will affect how you spend your time during your next three years at school. It could also help set you up for your future college course or career.

Choosing subjects and qualifications to study in Years 9, 10 and 11 can seem daunting. At school, you will take part in a number of different activities to help you prepare for the options process.

## Understanding the different qualifications

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**GCSEs** are widely available to all 14–19 pupils, although there is no lower or upper age limit. GCSEs are qualifications at **Level 2** in the National Qualification Framework.

Since September 2015 there has been a change towards a 'linear' form of assessment in all GCSEs. This will mean that the majority of assessment will be at the end of the course.

**How are they assessed?** GCSEs are mainly assessed on written exams, although some subjects have a controlled assessment element. Some subjects like PE have a larger controlled assessment element.

**BTEC AWARDS** are practical, work-related courses that are Level 2 equivalent to GCSE courses. Pupils learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

As well as learning about the employment area they have chosen, pupils develop the skills to start a career.

All BTEC courses have been re-written to bring them in line with GCSE qualifications. There will be 25% external assessment in each BTEC programme and the size of the qualification is changing.

**How are they assessed?** BTECs are assessed via coursework, however ALL BTECs have at least 25% assessed with an external exam.

**Controlled Assessment:** Many subjects you will study have a mixture of exam and controlled assessment. The coursework/controlled assessment element of a subject can make up a significant proportion of the final grade.

Coursework/controlled assessment can be a useful way of showing what you can do, where an exam would not be appropriate (for example a music presentation).

Controlled assessment can also allow you to: study a subject in more depth / take responsibility for your own study / have more control over the pace at which you study.

**What to Expect?** The controlled assessment can take several forms:

Projects and fieldwork/ Written work or essays/ Artwork/ Experiments/ Performances/ Oral work

Controlled assessment is assessed internally by your teacher and may be set at any time during the course.

Controlled assessment is always completed at school under supervision by the teacher.



# Options Choice Process

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The options process begins in February and is designed to help you get the best advice so that you make informed subject choices and be successful in the next important stage in your learning.

Below are the key dates related to the options process:

Calendar of Key Dates	
Week beginning: Monday 8 February 2021	Curriculum Choices booklet emailed home and available via the school website
Wednesday 24 February 2021	Launch of Year 8 Curriculum Choices Virtual Evening (on our school website)
<b>Friday 19 March 2021</b>	<b>Deadline for completed curriculum choice forms to be submitted</b>
Monday 22 March – Friday 26 March 2021	Collation and checking of forms
Summer Term	Any additional 1:1 discussions between school, pupils and parent/carers as needed. Finalised option blocks and choices will be confirmed during this term.



# Core Subjects

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All pupils in upper school study the following core subjects and other subjects given our status as a Church of England Academy:

## English Language and Literature

Competence in basic communication skills: reading, writing, listening and speaking is a standard requirement for any career.

## Mathematics

Maths is equally important because it helps you to develop analytical and problem solving skills and to communicate information through numbers.

## Science

Studying science helps you to make better sense of the world around you as you investigate, analyse and evaluate scientific information. All pupils will study combined science worth 2 GCSEs. Some pupils will take Triple Science following consultation with the Head of Science.

## Religious Education

This course will provide an opportunity to consider religious, ethical and moral issues and will be worth 1 GCSE.

## Humanities

Virtually every pupil will study either Geography or History (option between the two) to complete a balanced curriculum of subjects, thus qualifying for the EBacc.

## Physical Education

Develop skills through a programme of games, physical activities and enjoyable sporting experiences (non-examination).

## Personal Development

This non-examination course will be delivered to all Venerable Bede CE Academy pupils in allocated time with tutors. It covers many aspects of personal, health, social, citizenship and careers education.

By ensuring all of our pupils study the subjects above, we can be satisfied that they have a broad curriculum that will meet the demands of the 21st century.

# Options Subjects

## Options Policy

It is the aim of the school to make as many subjects as possible available to all our pupils. However, this is not always possible as we also wish to provide opportunities for **all** pupils to succeed. Some options may also not be able to run due to low numbers or difficulty with staffing (e.g. if only 1 pupil chooses a particular subject).

As our intake is fully comprehensive, not all courses are accessible to, or suitable for, all pupils. Consequently, we are offering routes through KS4 which take into account prior attainment and motivation in subjects.

These routes should allow you to **enjoy** and be **motivated** in your studies, but most of all be **successful**!

You will receive a personalised form, either the **Full EBacc** route or **Possible EBacc** Route:

Full EBacc Route					
Core Subjects (compulsory)	Choose 1 of the following:	Language	Choose 1 option plus 2 reserves from the following list:		
<ul style="list-style-type: none"><li>▪ English Language</li><li>▪ English Literature</li><li>▪ Maths</li><li>▪ Science</li><li>▪ Religious Education</li><li>▪ Core P.E. (non-GCSE)</li><li>▪ Personal Development</li></ul>	<ul style="list-style-type: none"><li>▪ Geography</li></ul> or <ul style="list-style-type: none"><li>▪ History</li></ul>	<ul style="list-style-type: none"><li>▪ Spanish</li></ul>	<table><tr><td><ul style="list-style-type: none"><li>▪ Art</li><li>▪ Art Fashion</li><li>▪ Business Studies</li><li>▪ Food</li><li>▪ Geography</li><li>▪ Health &amp; Social Care</li><li>▪ History</li></ul></td><td><ul style="list-style-type: none"><li>▪ ICT</li><li>▪ Travel &amp; Tourism</li><li>▪ Media Studies</li><li>▪ Music</li><li>▪ Examination PE</li><li>▪ Resistant Materials</li><li>▪ Textiles</li></ul></td></tr></table>	<ul style="list-style-type: none"><li>▪ Art</li><li>▪ Art Fashion</li><li>▪ Business Studies</li><li>▪ Food</li><li>▪ Geography</li><li>▪ Health &amp; Social Care</li><li>▪ History</li></ul>	<ul style="list-style-type: none"><li>▪ ICT</li><li>▪ Travel &amp; Tourism</li><li>▪ Media Studies</li><li>▪ Music</li><li>▪ Examination PE</li><li>▪ Resistant Materials</li><li>▪ Textiles</li></ul>
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Possible EBacc Route (Spanish needs to be selected in the option column to pursue a <i>full</i> EBacc route)			
Core Subjects (compulsory)	Choose 1 of the following:	Choose 2 options plus 2 reserves from the following list:	
<ul style="list-style-type: none"><li>▪ English Language</li><li>▪ English Literature</li><li>▪ Maths</li><li>▪ Science</li><li>▪ Religious Education</li><li>▪ Core P.E. (non-GCSE)</li><li>▪ Personal Development</li></ul>	<ul style="list-style-type: none"><li>▪ Geography</li></ul> or <ul style="list-style-type: none"><li>▪ History</li></ul>	<ul style="list-style-type: none"><li>▪ Art</li><li>▪ Art Fashion</li><li>▪ Business Studies</li><li>▪ Food</li><li>▪ Geography</li><li>▪ Health &amp; Social Care</li><li>▪ History</li></ul>	<ul style="list-style-type: none"><li>▪ ICT</li><li>▪ Travel &amp; Tourism</li><li>▪ Media Studies</li><li>▪ Music</li><li>▪ Examination PE</li><li>▪ Resistant Materials</li><li>▪ Spanish</li><li>▪ Textiles</li></ul>

# Information, Advice & Guidance

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## Advice for Pupils

This options booklet has been designed to help you make your first decision in your journey through 14-19 education. Whilst the choices that you make now will help to decide what you study for the next three years, it will also help to direct the courses that you can study at 16 and can even impact on the choices that you might make for university or your future career.

