



WELCOME

TO YEAR 8 GUIDED CHOICES



Dream big • Do your best • Give back

Welcome

Welcome to the Year 8 Guided Choices booklet for 2024.

This is a really important moment in a student's school life - the first time that they will have the opportunity to consider and make some decisions about the pathways they will follow for future years.

Much of the Key Stage 4 curriculum (Years 9-11) is already set for students in terms of the subjects they will pursue to GCSE (or equivalent). This can sometimes be a surprise and even frustration to students and parents, who may desire a greater degree of flexibility. Ultimately, our aim is to ensure all students have access to a broad and balanced curriculum, equipping them with the knowledge, skills, attitudes, dispositions and ultimately choices to pursue any post-16 pathway they wish. Part of this process will be to fully explain the Key Stage 4 curriculum to students and parents, so that they understand why they have more flexibility in some areas rather than others.

With regards to the aspects of curriculum that provide students with the opportunity to choose, we are proud to be able to offer a wide range of subjects, both GCSE and vocational. We look forward to working with students over the coming weeks to ensure that they feel fully informed and supported in relation to their choices.

This booklet provides detail about the process, along with the full range of courses. Please note the important key dates listed on the next page, but rest assured that we are willing to give further advice and guidance at any time in the process.

Yours sincerely,



Carolyn Tipler
Deputy Headteacher



Adam Snow
Assistant Headteacher
Key Stage 3



Adam Dickinson
Assistant Headteacher
Year 9



David Weekes
Timetable lead

Key Dates

Date	Event
Wednesday 6 th March	Launch Assembly to students Subject guidance begins
Friday 8 th , 15 th & 22 nd March	Friday tutor time taster sessions for subjects that are new at Key Stage 4
Thursday 14 th March	Guided Choices Evening at Gordano School
w/c 18 th March	Letters go home advising students how to make their choices Applicaa opens for selections to be made
Friday 19 th April	Deadline for submission of choices through Applicaa
April/May	Subject checking with Assistant Heads, Heads of Houses, Tutors and Careers team as needed
Term 6	Options allocations will be confirmed as early as possible in term 6

Useful Contacts:

Mrs Lisa Gardiner, Careers Coordinator

lgardiner@gordanoschool.org.uk

For queries relating to using Applicaa
or for the senior team

guidedchoices@gordanoschool.org.uk

For contacting tutors/house team for advice

mailbox@gordanoschool.org.uk

Heads of Houses

Biscay	Mrs Caja McKenzie-Liddington
Cromarty	Miss Hannah Holt
Fitzroy	Miss Rhian Player
Lundy	Mrs Victoria Lloyd
Portland	Mr James Reddrop
Shannon	Mr Greg Horner

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Creative iMedia	20	1 or 2	V (Cambridge National)	Creative
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Religious Studies	33	1 or 2	GCSE	Twilight
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Travel & Tourism	35	1 or 2	V (BTEC)	Open (Level 1 through guidance from student support)
Uniformed Services	36	1 or 2	V (BTEC)	Through guidance from Student Support

What will your Key Stage 4 Curriculum look like?

The subjects that you will study in Year 9 - 11 fall into three groups: Core Subjects, Core Choices and Open or Free Choice

1. Core Subjects

English All students will study GCSE English Language and GCSE English Literature

Maths All students will study GCSE Maths

Science All students will study the 'Combined Science' course (2 GCSEs) during Year 9. Towards the end of Year 9 some students will be offered the option of taking 'Triple Science' (made up of separate GCSEs in Biology, Chemistry and Physics). There has been a change in curriculum time allocation to support students following the appropriate science route from the start of Year 9. The decision regarding the offer of 'triple science' will be made by the school on the basis of your progress in these subjects.

Core PE All students will continue to have 4 lessons of Core PE per fortnight throughout Key Stage 4.

Ethics: All students will study a course in Ethics, which will include many of the themes from our Personal, Social, Health and Economic Education Programme (PSHE). The school is offering students the opportunity to follow a course leading to a full GCSE in Religious Studies through twilight classes in Years 9 and 10. Interest in following this course will need to be recorded in the correct section on the options form.

2. Core Choices

Humanities (History or Geography) The majority of students will continue to study either History or Geography (they are welcome to choose both).

Modern Foreign Language (MFL) The majority of students will also continue to study French or Spanish to GCSE Level. They will also have the choice to select a second GCSE Language (Spanish or French) if they have prior experience of this language.

Creative Choice All students will choose a creative subject from the suite of Creative Arts, DT courses and PE (they are welcome to choose more than one)

For a very small number of students, a more bespoke pathway may be more suitable, as determined by SEND needs. This will be discussed on an individual basis with the Student Support team/ Director of Key Stage.

3. Free choice

In addition to the core subjects, a Humanities, Language and Creative subject, students can choose one other option from the full suite of GCSE and vocational courses.

You need to think very carefully about your core Humanities choices, but your Creative and free choice are likely to require even more thought. Read the 'Advice and Guidance' section to help you, as well as the information regarding the EBacc on the following pages.

One important factor is the type of qualification for each subject:

GCSE courses are more traditionally classroom-based and are assessed by exam, or a combination of coursework and exams (these are marked G on the course pages)

Vocational courses (BTECs/Cambridge Nationals/etc.) courses are usually practical, computer-based or mostly assessed by assignments and coursework (these are marked V on the course pages)

Level 1 Courses are designed for students who are not yet ready to step up to Level 2 (GCSE) courses. The Student Support team will be able to advise in relation to level 1 and level 2, as part of the guidance and support they offer through this process.

Help, advice and guidance

There are a number of people available to help you make the best decisions for Key Stage 4, these include:

Your tutor

Your tutor knows you and your strengths as a learner. They will be happy to advise you or point you in the direction of our Careers Adviser

Head of House & Assistant Head of House

They are available at any time to discuss your option choices with you or your parents.

Careers Adviser, Mrs Lisa Gardiner

Mrs Gardiner is hugely experienced at helping students make the right decisions and knows all about what you will need to help you progress to Sixth Form, college or employment with training at the end of your Key Stage 4 courses.