This may be the first chance that you have had to choose what you want to study, and you might feel under pressure to make the right decision or worry too much about making the wrong one, but you should remember that it is a chance for **you** to take charge of your education and start giving it some direction of your choosing.

Before you make your choices you will probably want to have spoken to your parents or carers, your friends, your teachers, your local Youth Directions, or someone else that you trust who knows you well. You should try and get as much advice and guidance as you think you need, but the choice will ultimately be yours.

Possible websites you may find useful to visit are:

<https://nationalcareersservice.direct.gov.uk/home> and <https://careerpilot.org.uk/> and [www.Plotr.co.uk](http://www.Plotr.co.uk)

Ideally your choices will be:

**Enjoyable** - you are more likely to succeed at a course that you enjoy doing!

**Relevant** - the course should help you along your chosen educational or career pathway.

**Achievable** - it's good to stretch yourself, but you should always try and make sure that your goals are realistic and you think you will do well in your chosen subject. The best place to start is usually by thinking about yourself and the things that you enjoy and are successful at.

Reading each of the subject pages will help you to get a feel for what the different subjects can offer and if they are right for you.

You will also want to give some thought to the ways that you learn most effectively.

**Do you like to see something demonstrated or do you prefer to be told how to do it so you can try for yourself? Do you prefer listening or watching? Do you prefer exams or coursework?**

Look at the assessment methods listed in the subject pages and see if this information helps you to make a choice.

You should also give some thought to how well your chosen subjects go with each other. Some subjects share similar themes, or have other things in common. Lots of pupils find it easier to learn well with combinations of subjects that go well together rather than subjects that are all very different from each other.



### **Am I good at it?**

You should also think carefully about how well you have done at KS3. Are you achieving well? Do you think you will achieve a good grade at GCSE?

### **What about if I don't have a chosen career?**

That's all right - it's not vital that you have chosen a career path yet. Sticking to the principles in the section above should allow you to make choices that will still give you some flexibility when you reach the end of Year 11. Unfortunately, you should be aware that not choosing certain subjects for Year 9 will mean that there are certain pathways that it would be very difficult to take in later life. This is one reason why it's really helpful to talk about any career plans you think you might have with somebody who can help to advise you.

### **I want to be in a class with my friends, will this happen?**

This is not a good way to think about options. Choose options that suit you, not your friends, even if you choose the same subjects as your friends, it is quite possible you will end up in different groups.

### **Do all subjects have the same amount of assessments / coursework / controlled assessment?**

No. Coursework will vary massively between different subjects. Very few subjects have a coursework element now. Check with each subject area to find out more details.

### **If I change my mind can I change my options in Year 9?**

It is vital that you gather as much information as possible before the final deadline from the 'Curriculum Choices' Evening, parents evening, options booklet and from your subject teachers so you make the best choice. It may be difficult or even impossible to change your options in Year 9, as courses may be full. It is much better to get it right first time.

### **Why do some pupils not get their first choice?**

There are many reasons, such as too few or too many pupils opting for a particular subject or the combination of subjects chosen is not appropriate. It is vital to choose your reserve choices wisely. Every effort will be made to ensure as many pupils as possible get their first choices.

#### **Some GOOD reasons for choosing a course...**

- It helps you towards what you want to do for a career
- It goes well with your other choices
- You enjoy it and you think you will do well
- It will give you useful transferable skills
- You're thinking of studying the course in Sixth Form



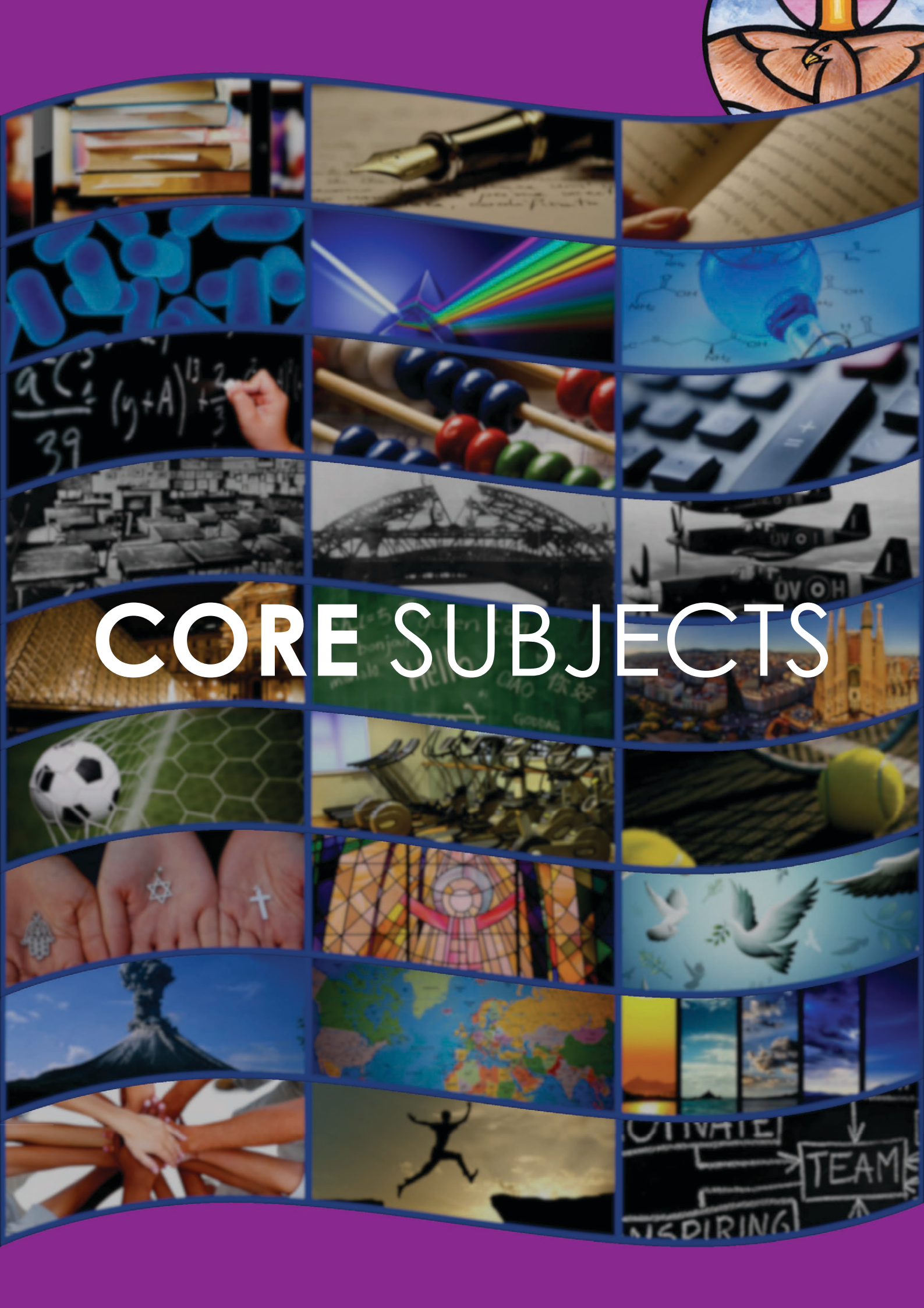
#### **Some BAD reasons for choosing a course...**

- You think it sounds easy
- Your friends have all picked it
- You like the teacher you have now
- You have just picked anything because you have run out of time





# CORE SUBJECTS



# GCSE English Language

Examination Board: Edexcel

Contact: Mr J MacIntyre



## Course Aims:

Pupils will be encouraged to:

- Demonstrate the skills necessary to communicate with others confidently, effectively, precisely and appropriately
- Show an ability in speaking, reading and writing to express themselves creatively and imaginatively
- Become critical readers of a range of texts, including fiction and non-fiction
- Use reading to develop their own skills as writers

## Course Description:

The course consists of a variety of opportunities for pupils to develop their skills in reading, writing and spoken language. Pupils will have the opportunity to read a variety of non-fiction and literary texts from the 19th—21st Centuries and will also write creative and imaginative pieces of their own. The course is varied and interesting and allows pupils the opportunity to develop a range of skills. There are two examinations in the final year of the course, each worth 50%.

## How will I learn?

The course is designed in a way that allows pupils the opportunity to study reading to inform their own writing. Pupils will study English Language and Literature throughout Key Stage 4 and will be regularly assessed to monitor progress. Lessons are designed to develop skills in the retrieval of key information, inference, deduction and analysis of the writer's viewpoint.

## Possible Career Pathways:

Being able to express yourself clearly and fluently is a key skill of any career. Studying the course will open up access to Further and Higher education in areas such as English Language, English Literature, Media Studies, Humanities Subjects and Law. Careers can include journalism, advertising and teaching as well as human resources.



# GCSE English Literature

Examination Board: Edexcel

Contact: Mr J MacIntyre



## Course Aims:

Pupils will be encouraged to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

## Course Description:

This course is based on the conviction that the study of literature should centre on an informed personal response to a range of texts in the genres of prose, poetry and drama. Assessment comprises of two examinations.

## How will I learn?

There will be two examinations for English Literature. The first will require pupils to explore a Shakespeare play and a post-1914 novel or play. The second will focus on a 19th-century novel, poetry from the Pearson Poetry Anthology and comparison of two unseen poems. Lessons will allow the students to explore link between the writer's methods and messages.

## Possible Career Pathways:

Being able to express yourself clearly and fluently is a key skill of any career. Studying the course will open up access to Further and Higher education. Careers can include journalism, advertising and teaching. You never know – you could be the next chart topping writer!

# GCSE Mathematics

Examination Board: AQA

Contact: Mrs S Baxter



## Course Aims:

Maths is for everyone. It is diverse, engaging and essential in equipping pupils with the right skills to reach their future destination, whatever that may be. At Venerable Bede, we support pupils to engage with, explore, enjoy and succeed in Maths, by putting pupils at the heart of everything we do. We aim to:

- develop pupils' confidence to use mathematics to tackle problems in the work place and everyday life
- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- develop pupils' ability to think and reason mathematically, make deductions/inferences and draw conclusions
- develop a firm foundation for appropriate further study

All content can be assessed on Higher tier question papers.

## Course Description:

The qualification is assessed through examination and two tiers are available—Foundation (grades 1 to 5) and Higher (grades 4 to 9). The table shows the approximate weightings of each of the topic areas for the overall tier of assessment:

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio & Proportion	25	20
Geometry	15	20
Probability & Statistics	15	15

There are three examinations papers for each tier—one non-calculator and two calculator papers—each lasting 1 hour 30 minutes and worth 80 marks

## How will I learn?

Pupils learn through a range of activities, both practical and theoretical, which cover the whole content of the course. These activities help to develop an understanding of mathematics and give an opportunity for pupils to demonstrate their ability to use and apply mathematics

## Possible Career Pathways:

GCSE Maths is widely recognised as a qualification that proves to employers you have a good understanding of numeracy. Colleges, Universities and employers will require a GCSE in Mathematics at a good grade. The range of jobs which use Mathematics is immense for example, working in the travel industry, in business, working as a Software Engineer, Scientist and Accountant.

# GCSE Religious Studies

Examination Board: EDUQAS

Contact: Mr David Johnson



## Course Aims:

- To identify, investigate and respond to fundamental questions of life and living and express and justify your own opinions.
- To develop knowledge, understanding and skills when considering Christian and other responses to moral, ethical and philosophical issues.

## Course Description:

Pupils will study three units of work, sitting their three exams at the end of Year 11.

### **Unit 1: Religious, Philosophical and Ethical Studies in the Modern World (2 hour exam — 50% of qualification)**

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

### **Unit 2: Study of Christianity (1 hour exam — 25% of qualification)**

### **Unit 3: Study of Islam (1 hour exam — 25% of qualification)**

## How will I learn?

Within RE we have found that pupils often find it easier to understand an issue when they look at it initially from a personal perspective. Pupils will develop their discussion, debate and argument-formation skills. Pupils will also be involved in research tasks and problem solving activities. Wherever possible we try to use media stimulus (film, TV, music) to engage the pupils in their learning.

## Possible Career Pathways:

Pupils who do well in RE at GCSE also enjoy the subject at AS or A level. Similarly the skills developed during the study of RE are useful for subjects such as Sociology, Psychology, Politics and History. What is important to understand is that the skills and understanding gained from the study of RE are useful in adult life in general and in many careers, notably those that have a high level of people interaction.