To contact Mrs Gardiner, email

lgardiner@gordanoschool.org.uk or find her in her office (next to the Sixth Form Common Room, near the LSP stairs)

Assistant Headteachers/Deputy Headteachers

If you would like to better understand the way the Key Stage 4 curriculum is structured, please do get in touch with a member of the senior leadership team.

English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is a suite of subjects at GCSE that keeps young people's options open for further study and future careers. These subjects are considered essential to many degrees and open up many doors.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

A student will achieve the EBacc if they achieve a Grade 5 or above in English Language, Mathematics, two Sciences, a Modern Foreign Language and History or Geography (6 specific GCSE qualifications in total). There is no certificate available for students attaining this measure, although universities and employers do hold these subjects in particularly high regard.

At Gordano our compulsory curriculum includes English Language, English Literature, Mathematics and at least two sciences. For the majority of students a Modern Foreign Language, a Humanities subject and a Creative subject is also compulsory.

We are of course committed to successful delivery of all of our courses and are rightly proud of the achievements of all of our subjects, whether they are part of the 'EBacc' or not.

At Gordano School, we are committed to the principle of inclusion ensuring that every individual can meet their full potential. Support for students begins with high-quality teaching in the classroom and high-quality pastoral care from their House teams. Our vision of inclusive support for students with special educational needs is to provide personalised responses to individual needs.

SEND & Alternative Curriculum Support

At Key Stage 4, the Student Support team works specifically with students who have identified special educational needs and/or disabilities. We work with all involved to ensure that these individuals are given appropriate support so that they may access the breadth of opportunities.

We can provide carefully considered adaptations as part of a graduated response to a child's need. This means that students experience the support that they need at the level required. We work closely with all people who work with the child to make careful decisions about the best type of support and the most appropriate pathways. We can offer timely, flexible and/or alternative curriculum arrangements for students identified as having ongoing persistent and significant needs.

Core Support

Core Support is delivered by the Student Support teachers to provide additional support in literacy and numeracy at Key Stage 4. It is specifically for students who are nominated by the Student Support Team; they will be known to and supported by the team throughout Key Stage 3. The students are selected using criteria including previous interventions and their progress data.

The Core Support curriculum is carefully linked to and aligned with the curriculum in both GCSE Maths and English. It takes up one option choice and the lessons are split between literacy and numeracy. We provide overlearning and precision teaching of core literacy and numeracy skills, which will maximise a student's progress in all other areas.

In Core Support Literacy we aim to plug gaps which would otherwise continue to limit progression, such as academic vocabulary, sentence structure, writing techniques, spelling, punctuation and grammar. Through a range of different contexts and discussion work, we aim to develop each student's culture capital. We make links to the English curriculum, exploring similar themes and focusing on the longer answer questions on the English Language papers.

Core Support Numeracy similarly aims to plug gaps such as application and understanding of number, algebra, shape, probability and statistics. Core Support Maths is a highly scaffolded curriculum, exploring step by step instructions to solve Maths problems and build independence and confidence. We also explore the language of Maths, as lots of exam questions require a student to understand mathematical vocabulary.

Exam Access Arrangements

Students who have 'persistent and significant disabilities' may be entitled to additional support in learning and assessments. These reasonable adjustments or 'examination access arrangements' will be made in line with strict criteria from the Joint Council of Qualifications.

If a child requires exam access arrangements, it is stipulated in the JCQ Regulations that we must have the following evidence in place:

- A detailed history of need
- Evidence that the arrangement is the student's normal way of working
- In the case of a cognition and learning difficulty (such as dyslexia/dyscalculia) the student must be assessed by an internal and qualified assessor, no earlier than the start of Year 9. Please note that we cannot use external private assessments as evidence of need.

Where possible, we work towards finalising exam access arrangements by the end of Year 10. We subsequently work with students to support them in using their arrangements appropriately and effectively.

For more comprehensive information, please click this link for JCQ: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Please read this section alongside our SEND Information and our SEND Information Report, for fully comprehensive information about SEND Support at Gordano School <https://www.gordanoschool.org.uk/our-school/send>



Students following the Inspire Pathway will receive lessons in the Learning Hub as part of their mainstream timetable. The Learning Hub offers students a safe learning environment where the curriculum is based on their individual learning needs.

Following the Inspire Pathway is part of Gordano's graduated response. Collaboration between the Inclusion Team, SEND Team, Heads of Key Stage and external organisations supports students who may have a range of needs that can prevent them from attending, engaging with and/or attaining in individual subjects. These could be medical (physiological or psychological) needs and/or SEND.

For students following the Inspire Pathway, students will receive lessons in subjects which will promote their attainment and engagement with learning. Our curriculum provision includes:

- Intervention support with core and option subjects
- ASDAN qualifications including FoodWise and Living Independently
- AQA Unitary Awards covering a variety of topics
- Entry Level/Functional Skills Qualifications in English and Maths

Following the Inspire Pathway is not part of the Guided Choices process; students will be directed towards the Inspire Pathway where appropriate. This provision is run alongside the mainstream pathway where students continue to experience a broad and balanced curriculum.



Core Subjects

The subjects on the following pages will be studied by all students

What is the course about?

Studying GCSE English Language and English Literature will develop the skills you already have through the reading of fiction, non-fiction, plays, poetry and the media. In Literature, you will develop your skills as independent thinkers and fluent writers, focusing on how writers are responding to their societal and historical contexts and how we, as readers, respond in turn to their ideas. In Language, you will develop your ability to analyse unseen texts, considering writer's opinions and perspectives and the methods through which these are conveyed. You will become even more confident as speakers and listeners by taking part in paired and group discussions, presentations and role plays.

How will I be assessed?

Students are entered for GCSE English Language and GCSE English Literature. Both of these GCSEs are now assessed through 100% examination taken at the end of the course. The exams are no longer tiered, so all students sitting the exam have full access to grades 1-9.

In English Language you will be expected to analyse high-quality, challenging fiction and non-fiction texts from a range of genres, text types and historical periods (the 19th, 20th and 21st centuries). All texts in the examinations will be 'unseen'. You will also be required to write your own fiction and non-fiction texts in exam conditions, paying particular attention to spelling, punctuation and vocabulary.

There is also a Spoken Language element to the course whereby you write and perform a short speech on a topic of your choosing. You will be given lots of help and support with this.

In English Literature you will be examined on:

- A 19th century novel - *A Christmas Carol*
- A Shakespeare play - *Macbeth*
- An anthology of poetry on a common theme e.g. power and conflict
- A modern British text: either fiction or drama - *An Inspector Calls*
- 'Unseen' poetry that you haven't encountered before



What is the course about?

The course will develop the Mathematics met in previous years but to an increasingly higher level, and will include topics in:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

There will be opportunities to do some of your Mathematics using ICT. As in previous years, there will be assessments at key intervals which will help target and develop improvements in understanding.

What sort of group will I be in?

As in previous years, you will be in sets. Which set you are in will depend on your school assessment results and teacher feedback from Year 8. The sets will be regularly reviewed following assessments to ensure students are in the group which best supports and challenges them. Students will be entered for either the Foundation Tier or the Higher Tier in Year 11 depending on how they have progressed through the course.

How will I be assessed?

The GCSE Maths course will have two tiers of assessment:

- Higher with Grades 9-4
- Foundation with Grades 5-1

The Course will be assessed by three exams as follows:

- Paper One - Non-calculator (1hr 30min)
- Paper Two - Calculator (1hr 30min)
- Paper Three - Calculator (1hr 30min)

Other important information

A scientific calculator with natural display is essential. We recommend the **Casio fx-85GT CW** calculator, but please contact the Mathematics faculty for advice if needed.



What is the course about?

The universe is a wondrous thing. Science seeks to utilise humans' natural curiosity to generate and develop a life-long interest and concern for this universe. Scientific ideas are rarely facts and the effect of science on society is often controversial. Have you ever noticed how often you meet science in life? We live in an increasingly technological world where scientific ideas affect many aspects of life. Because science links direct practical experience with ideas, the more science you know the more of the world you can understand.

You will study either GCSE Combined Science J250 (worth 2 GCSEs) Level 2
or Triple Science (GCSE Biology J247 Level 2, GCSE Chemistry J248 Level 2 and GCSE Physics J249 Level 2)

Combined Science

- **Biology** Cell biology, transport systems, health, disease and the development of medicines, co-ordination and control, photosynthesis, ecosystems, Inheritance, variation and evolution
- **Chemistry** Atomic structure and the periodic table, structure, bonding and the properties of matter, chemical changes, energy changes in chemistry, the rate and extent of chemical change, chemical analysis, chemical and allied industries, earth and atmospheric science
- **Physics** Energy, forces, forces and motion, waves in matter, light and electromagnetic waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure

Triple Sciences

The Triple Science courses include all of the content for Combined Science. There is extra content to learn, but no extra time in which to do it. As the demands of these courses are high, only those who do extremely well in Year 9 will be considered for the study of Biology, Chemistry and Physics as individual GCSE subjects.

These courses add subject knowledge onto Combined Science. They include some much harder ideas, techniques and calculations, so they are only suitable for the highest-attaining students with a mind-set of high effort. Teachers will use records of completion of homework, attitude to fast-paced work, as well as assessments, to decide on suitability for Triple Science. As a guide, if a student regularly achieves grades 6 and higher in assessments, they are likely to receive an invitation to study Triple Science. This opportunity will be offered next year and does not form part of the Year 8 Guided Choices process.

How will I be assessed?

Combined Science Examinations will be tiered, with those aiming at grades 9 to 4 taking a Higher-Tier paper, and others taking a Foundation paper. There will be six exams (two for each of Biology, Chemistry and Physics). There will be a practical assessment but no coursework. This course can lead to A-Levels in all science subjects.

Triple Sciences Examinations will be in tiers of entry with all those in these classes aiming at grades 9 to 6. It is expected that students will take a Higher-Tier paper. There will be six exams (two for each of Biology, Chemistry and Physics). There will be a practical assessment but no coursework. This course leads to A levels in all science subjects.

Other important information

Everyone in England studies all three Science subjects (Biology, Chemistry and Physics) up to GCSE. All three of these are in the compulsory Science National Curriculum.

Everyone will study Biology, Chemistry and Physics in Combined Science; the highest-performing students may opt to take these as full separate GCSE subjects in Biology, Chemistry and Physics (Triple Science).

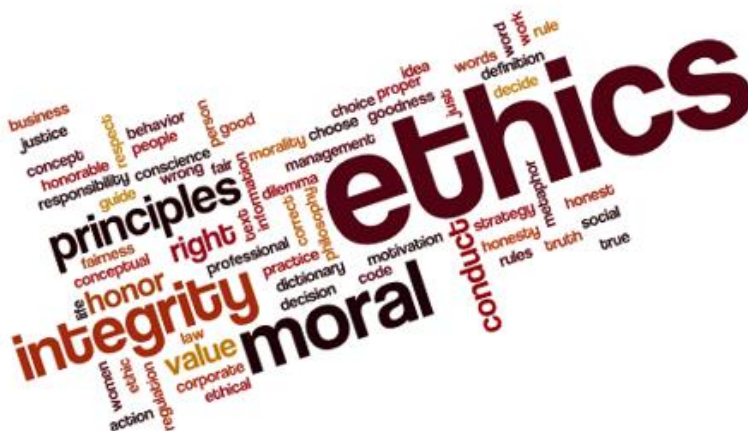
Ethics and Philosophy, as a core subject, seeks to provide students with the understanding and evaluative skills needed to address ethical issues and to understand people's responses to philosophical questions. We will build on the knowledge, understanding and evaluative skills pupils have developed during Ethics lessons in Year 8. Students will gain a deeper awareness of the beliefs and attitudes of people from different religious traditions, but will also become more confident in expressing their own views and constructing an argument.

Units you will study and skills you will learn include

In addition, students will engage with issues relating to personal, social, health and economic education. For example, students will explore issues such as contraception, mental health, consent and healthy relationships, drugs and alcohol. Students will also spend time exploring what it means to be a citizen in a globalized world. Voting, refugees and immigration are just some of the themes we will spend time debating.