# GCSE Combined or Separate Sciences

Examination Board: EDEXCEL

Contact: Mr A Burgess



## Course Aims:

GCSE study in the sciences provides the foundation for understanding the natural world. Scientific understanding is changing our lives and it is vital to the world's future prosperity. All students learn essential aspects of the knowledge, methods, processes and uses of science. They gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and are both inter-linked and of universal application.

## Course Description:

All pupils study the three main science disciplines of Biology, Chemistry and Physics as discrete subjects with as much specialist teaching as possible to ensure the best quality of provision. Pupils in higher sets are taught the Separate Science courses to best prepare them for further scientific study or work. They gain three GCSE grades, one for each Science. Other pupils are taught the Combined Science course which gains them two GCSE grades. Pupils following the Combined Science course are also able to enter scientific fields post-16. Pupils study both the practical aspects of science and key concepts that have been developed from those practical aspects to gain an understanding of how science works. There are six examinations to complete in the final term of Year 11.

## How will I learn?

All three sciences feature practical work designed to introduce key skills and concepts that can then be built upon with discussion during lessons and modelling of scientific processes. The key at all times is to develop an understanding of what is being learnt rather than just factual content. It is the understanding developed that allows the application of scientific ideas to wide ranging situations.

## Possible Career Pathways:

Scientific careers are well paid and the demand for scientifically trained candidates is growing every year. The diverse nature of the different sciences means that there's truly something for everyone within the field of study. Biologists can enter into conservation or environmental work, medical or veterinary roles. How about medical research? Chemists work to create new materials or drugs or as forensic scientists. Add some Physics and engineering roles of all sorts are available. How about being a pilot or working with electronics or computers? That's ignoring the fact that Science qualifications are highly regarded by employers outside of scientific fields. Basically, attaining a good grade in Science will open many doors for the rest of your life.

# Personal Development

Examination Board: Not Applicable

Contact: Mrs K Tanjong-Pendry



## Course Aims:

- To develop as confident, responsible and resilient individuals
- To understand how to be safe and healthy
- To develop positive relationships
- To understand the importance of employability and life-long learning
- To understand the importance of respect for diversity
- To know how to make positive contributions locally, nationally and globally

## Course Description:

This course includes learning about:

- Citizenship
- PSHE (Drugs, Sex and Relationships, Finance, Physical Activity, Healthy Diet)
- Careers, Further Education and Training
- British Values (democracy, rule of law, individual liberty and mutual respect and tolerance for people of faith and no faith)
- Our Christian Ethos

## How will I learn?

Group discussions and debates, problem solving and thinking skills activities, film stimulus, role-play, reflection, case studies, specialist speakers.

## Possible Career Pathways:

This is a life skills course that supports all career pathways. Careers that may be directly linked to the learning include: Counsellor, Social Worker, Teacher, Police Officer, Solicitor, Careers Advisor, Lawyer, Doctor, Nurse, Politician.

## Progression Routes:

Further courses in Health and Social Care, Education and Teaching, Law, Politics, Philosophy and Ethics.

# PE (Core)

Examination Board: Not Applicable

Contact: Mr R Atherton



## Course Aims:

Pupils will access a broad and balanced range of subjects in which they will improve their own performance and that of other pupils by analysing and refining their work.

## Course Description:

In Physical Education, pupils will follow a curriculum that aims to develop the competence to excel in a broad range of physical activities. Pupils will be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby. They will develop their technique and improve their performance in other competitive sports such as athletics, trampolining and gymnastics and other physical activities such as fitness.

Pupils will be expected to be able to compare their performances with previous ones to achieve their personal best. They will also be encouraged to continue to take part in competitive sports and activities outside schools through community links or sports clubs.

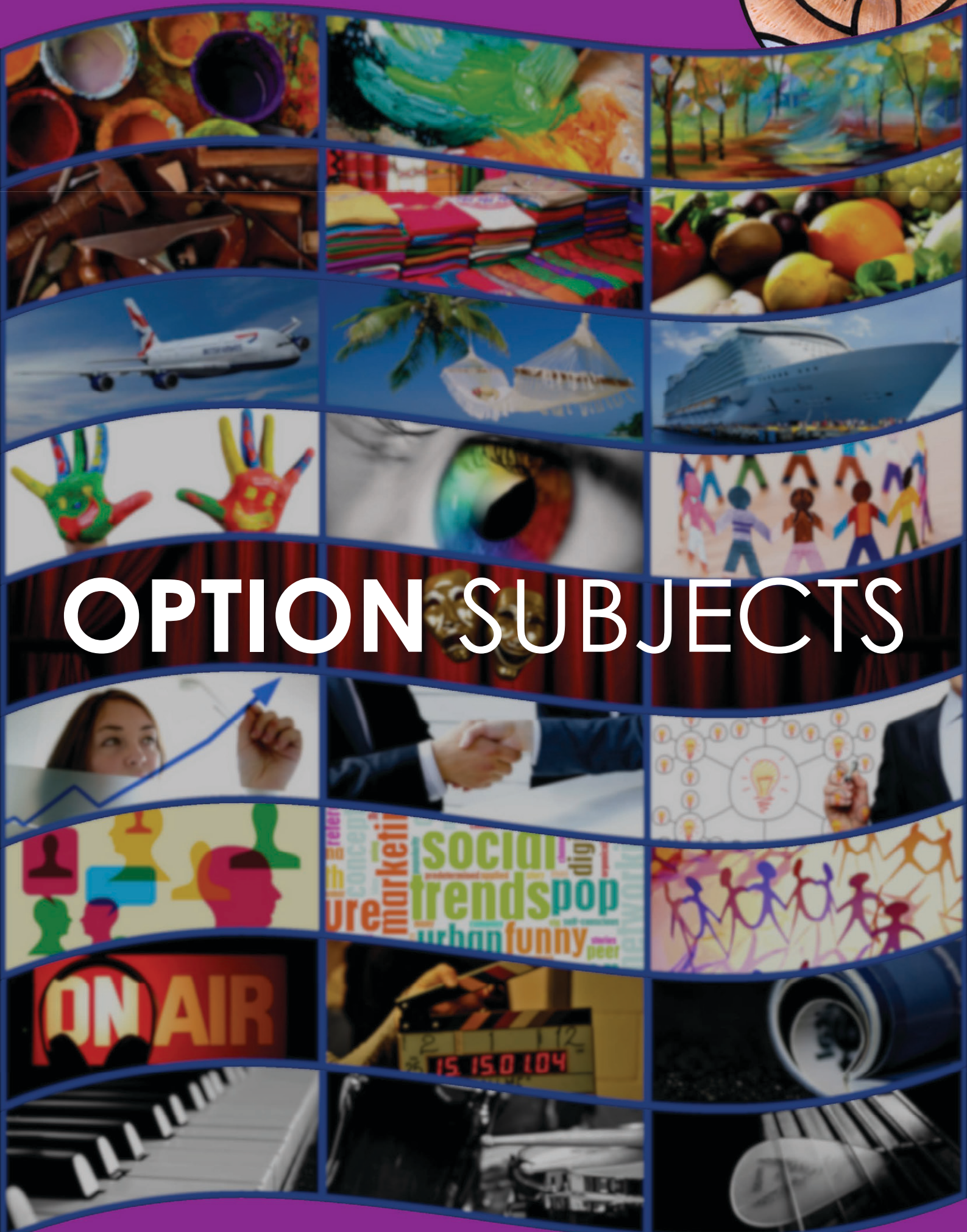
PE helps pupils develop personally and socially. They will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility.