You will be taught in mixed-ability classes.

There is no examination for this subject. We will still assess your progress through extended writing assessments. Through this, you will learn how to structure an essay and will gain the skills of evaluation and critical analysis.



Options Subjects

**The subjects on the following pages fall under the
Core Choices and Free Choice categories**

Who is the course suitable for?

This course is suited to all creative, enthusiastic students who have enjoyed their experience in Art at Key Stage 3 or outside school and wish to further develop their skills. The course suits students who are hard-working, open-minded and willing to give new techniques and methods a go. Highly developed independence and time management skills are also beneficial. Art GCSE serves as a fantastic springboard to a vast range of creative careers.

What is the course about?

Art at Gordano develops creative thinking, self-expression, risk-taking, and decision-making. We aim to engage everyone with well-selected projects that promote careful consideration about the world around us and encourage the development of a visual voice. We promote curiosity as an integral component in pushing creative boundaries. Students engage with a range of artists and images from different times and contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making. Our projects have a balance of art, craft and design activities, during which pupils reflect critically on their own and other people's work, judging quality, value and meaning. We cover a vast range of materials and techniques, from painting to printing to ceramics to mixed media. We encourage the 'creative journey' - the process of taking a project from inception to conclusion over a number of months - by learning how to record ideas and observations, the value of live art, how to develop and experiment with ideas by linking to other sources, and how then to bring ideas to a fitting conclusion.

What sort of group will I be in?

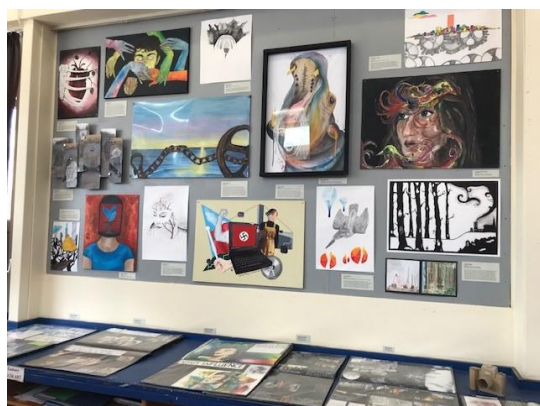
All teaching groups will be mixed-ability.

What will the exam be like?

The papers will be released in early January with the two-day practical exam taking place in April, during which students are expected to work entirely on their own. Students choose one title from a list 7 or 8 and use the guidance and support from teachers to produce a personal and well-informed body of work leading to a final outcome.

Other important information

Students are able to submit work completed outside of school, so practising in your free time could prove invaluable. Keep all your artwork safe and organised. Visit exhibitions and collect evidence of what you see. A3-size sketchbooks can be bought from the department. We recommend pupils acquire an A3/A2 folder to carry work safely as well as a basic drawing and painting kit to allow pupils to produce high-quality homework.



Who is the course suitable for?

This course will suit students who enjoy the digital media side of Art. A genuine interest in imagery and how images can be manipulated is beneficial, as is an independent work ethic and pride in presentation.

What is the course about?

Photography at Gordano develops creative thinking, self-expression, risk-taking, and decision-making. We develop a passion for images with photography, editing both by hand and digitally, and image analysis at the core of our projects. We also teach vital IT and technology skills that allow the management of files, transfer between devices and professional presentation. These skills also provide invaluable support to other subjects. Students study major disciplines such as portraiture and architecture and can be more imaginative with surrealism and abstraction. Pupils will learn to research the work of professional photographers and explore various relevant contexts to inform their practice. We also examine a collection of some of the most famous photographs ever taken, with historical and political references.

What sort of group will I be in?

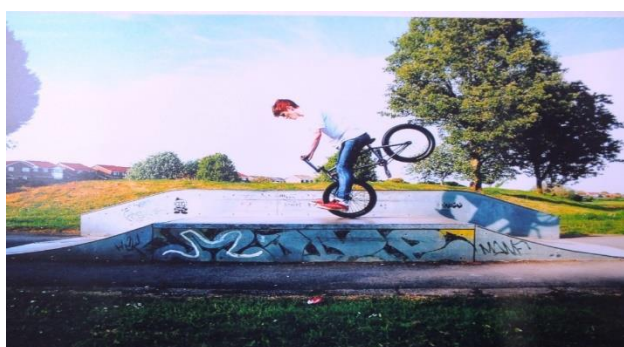
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Other important information

Students are able to submit work completed outside of school, so practising in your free time could prove invaluable. Keep all your photographs safe and organised. Visit exhibitions and collect evidence of what you see. It is advantageous but not essential to have your own digital camera, photoshop and a colour printer.



What is the course about?

The course is split into two main themes:

Theme 1: Investigating small business concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

- Topic 1.1 Enterprise and entrepreneurship - students are introduced to the dynamic nature of business in relation to how and why business ideas come about.
- Topic 1.2 Spotting a business opportunity - students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice - this focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective - students will explore a range of factors that impact on the success of the business, including the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business - students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy.

Theme 2: Building a business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

- Topic 2.1 Growing the business - students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions - students explore how the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions - this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions - students will explore the tools a business has to support financial decision-making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions - growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

How will I be assessed?

At the end of the course, students will sit two written exam papers, one for each theme. Both papers last 1 hour and 30 minutes each, contain 90 marks and worth 50% of the qualification. They consist of calculations, multiple-choice, short-answer and extended-writing questions.



What is the course about?

In a world where technologies are ever changing, this is a course that provides an in-depth understanding of how the technologies work. This course takes students behind the scenes and into the computer itself. What makes a computer? How does a computer work? What does the software do? How do you write the software? How do you program the computer to make it do what you want it to do?

This course is not focused on how to use the various technologies that we have at our fingertips. This course is about how we make these technologies work and how we can develop these technologies further.

Paper 1 - Computer Systems (50%, written paper)

- Systems architectures - how do CPU, RAM, Input Devices and Storage work together?
- Data Representation - how does Binary work? How does the computer store characters, images and sound?
- Networks - how do the technologies we use today communicate with one another; how does the internet work?
- Cyber Security - how do we protect our digital lives in the modern world?
- Ethical and legal issues - how do we use computers and what are they used for? What laws govern how we use these and other devices?

Paper 2 - Computational thinking, algorithms and programming (50%, written paper)

- Algorithms - how to create algorithms based on a set of requirements. How do searching and sorting algorithms work?
- Programming fundamentals - learn how to create practical solutions to a problem, making use of Python
- Boolean Logic - what are logic gates and how do they work?
- Types of programming languages - what is the difference between a high-level and low-level programming language?

Programming

Programming skills form a fundamental part of the course. We will use Python to learn the basics of programming, building each student's confidence with problem-solving which will be examined in Paper 2 at the end of Year 11.

What sort of group will I be in?

The course is taught in a mixed-ability group.

How will I be assessed?

The course is 100% written exam, sat at the end of Year 11.



Who is this course suitable for?

Any student who has a strong interest in working within the construction sector, and students that prefer to work in a practical way.

What is the course about?

This is a vocational course, which offers you a basic introduction to the construction sector. With a focus on practical work, you will learn basic skills and competencies in carpentry, plumbing and electrical wiring amongst other construction industry skills.

Units you will study and skills you will learn include

Group A Units (Core) - You will develop key techniques to help organise your work and priorities and manage your time effectively. You will develop the skills and behaviours needed to progress to the next stage in your learning and find out how to get into a career or college course in construction. The skills you learn in this unit are also crucial for work and life.

Group B Units (Sector) You will complete a number of units based on practical construction skills used commonly in the construction sector. Your 3 best pieces of work will be submitted for grading. Units will include the following:

- **Carpentry:** You will develop the skills needed to work with timber to produce a simple wooden frame using joints and basic woodworking and joinery skills.
- **Plumbing:** You will develop the skills needed to carry out plumbing operations, including cutting, bending and jointing to fix a water pipe.
- **Electrical:** You will develop the skills needed to safely carry out electrical installation tasks to make an electrical circuit.
- **Other:** Other units that may be studied include drawing a plan of a room, costing a job, decorating an inside wall and making repairs.

What sort of group will I be in?

Although all students will be able to opt for this course, due to the nature of the course spaces are limited and students will be allocated on an individual basis in relation to a number of different criteria.

How will I be assessed?

All work is internally assessed and graded and there is no exam.



What is the course about?

Although there is only one GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focused on your preferred material area. This will allow you to work primarily in this material during your coursework project. With Design and Technology (Product Design) you will be working mostly in woods, metals and plastics and timetabled mainly in the workshop.

Design and Technology (Product Design) is a course that provides students with a freedom in their designing and making. Making things to satisfy design briefs is central to the course and students will have the experience of using a wide range of materials as well as considering CAD/CAM and other quality production methods. The course covers generic issues of designing and making using a wide range of materials. Students will learn how to shape, manipulate, join and finish materials while at the same time making design decisions based on their theory work. With DT (Product Design) there will be more of a focus on Resistant Materials such as woods, metals and plastics, and students will learn more about these materials in preparation for the exam and NEA.

Typically, Year 9 & 10 projects will include

- Pewter Casting Project (Metals)
- Bird Box Project (Woods)
- 3D Printing Project (Plastics)
- Desktop Organisation Project (All Resistant Materials)
- Various Theory Topics e.g. Smart Materials, Electric Systems and Mechanisms

What type of group will I be in?

All of the groups will be mixed-ability with no more than 20 students per group.

How will I be assessed?

Non-Examined Assessment (NEA) is worth 50% of the course and takes place during Term 6 in Year 10 until Term 3 in Year 11. The remaining 50% is achieved through the final exam at the end of Year 11. All students are entered for a single tier exam, in which they can achieve grades 9-1. The exam will be a 2-hour paper based upon the work covered during Years 9, 10 & 11. There is an optional element to the exam paper which will allow students studying DT (Product Design) to answer more questions on either woods, metals or plastics).

You cannot study both DT (Product Design) and DT (Graphic Design) or BTEC Introductory Certificate in Construction.



What is the course about?

Although there is only one GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focused on your preferred material area. This will allow you to work primarily in this material during your coursework project. With Design and Technology (Graphic Design) you will be working mostly in cards, papers and modelling materials and timetabled in a combination of workshops and computer rooms.

Design and Technology (Graphic Design) is a course that provides students with a freedom in their designing and making. Making things to satisfy design briefs is central to the course and students will have the experience of using a wide range of materials. The course covers generic issues of designing and making using a wide range of materials. Students will learn how to shape, manipulate, join and finish materials while at the same time making design decisions based on their theory work. With DT (Graphic Design) there will be more of a focus on Compliant Materials such as cards, papers and modelling materials and students will learn more about these materials in preparation for the exam and NEA. There is also a greater focus on CAD/CAM i.e. the use of computers to help design and make high quality graphic products.

Typically, Year 9 & 10 projects will include

- Packaging Design Project (Paper and Card)
- Corrugated Card Prototyping Project (Card)
- 3D Printing Project (Plastics)
- Architectural Modelling Project (All Compliant Materials)
- Various Theory Topics e.g. Smart Materials, Electric Systems and Mechanisms

What type of group will I be in?

All of the groups will be mixed-ability with no more than 20 students per group.

How will I be assessed?

Non-Examined Assessment (NEA) is worth 50% of the course and takes place during Term 6 in Year 10 until Term 3 in Year 11. The remaining 50% is achieved through the final exam at the end of Year 11. All students are entered for a single tier exam, in which they can achieve grades 9-1. The exam will be a 2-hour paper based upon the work covered during Years 9, 10 & 11. There is an optional element to the exam paper which will allow students studying DT (Graphic Design) to answer more questions on card/paper or plastics).

You cannot study both DT (Graphic Design) and DT (Product Design) or BTEC Introductory Certificate in Construction.



What is the course about?