Pupils will be expected to be physically active for sustained periods of time and to lead healthy, active lives. Pupils will be encouraged to discover what they like to do and what their aptitudes are at school. They will learn how and where to get involved in physical activity which will help them make informed choices about lifelong physical activity.

## How will I learn?

Pupils will work as individuals, in groups and in teams developing high levels of skill and performance. They will take on different roles and responsibilities in leadership, coaching and officiating. Pupils will develop both self and peer assessment skills to evaluate and improve performance.





# OPTION SUBJECTS



# GCSE Art & Design: Art, Craft & Design

Examination Board: AQA

Contact: Miss F Whinn



## Course Aims:

The aim of the course is to develop creative and technical skills whilst providing pupils with a broad understanding of the nature of Art & Design. The course teaches pupils to make connections with and relate their work to that of other artists and designers in historical, social, cultural, political & economic contexts. Pupils will be given the opportunity to acquire and apply knowledge, skills and understanding through:

- Making appropriate use of colour, line, tone, texture, shape and form, rhythm, scale, pattern and structure
- Using different approaches to record images and ideas.
- Analysis, expression and imagination.
- Showing in their work an understanding of the conventions of representational and abstract/non-representational imagery and genres
- Investigating different ways of working, as appropriate to their chosen areas of study within art, craft and design
- Providing evidence of an understanding of spatial qualities, composition.

## Course Description:

Pupils will explore a range of techniques and media required for the confident use of visual language. They will then develop both creative and technical skills and techniques to produce work in two and three dimensions. Pupils will gain the skills needed to produce a creative sketch book which will support practical work.

The course is divided into two main parts comprised of both practical & written work — Coursework: 60% of the final marks and Externally set Examination (practical): 40% of the final marks.

## How will I learn?

You will begin by developing skills using a range of media and techniques, while being guided through the process of creating artwork. You will explore a variety of media e.g. pencil, pastel, charcoal, paint, printmaking, photography, computer aided design & 3D materials such as clay. You are also required to study the work of other artists & document your studies both visually and in writing. As you progress through the course you will complete 2-3 coursework projects with increasing independence and freedom to direct work according to your individual skills and interests. In each project you will be required to complete in depth research and experimentation with a variety of materials as well as to review and modify your ideas in order to produce a final piece. All work from the start of the course, completed in and out of the classroom is important and will contribute toward your final grade!

## Possible Career Pathways:

An Art & Design course in Sixth Form such as AS/A2 Advanced Art & Design, Fashion, Photography, Graphics or 3D Design. These courses will allow you access to Higher Education courses in Art Foundation & Degree level at University. The main employment areas within Art & Design are: Graphic Design, Fashion & Textiles, Film, Photography & Video, Fine Art, Theatre Design, Architecture, Product Design, Interior Design & 3D Craft. All skills are transferable to everyday life.



# GCSE Art & Design: Textile Design (Fashion)

Examination Board: AQA

Contact: Mrs K Rutherford/Miss F Whinn



## Course Aims:

Pupils will be given the opportunity to acquire and apply knowledge, skills and understanding through:

- Making appropriate use of colour, line, tone, texture, shape and form, rhythm, scale, pattern and structure
- Using different approaches to record images and ideas.
- Analysis, expression and imagination.
- Showing in their work an understanding of the conventions of representational and abstract/non-representational imagery and genres
- Investigating different ways of working, as appropriate to their chosen areas of study within art, craft and design
- Providing evidence of an understanding of spatial qualities, composition
- Providing evidence of the use of safe working practices

## Course Description:

Pupils will investigate a range of textile design processes and will then develop both creative and technical skills and techniques to produce work in two and three dimensions. Pupils will gain the skills needed to produce a creative sketch book which will support practical work. Pupils will have the opportunity to specialise in Fashion production and Design.

The course is divided into two main parts comprised of both practical & written work:

1. Coursework - 60% of the final marks.
2. Externally set Examination (practical) - 40% of the final marks.

## How will I learn?

You will begin by developing skills using a range of media and techniques, while being guided through the process of creating artwork. You will explore a variety of textile design processes. You are also required to study the work of other artists & document your studies both visually & in writing. All work is annotated & artists are analysed in written format. As you progress through the course you will complete 2-3 coursework projects with increasing independence and freedom to direct work according to your individual skills and interests. In each project you will be required to complete in depth research and experimentation with a variety of materials as well as to review and modify your ideas in order to produce a final piece. All work from the start of the course, completed in and out of the classroom is important and will contribute toward your final grade!

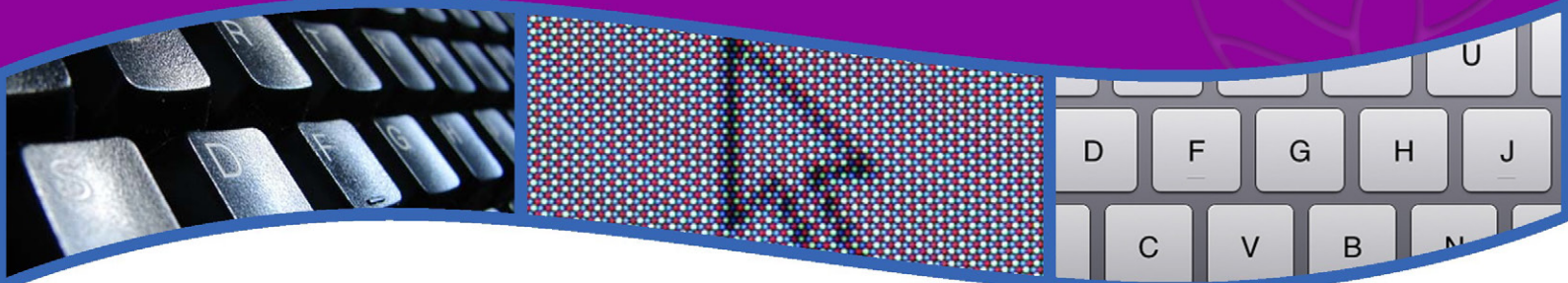
## Possible Career Pathways:

The main employment areas are: Fashion/Textiles Design, Theatre and Film Costume Design, Fashion/Trend Forecaster. All skills are transferable to other creative careers as well as everyday life. Career advancement will often require the development of Art and Design skills to a Higher Education level in these & many other jobs.