The creative industry is one of the biggest growing sectors in the British and global economy. The Cambridge Nationals in Creative iMedia is designed to develop the skills and understanding required to take up a place in this sector of the economy.

The Cambridge Nationals in Creative iMedia will equip you with a range of creative media skills and provide opportunities to develop in context desirable, transferrable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills, you will be creating fit-for-purpose creative media products such as websites, animations, digital graphics and computer games.

The Cambridge Nationals in Creative iMedia will challenge you, by introducing you to demanding material and techniques; encouraging independence and creativity and providing tasks that will engage with the most taxing aspects of the creative side of the Computing curriculum.

The qualification design, including the range of units available, will allow you the freedom to explore the areas of Creative iMedia that interest you. This is a 'hands-on' course where you will be taught using practical activities together with research into key concepts that underpin these new areas of modern digital life. If you want to take a qualification that is modern and challenging, with exciting areas of learning, then Creative iMedia is for you.

Units you will study and skills you will learn

1. R093 - Creative iMedia in the media industry - Exam sat at the end of Year 11 (worth 40%)
2. R094 - Visual Identity and Digital Graphics - NEA sat during Year 10 (worth 25%)
3. R097 - Interactive Digital Media - NEA sat during Year 11 (worth 35%)

NEA briefs are supplied by OCR and will ask students to create a digital graphic or product based on a real-life business scenario. This gives students a hands-on approach to learning, allowing them to build their independent learning skills. Students complete NEA work in class which is internally assessed and externally moderated by OCR.

What sort of group will I be in?

The course is taught in a mixed-ability group.



What is the course about?

GCSE Dance is a fantastic course designed to inspire, excite and challenge students. The course includes both practical and theoretical elements of Dance and consists of a live performance exam and written paper. The majority of lessons are practical, supported by some classroom lessons to equip students with all the knowledge and skills they need to complete the course. If you want to be a dancer, actor or performer then GCSE Dance is a great option for you. However, studying Dance can also open the doors to many different career paths and helps you build essential life skills such as confidence, communication, leadership and teamwork skills.

'I love GCSE dance because there is lots of creative freedom, and so many lessons are practical which is a lovely balance with some of my other subjects' *Year 10 GCSE Dance Student*

This subject is perfect for you if you enjoy:

- Performing in front of people
- Choreographing dances in a range of different styles
- Teamwork and leading others
- Being creative and imaginative
- Watching and analysing other peoples' choreography

How will I be assessed?**Component 1**

- Performance 30%: one solo performance, which is one minute in length (taught to students) and a duet/trio performance choreographed in collaboration with your teacher; this can be in any style and explore any theme
- Choreography 30%: solo or group choreography - entirely student led, starting point selected from AQA paper

Component 2

- Dance Appreciation (Theory) 40%: understanding of choreographic process and performing skills, analysis/reflection of your own work, analysis of 6 professional dance works

Other important information

Through taking this course, you will get to take part in the annual Dance Show and Creative Arts Festival at Gordano, as well as being given opportunities to perform outside of school at regional Dance platforms!



What is the course about?

The GCSE Drama course is exciting, creative and challenging. You will be working with others much of the time and will sometimes work independently to explore how to create, direct, design and perform your own and others' plays. You will explore many styles of theatre and many different practitioner interpretations of what 'Drama' is. Everything you have done In Year 7 and 8 will serve as a foundation that you will then build on over the next few years. Although you will sometimes have to express and articulate yourself through written work, it will all be explored practically. Drama is, after all, a practical subject.

This subject is right for you if you enjoy:

- performing in front of people
- creating theatre
- picking things apart to figure out how and why performances/plays work
- watching theatre (professional theatre and in school)
- exploring different plays
- articulating yourself through speaking and writing
- experimenting and performing a variety of characters
- working with others

How will I be assessed?

Component 1 Coursework (practical/written) 40%

- Creating your own piece of theatre and writing about the process in a portfolio (30%)
- Performing your piece of theatre to an audience (10%)

Component 2 Performance (practical) - 20%

- Perform a script as a group (10%)
- Perform a monologue (10%)

Component 3 Written Exam (written) 40%

- Part A: explore how to be a performer, director and designer for a play (30%)
- Part B: live theatre review (this will involve a few compulsory theatre trips) (10%)

Other important information

Complementary subjects: Dance, Music, English Literature & Language, History

A quote from a previous GCSE Drama student who also went on to take Drama at University

'I am so glad I took Drama at GCSE. My job involves delivering very high-profile presentations to some very important clients. Drama has taught me to speak confidently and vibrantly, engage and respond to an audience. My job also involves networking. Drama has taught me great social and communication skills like being approachable and empathetic as well as organised. I can confidently say I would not be as good at my job if I had not taken Drama at GCSE and then continued it at A Level and University at degree level.' Dominique Rebecca—Venue Consultant, Grass Roots Events, London



What is the course about?

If you love cooking or talking about food, then this is the course for you! You will discuss food commodities, nutrition, diet and good health and the science of food, and you will do a lot of cooking. You will be expected to bring ingredients to cook at least once per fortnight and learn a wide range of practical skills and recipes.

Units you will study and skills you will learn include:

- **Food Commodities** - Discover where and how food is grown and produced and explore the many different ways these foods can be cooked
- **Nutrition** - Learn all about the key nutrients we need to be healthy, including fat, proteins, carbohydrates, vitamins and minerals and where we find them.
- **Diet & Good Health** - Find out how much of each nutrient different groups of people need each day and plan menus and diets to provide for these needs.
- **The Science of Food** - Learn about what happens to ingredients when food is prepared and cooked and how that affects the taste and nutritional properties. You will also discover how some foods are made by microbes and look at food safety.
- **Cooking & Food Preparation** - You will consider a whole range of reasons why people choose to eat different foods. There is a large emphasis on practical skills and you will learn to make a wide selection of different sweet and savoury dishes using a whole host of different ingredients, methods and equipment.

What sort of group will I be in?

You will be in a mixed-ability group.

How will I be assessed?