# BTEC Digital Information Technology

Examination Board: Pearson Edexcel

Contact: Mrs T Goodrick



## Course Aims:

Digital Information Technology is designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations and interactive multimedia products. The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. They will learn to use a wide range of application software programs.
- processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The Award complements learning in GCSE programmes; it gives learners the opportunity to apply knowledge and skills practically through project work, such as planning and designing a user interface and developing a dashboard to interpret trends in data.

## Course Description:

The course is made up of three units:

Unit	Title	Assessment
1	Exploring User Interface Design Principles and Project Planning Techniques	Internally assessed assignment (30%)
2	Collecting, presenting and interpreting data	Internally assessed assignment (30%)
3	Effective Digital Working Practices	Externally assessed examination (40%)

## How will I learn?

### Areas covered assist pupils to:

become independent and discerning users of IT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society.

acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts, to develop and evaluate IT-based solutions to solve problems

develop their understanding of current and emerging technologies and their social and commercial impact

develop their understanding of the legal, social, economic, ethical and environmental issues raised by IT

recognise potential risks when using IT, and develop safe, secure and responsible practice.

## Possible Career Pathways:

It is hoped that the practical skills and understanding gained from this course will provide candidates with a level of information that can form the basis for higher studies in IT and related subject or for a vocational career in IT.

# BTEC Business Enterprise

Examination Board: Pearson EDEXCEL

Contact: Mrs T Goodrick



## Course Aims:

Encourage pupils to be inspired, moved and challenged by studying a broad, coherent, satisfying and worthwhile course of study. With the BTEC Tech Award in Enterprise, our pupils can explore what it means to set up and run a business enterprise, as well as develop key skills and gain an insight into the sector.

## Course Description:

As the BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, our pupils will:

- Develop an aptitude in planning and carrying out an enterprise activity.
- Develop the knowledge that underpins the effective use of skills that can affect the performance of an enterprise.
- Develop attitudes and ways of working that are important for enterprise.

## How will I learn?

### Component 1 Exploring Enterprises (Weighting 30%)

**Aim:** examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

**Assessment:** internally assessed assignment which will examine the characteristics of enterprises, explore how market research helps enterprises meet customer needs, understand competitor behaviour, investigate the factors that contribute to the success of an enterprise and apply what they have learnt in undertaking research and make decisions about the success of SMEs.

### Component 2 Planning for and running an enterprise (Weighting 30%)

**Aim:** select an enterprise idea to plan, pitch for and run

**Assessment:** internally assessed assignment our pupils will explore ideas for a micro enterprise activity, plan for a micro enterprise activity, pitch for a micro enterprise activity, operate a micro enterprise activity and review the success of a micro enterprise activity.

### Component 3 Promotion and finance for Enterprise (Weighting 40%)

**Aim:** explore promotional methods, financial records, planning and forecasting

**Assessment:** externally assessed task where your learners will be provided with a case study of a small to medium enterprise and complete a series of activities. In component 3, our pupils will demonstrate knowledge and understanding of elements of promotion and financial records, interpret and use promotional and financial information in relation to a given enterprise, make connections between different factors influencing a given enterprise, advise and provide recommendations to a given enterprise on ways to improve its performance.

## Possible Career Pathways:

After completing the course, pupils can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. What's more, the practical transferable skills pupils master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and the future.



# GCSE Food Preparation and Nutrition

Examination Board: EDUQAS

Contact: Mrs D Outen



## Course Aims:

Pupils will be given the opportunity to acquire and apply knowledge, skills and understanding through:

- Analysing and evaluating products and processes
- Engaging in focused tasks to develop and demonstrate techniques
- Engaging in strategies for developing ideas, planning and producing food products
- Design for manufacturing in quantity and to be aware of current commercial/industrial processes
- Recognising the moral, cultural and environmental issues inherent in Food Technology

## Course Descriptions:

You will develop new ideas and produce outstanding portfolios of work. You will develop food production skills, learn how new products are developed in the food industry, you will also learn about many different ingredients and how these ingredients function in recipes to give the required outcome. Pupils will modify recipes to meet the need of dietary requirements of individual consumers.

## How will I learn?

- Pupils should have a passion for all aspects of Food Technology which combines the design and practical elements.
- Pupils will need knowledge of good health and safety practice
- Pupils must be able to demonstrate competence in a range of practical food skills, methods and processes to produce quality outcomes
- Pupils must be prepared to work both in a group and independently
- Pupils must also have good time management and personal organisational skills, these are essential if deadlines are to be met successfully

## Possible Career Pathways:

Professional Caterer, Chef, Manager of your own food business, Teaching and further study of food sciences, which in itself can lead to many more careers such as Food Technologist and Nutritionist.

# GCSE Geography

Examination Board: AQA

Contact: Mrs L Pallas



## Course Aims:

The Geography specification is designed to ensure a broad content covering geographical themes from around the world. It will help pupils to understand relationships between people and their environment and the world in which they live and how this has been shaped through historical events. This course allows optional topics which enable us to teach aspects of the curriculum that are the most suited to our pupils.

**Residential Fieldtrip** — Pupils also have the opportunity to visit Italy or somewhere abroad in Year 10 which will deepen their knowledge of geographical processes studied in the classroom to bring their learning to life.

## Course Description:

### Unit 1: Living with the physical environment 1 hour 30 minutes — 35% of GCSE Taught in Year 9/10

**Section A:** The Challenge of Natural Hazards — Tectonic hazards, Weather Hazards and Climate Change

**Section B:** Physical Landscapes in the UK – Rivers and Coasts

**Section C:** The Living World – Tropical Rainforests (Amazon Rainforest) and Hot Deserts (Thar Desert)

### Unit 2: Challenges in the human environment 1 hour 30 minutes — 35% of GCSE Taught in Year 10/11

**Section A:** Urban Issues and Challenges – Population and Urbanisation including Rio and London

**Section B:** The Changing Economic World – Economic Development including Nigeria and Kenya

**Section C:** The challenges of Resource management – Resource and water management in the UK and around the world.

### Unit 3: Geographical applications 1 hour — 30% of GCSE Taught in Year 9/10/11

**Section A:** Issue Evaluation - a critical thinking and problem-solving element

**Section B:** Fieldwork - Pupils need to undertake two geographical enquiries outside of school, each of which must include the use of primary data, collected as part of a fieldwork exercise

**Geographical Skills** - Pupils are required to develop and demonstrate a range of geographical skills throughout their study of the specification. Skills will be assessed in all three written exams and practised during the entire course.

## How will I learn?

The lessons will have interesting content which will make use of thinking skills activities, paired and group work to enable the development of geographical knowledge and skills. Pupils will learn both inside and outside of the classroom including fieldtrips each year of the course.