There will be a combination of coursework tasks and a written exam. In Year 11 you will complete two coursework tasks - a scientific food investigation task finding out about ingredients which is worth 15% and a food preparation practical exam which is worth 35% and a final written exam which is worth 50%.

Other important information

You can still follow this course if you have special dietary needs; all of our recipes can be adapted for special diets such as vegetarian, coeliac and dairy-free.



What is the course about?

This GCSE course will improve the skills you have been developing in Geography so far enabling you to:

- Become more confident at dealing with current global issues
- Improve your data analysis skills
- Learn through a variety of opportunities including debate, role play, independent research, field work and video

The course involves studying important world issues and is split into four units:

- **Physical Geography:** Learn about processes around the world including volcanoes and earthquakes and other natural forces that have influenced our planet. Students study topics such as the biosphere (living features of our planet) and exciting landscapes created by ice, rivers and the coast.
- **Human Geography:** Students will study about the people of the world, looking at the many different societies and how well developed different countries are, as well as the growth of the world's megacities. Bristol and Mumbai will form a major case study and a trip to the former will be made to study this location's geography. You will also leave this course with a really cool understanding of how the UK works and has changed since the year 2001.
- **Environmental Geography:** Topics such as climate change, resource use (namely food) and consumption will be investigated further here.
- **Researching Geography:** Students complete a series of fieldwork investigations which may lead to the creation of a written report. This will involve taking a trip to the Bristol Docks and the River Holford, where they will collect pieces of data that will help them to draw informed conclusions.

By studying GCSE Geography, you will understand the world around you and how complex it is, using up-to-date case study material to enhance your knowledge and understanding.

What sort of group will I be in?

You will be taught in a mixed-ability group.

How will I be assessed?

You will be assessed via 3 exams each in the summer of Year 11.

Other important information

To practise techniques for collecting and presenting data, there will be two self-designed field investigations. You will produce two visual reports based on data collected during these two trips to learn for your exam in Year 11. The course will help you with the statistics element of Mathematics and so will help support this subject well.



What is the course about?

If you are a caring person and interested in helping others, then this is the course for you! Health and Social Care is all about working with people and covers such a wide curriculum, focusing on how to support individuals from the very beginning of their lives until end-of-life care. As well as the health element, this course also helps you prepare for a vocation in social care, looking at the roles of social workers, youth workers etc. Individuals working in the health and social care sector have a vital role to play in the lives of the people they work with. You will learn a variety of personal and professional skills to enable you to work with people of all ages.

This course, which is equivalent to a GCSE, provides a practical, real-world approach to learning and develops specific knowledge and skills that will be vital as you consider future employment or further study.

Units you will study and the skills you will learn include

- **Principles of care in health and social care settings** The key aspect of this unit is to examine key aspects of working in health and social care settings. You will learn about the ways of supporting service user's rights and using effective communication skills so that you can provide person-centred care. You will also learn about ways of valuing diversity and providing equal opportunities in order to meet the needs of service users who are using care settings. This is an examined unit.
- **Health promotion campaigns** Although health education plans can be costly, they can save billions of pounds for the NHS in the long term. Health campaigns empower service users by giving them information that helps them make life changing choices which could improve their health and well being. In this unit, you will learn about public health, the challenges and importance to society. You will learn to plan and deliver your own small scale campaign.
- **Supporting individuals through life events** This coursework unit examines the life stages from 5 to 65+ years old. Everyone's life is different and many different factors affect life stages in varying ways. You are going to look at the change associated with the development from childhood to older adulthood and the factors that influence this development.

What sort of group will I be in?

The teaching groups will be mixed-ability.

How will I be assessed?

The course is 66% coursework and 33% examined. Two units will be assessed internally via coursework and the third unit by an external exam assessment paper. Students can achieve pass, merit or distinction. Students are able to use a variety of assessment methods i.e. report writing, videos, leaflets and posters, or presentations. Creative assessment is encouraged.



What is the course about?

The GCSE course will improve on the skills you have been developing in History so far. If you enjoy your History now you will love the depth and variety of the GCSE course. History is about wonderful stories of how we came to be where we are today and understanding the twists and turns of those events. History is also for all those budding lawyers or those that want to work in government, business management or international relations (to name a few places it can take you) to help you make vital and strategic decisions.

The course involves studying important historical issues and is split as follows:

Paper 1 covers aspects of the 20th Century:

- America, 1920-1973 Opportunity and Inequality: this covers the amazing political and social developments in America before it became the world leading 'superpower' we know today. We start with the booming 1920s of Gangsters and Prohibition. We then study the USA up until the Civil Rights and Women's movements including the likes of Malcolm X and Martin Luther King Jr.
- The Cold War, 1945-1972: an area of the course that provides amazing insight into the world we live in today. International relations are so important for our global future and understanding the background to these relationships will enlighten the world. This section covers events like the building of the Berlin Wall to the Cuban Missile Crisis.

Paper 2 covers aspects of British history from 1170 to the present day, looking at how the nation has been shaped over time. We study:

- Britain: Power and the People 1170 to present day. This course looks at the big picture of how different groups of people fought for their rights and changed the UK from a monarchy to a democracy. You will cover a range of important turning points in British history looking at how they shaped the nation which you live in today.
- Elizabethan England, c1568-1603 Here you will look in depth at Elizabethan life in all aspects from famous events like the Spanish Armada to how they dealt with poverty at this time. This is a depth topic and will allow you to get really involved in the finer aspects of the period. As part of the course we will be studying a particular place with links to the period; often this provides us with a great opportunity for a trip to the likes of Shakespeare's Globe Theatre in London to Kenilworth Castle in Warwickshire.

What sort of group will I be in?

You will be taught in a mixed-ability group.

How will I be assessed?

There are two written exam papers; one for the topics covered in paper 1 and another for paper 2 (content outlined above). Both papers are two hours in length. Each paper counts for 50% of GCSE. This is no coursework or controlled assessment in GCSE History.



What is the course about?

A foreign language is one of the core subjects for the English Baccalaureate and an excellent skill to have in life! Students taking a language at GCSE continue with the language they have studied in Years 7 and 8 (French or Spanish). Where there is sufficient demand, students will have the opportunity to take a second language option. This *ab initio* ('from scratch') language is studied in an accelerated class for Year 9. After this intensive year, students join the rest of the cohort in Year 10.