## Possible Career Pathways:

Geography pupils develop an in-depth knowledge of both how human and physical environments work. This makes them excellent candidates for careers in local government, travel, the environment and climate change. Other sectors include international aid and development, logistics, sustainability and economic development. Geographers are great team workers and have top research, presentation and communication skills. These open up opportunities from market research to accounting, to law and property surveying.



# BTEC Health & Social Care

Examination Board: Pearson Edexcel

Contact: Mrs H Williams/Mrs K Rutherford



## Course Aims:

Pupils will be given the opportunity to acquire and apply knowledge, skills and understanding through:

- Actively engaging pupils in the processes of health and social care to help them develop as effective and independent learners.
- Encouraging pupils to understand aspects of health, social care and early-years sectors through investigation and evaluation of a range of services and health organisations and health promotion.
- Developing a critical and analytical approach to problem-solving within the health, social-care and early-years sectors and education.
- Examining issues which affect the nature and quality of human life including an appreciation of diversity and cultural issues
- Developing pupils' awareness of the influences on an individual's health and well-being, and an understanding of the importance of motivation and support when improving health.

## Course Description:

This BTEC qualification focuses on the fundamental principles of 'Health and Social Care', giving learners the opportunity to engage in subject content that is relevant to the working world of Health and Social Care. Pupils will learn about the key stages of physical, intellectual, social and emotional development and begin to understand the profound influence relationships and life events can have on an individual's health and development. Pupils also examine the factors that influence a person's self-concept and how people react to change in their lives.

## How will I learn?

Interpret information from different sources, carry out calculations, interpret results and present findings, take part in discussions, read and obtain information, find, explore and develop information, confirm what needs to be done and who is to do it, plan work and confirm working arrangements, plan and try out ways of solving problems, evaluate all work.

## Possible Career Pathways:

Social Work, Nursing, Teaching, Counselling and Caring Professions (all ages). Nursery Nursing skills and knowledge are transferable and key to the development of adult life.

# GCSE History

Examination Board: Edexcel

Contact: Mrs Scott



## Course Aims:

The History specification is designed to ensure a broad content covering the modern world and events that shaped the nation. It will help pupils to understand and analyse the causes of some of the major historical events and changes of the past. In addition, pupils will develop investigative and analytical skills and grow a greater appreciation of historical causation.

**Residential** — In Year 10, pupils may also be given the opportunity to visit a country of historical enrichment. Previous trips have been to Poland to experience the infamous Nazi concentration camp Auschwitz and Schindler's factory and, more recently, to Berlin where pupils visited Sachsenhausen concentration camp, the Berlin Wall and Checkpoint Charlie. This will help enrich their knowledge and understanding of History and support achievement through active learning.

## Course Description:

- \* **Paper 1: Thematic Study and Historical Environment Study**  
Medicine Through Time  
**Assessment:** 1 hour 15 minute exam contributing to 30% of overall mark.
- \* **Paper 2: Period Study and British Depth Study**  
Elizabethan England and The American West  
**Assessment:** 1 hour 45 minute exam contributing to 40% of overall mark.
- \* **Paper 3: Modern Depth Study**  
The USA 1954-75  
**Assessment:** 1 hour 20 minute exam contributing to 30% of overall mark.

## How will I learn?

The lessons will have interesting content which will make use of thinking skills activities, paired and group work and development of historical knowledge. Pupils will learn how to construct extended answers and develop essay writing skills. The use of historical sources is another key skill that pupils will need to use, especially when studying the historic environment part of the course.

## Possible Career Pathways:

An understanding of History is a desired qualification for anyone seeking to enter the academic professions such as Teaching, Law, Civil Service and Politics. It could also lead to careers in Archaeology, Researching and Publishing. The skills developed in History, such as presentation, communication and decision making, make it valuable for many future careers.

# GCSE Media Studies

Examination Board: EDUQAS

Contact: Mr J MacIntyre



## Course Aims:

This course gives you the opportunity to study a range of different media including websites, films, television, magazines and newspapers. You will analyse texts and communicate findings while being imaginative and creative.

Pupils will benefit from:

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries

## Course Description:

Pupils will complete a written examination through investigations of Media. An accompanying portfolio of creative and analytical work will demonstrate their understanding of Media in assignments explored in controlled conditions.

## How will I learn?

Traditional learning methods will be used but you will also be given the opportunity to analyse current media texts and forms through interactive methods, such as using computers and other forms of ICT.

Pupils will sit two examples on a mixture of unseen and previously studied materials, with guidance available to aide revision in Year 11.

Controlled Assessment takes the form of analysing how a range of products attract their target audience, then showing knowledge and creativity by making their own using appropriate technology.

## Possible Career Pathways:

Journalism, Marketing, Advertising, Television, Radio: *Media is all around you...*

# Examination Music

Examination Board: GCSE Music AQA and BTEC Music EDEXCEL

Contact: Mrs R Bonner



## Entry Requirements:

Playing an instrument or singing is essential.

## Course Aims:

Examination courses allow pupils to develop their creative abilities through either performance and composition or through engaging in the music industry by developing a wide range of relevant practical and technical musical skills. In Year 9, all pupils will cover the content and skills that are common to both **GCSE Music** and **BTEC Music**. Both qualifications are equivalent in terms of progression to further study. However, the way in which they are assessed differs and some of the content/skills are also different in the second and third years of the course. At the end of Year 9, pupils will pursue the course that is most suited to their preferred learning style and which will ensure they achieve the best possible outcome at the end of Year 11.

## Course Descriptions:

Both courses provide pupils with an appropriate focus to appraise, develop and demonstrate an in-depth knowledge and understanding of music:

**GCSE Music:** The areas of study are as follows — Western Classical Tradition 1650-1910, Popular Music, Traditional Music and Western Classical Tradition since 1910. Assessment is broken down into the following components: Understanding Music (40%), Performing Music (30%) and Composing Music (30%)

**BTEC Music:** Pupils complete two mandatory units— The Music Industry and Managing a Music Product. Pupils then choose two optional units to complete — Introducing Live Sound, Introducing Music Composition, Introducing Music Performance, Introducing Music Recordings or Introducing Music Sequencing

## How will I learn?

Lessons will make use of your preferred instrument wherever possible to nurture skills in performance and composition. Some time will also be dedicated to studying careers in the music industry and planning a musical concert or performance.

## Possible Career Pathways:

After completing a course in Music, you can study AS/A2 level qualifications at a sixth form college or branch into a more practical BTEC or college course in performance and recording leading to university or careers including sound editing, sound engineering, film/tv composing and performance.



# Examination PE

Examination Board: EDEXCEL

Contact: Mr R Atherton



## Entry Requirements:

Pupils should have a keen interest in achieving outstanding performances in a range of PE activities and wish to develop an in-depth knowledge of sport, performance and how the body works.

## Course Aims:

Examination courses consist of practical activities and theoretical aspects of physical activity. In Year 9, all pupils will cover the content and skills that are common to both **GCSE PE** and **BTEC PE**. Both qualifications are equivalent in terms of progression to further study. However, the way in which they are assessed differs and some of the content/skills are also different in the second and third years of the course. At the end of Year 9, pupils will pursue the course that is most suited to their preferred learning style and which will ensure they achieve the best possible outcome at the end of Year 11.

## Course Descriptions:

Both courses aim to enable pupils to become physically competent through being actively engaged in a range of physical activities and become increasingly effective in their performance in different types of physical activity.

**GCSE PE:** Assessment is broken down into the following components:

Fitness and Body Systems (Examination 36%), Health and Performance (Examination 24%), Practical Component (3 sporting activities 30%) and Personal Exercise Programme (Written Coursework 10%)

**BTEC PE:** Pupils complete three mandatory units — Fitness for Sport and Exercise, Applying the Principles of Personal Training and Practical Sports Performance. Pupils then choose one optional unit to complete — The Mind and Sports Performance, The Sports Performer in Action or Leading Sports Activities .

## How will I learn?

A qualification in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Pupils will also gain understanding of how physical activities benefit health, fitness and well-being.

## Possible Career Pathways:

A qualification in Physical Education could lead to career opportunities in the following areas: Teacher, physiotherapist, coach, fitness instructor, grounds man, sports journalist, sports commentator, dietician, chiroprapist, referee or umpire, sports retailing and professional sportsperson.

# GCSE Design & Technology: Resistant Materials

Examination Board: AQA

Contact : Miss H Pestell



## Course Aims:

Pupils will be given the opportunity to acquire and apply knowledge, skills and understanding through :

- Analysing and evaluating products and processors.
- Engage in focused tasks to develop and demonstrate specialist techniques.
- Engage in strategies for developing ideas, planning and manufacturing products.
- Consider past and present Design and Technology innovations, relevant to designing and making and how these affect society
- Recognise moral, cultural and environmental issues inherent in Design and Technology.

## Course Description:

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. The course is divided into two main parts comprising of both written and practical work:

Externally set examination (Core principles of DT) - 50% of final marks

Controlled assessment - 50% of final marks

Design and make tasks are set by the examination board and change each academic year. Pupils will have the opportunity to demonstrate knowledge and skills developed previously. Pupils will create an exciting and innovative portfolio of work and a working prototype.

## How will I learn?

Interpret information from different sources across all specialisms and core contexts. Carry out calculations, interpret results and present findings. In order to make effective design choices pupils will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

## Possible Career Paths:

If considering a career with any practical application, this course will be suitable. For example; joinery, manufacturing and engineering.

# GCSE Spanish

Examination Board: EDUQAS

Contact: Mrs A Rubio



## Course Aims:

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Spanish is an excellent choice for you! It is also one of the subjects under The English Baccalaureate.

The aim of the course is:

- To develop an understanding of the language in a variety of contexts.
- To develop knowledge of the language and language learning skills which are highly recognised as transferable skills.
- To develop the ability to communicate effectively in the language and develop awareness of countries and communities where the language is spoken.

## Course Description:

The course is divided into four units.:

Unit 1	Listening	25%
Unit 2	Speaking	25%
Unit 3	Reading	25%
Unit 4	Writing	25%

## How will I learn?

Over the three year course you will study a variety of exciting topics under the wider contexts of Identity and Culture, Local, National, International and Global Areas of interest, current and future study and employment. You will develop a confidence to communicate in Spanish; both orally and written. You will also gain proficiency in reading and understanding spoken Spanish, both essential elements for communication and are highly recognised transferable skills. These are examined in final exams at the end of the course. Homework is set weekly and learning vocabulary is an essential part of success at GCSE.

## Possible Career Pathways:

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Spanish means you will be able to:

- study AS and A2 Spanish courses
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- be able to pursue a wide variety of careers.

Careers using modern foreign languages include: Cabin Crew, Immigration Officer, Diplomatic Service, Hotel Manager, Interpreter, Translator, Language Teacher, Tourism Officer, Travel Courier, Foreign Correspondent, Foreign Journalist, European Officer, Management Consultant, Marketing Executive, Intelligence Analyst, Sales Manager and many more.



# GCSE Design & Technology: Textiles

Examination Board: AQA

Contact: Mrs K Rutherford



## Course Aims:

Pupils will be given the opportunity to acquire and apply knowledge, skills and understanding through:

- Analysing and evaluating products and processors.
- Engage in focused tasks to develop and demonstrate specialist techniques.
- Engage in strategies for developing ideas, planning and manufacturing products.
- Consider past and present Design and Technology innovations, relevant to designing and making and how these affect society
- Recognise moral, cultural and environmental issues inherent in Design and Technology

## Course Description:

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. The course is divided into two main parts comprising of both written and practical work:

Externally set examination (Core principles of DT & Textiles principles) - 50% of final marks

Controlled assessment - 50% of final marks

Design and make tasks are set by the examination board and change each academic year. Pupils will have the opportunity to demonstrate knowledge and skills developed previously. Pupils will create an exciting and innovative portfolio of work and a working prototype.

## How will I learn?

Interpret information from different sources across all specialisms and core contexts. Carry out calculations, interpret results and present findings. In order to make effective design choices pupils will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

## Possible Career Paths:

Design: Fashion (men's, women's and children's wear) Textiles, interior and Artist.

Trend: Forecaster, buyer, marketing, manufacture and publicist

Theatre: Costume and production designer

# BTEC Travel and Tourism

Examination Board: Pearson Edexcel

Contact: Mrs L Pallas



## Course Aims:

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism is for Pupils who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs and is the equivalent size and level as a GCSE. The qualification provides an engaging and stimulating introduction to the world of travel and tourism.

## Course Description:

**Unit 1: Travel and Tourism Organisations and Destinations (Coursework)** - Pupils will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.

**Unit 2: Influences on Global Travel (Examination)** - Pupils will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Pupils will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

**Unit 3: Customer Needs in Travel and Tourism (Coursework)** - Pupils will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.

## How will I learn?

The lessons will have interesting content which will make use of thinking skills activities, paired and group work as well as developing research, presentation and communication skills. There will be talks from industry experts and opportunities to visit subject specialist facilities.

## Possible Career Pathways:

The travel and tourism pathway includes occupations focused on the development, research, packaging, promotion and delivery of a traveller's experiences — including skills such as operating a facility, developing promotional materials, planning trips and events, and managing a customer's travel plans. Future careers include: holiday representative, tour manager, tourism officer, travel agent, pilot, air hostess, customer service manager, event manager, hotel manager, marketing executive and many more.





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