Each course develops the knowledge and skills you already have and will enable you to:

- Communicate coherently in speech and writing with increasing accuracy, spontaneity and fluency
- Deepen your knowledge about how language works and your awareness of the culture of the countries in which the language is spoken
- Develop learning skills to prepare you for further language study and use in school, higher education or employment

What sort of group will I be in?

Depending on your progress in Year 8, you will be placed in a class with students of similar ability who will be aiming to secure a similar grade to you.

How will I be assessed?

You will have four exams at the end of Year 11. The speaking exam will be a one-to-one recorded test with your class teacher.

Listening (25%)

Identify the overall message, key points and opinions
Recognise reference to past, present and future

Speaking (25%)

Speak spontaneously and answer unexpected questions
Express and justify your own ideas and opinions

Writing (25%)

Write lists, messages and a longer piece of writing
Demonstrate your translation skills

Reading (25%)

Demonstrate a range of reading skills such as scanning for information, organising and presenting relevant details, summarising and drawing inferences



What is the course about?

Music is an exciting, creative, dynamic and vibrant subject where you will develop a wide range of transferable skills. There are 3 main areas of the course: **performance** is skill based and demands deliberate, sustained, routine practice; **composition** is a creative enterprise that requires understanding of theory with an ability to 'think outside the box'; and **appraising** is all about developing your listening skills and the language needed to talk about music. Through the study of eight set works, multiple mini composition tasks (using Bandlab, Cubase or Sibelius), and performance of a wide range of music, you will develop academically, creatively and emotionally.

The 8 set works are:

Instrumental Music 1700-1820: Bach / Beethoven

Vocal Music: Purcell / Queen

Music For Stage and Screen: Defying Gravity / Star Wars

Fusions: Afro Celt Sound System / Esperanza Spalding

What sort of group will I be in?

You will be in a mixed-ability group and everyone takes the same examination paper at the end of the course. It will be a class with a real mixture of instruments and vocalists (if you are a singer you do not need to be able to play an instrument as well).

How will I be assessed?

Performing (30%) 1 x solo / 1 x ensemble - submitted by Easter Year 11. There will be regular performance points across the three years, honing your skills for those two brilliant recordings that we send off to the examiner.

Composing (30%) 1 x free choice / 1 x writing to a brief - submitted by Easter Year 11. After many practice tasks, you will compose two pieces using whichever music software you have become most confident with. These can be in ANY style: jazz to hip-hop, classical to dubstep.

Appraising (40%) 1 x exam at the end of the course in June. You will listen to a CD on which will be a number of musical extracts that you have studied. You will hear the extracts multiple times and will be asked to answer questions on what you can hear.

Other important information

We advise that you sign up for instrumental or singing lessons throughout the course and to join one, two or more of the many extra-curricular ensembles that run at the school. You will have lots of opportunities to perform in concerts both as a soloist and in a group. However, if you prefer to perform just to a member of staff, that is also absolutely fine! Music is a fun and fulfilling subject which will offer you so much confidence and enjoyment. As the Greek philosopher Plato once said: 'Music is a more potent instrument than any other for education'.



What is the course about?

Psychology is the study of the human mind and behaviour. In this subject, you will be looking at the people around you in a variety of new ways. Some of the questions you will be exploring include:

- Why are some people more obedient to authority than others?
- Should teachers help us learn in our preferred learning style?
- How does our body language influence what others think about us?
- Are there similarities between animal and human communication?
- How can you improve your memory?

You will be following the Psychology AQA course. This is made up of eight different topic areas assessed through two written papers at the end of Year 11. Each paper is worth 50% of your overall mark and there is no coursework component.

Paper 1: Cognition and Behaviour

Memory
Perception
Development
Research methods

Paper 2: Social Context and Behaviour

Social influence
Language, thought and communication
Brain and neuropsychology
Psychological problems

Other important information

We provide a lively environment where you will experience a variety of psychological methods and be able to find out more about yourself and other people. You will be expected to contribute to class discussions and debate some of the controversial issues raised.

You will take part in psychological experiments and design your own experiments, such as to investigate the effect of music on memory.



Students choosing the GCSE Physical Education course should:

- have a keen interest in sport and recreation and always look forward to their PE lessons
- take part in school sports clubs or be a member of a sports club outside of school
- want to know more about the benefits of sport and exercise
- want to improve their own performance in a range of sports

All students start Year 9 by studying a foundation year of GCSE (AQA) Physical Education Level 2 course.

At the end of Year 9, a decision is made to continue studying GCSE PE, or to transfer to the Level 2 Cambridge National Certificate in Sports Studies.

Work studied in Year 9 will benefit *all* students, whether continuing with GCSE or transferring to the Cambridge National Certificate. Assessing each student at the end of Year 9 links students to the correct course for their needs and ability.

The criteria for continuing with GCSE PE will be:

- performance in end of unit tests against target grade
- application and attitude to the theory and practical components of the course
- effort made in practical lessons
- involvement in extra-curricular sport either in or outside of school to improve practical grades

The criteria for transferring to Level 2 Sports Studies will be decided by your ability to work to deadlines, whether you enjoy coursework-based courses rather than exams and evidence you are stronger in classroom-based work than practical work.

The class teacher will decide if students will go on to study the Cambridge National Certificate or GCSE PE after on-going discussions with the individual student. Parents will be informed and kept up-to-date through regular monitoring and progress checks.



The GCSE course is 60% theory content and 40% based on practical ability.

Classroom lessons will focus on the teaching of the theoretical content. At the end of Year 11 students will sit two exams, both of 1 ¼ hours in length, and each worth 78 marks.

PAPER 1	PAPER 2
What is assessed? Applied anatomy and physiology Movement analysis Physical training Use of data	What is assessed? Sports psychology Socio-cultural influences Health, fitness and well-being Use of data
How will I be assessed? Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	How will I be assessed? Written exam: 1 hour 15 minutes 78 marks 30% of GCSE
Questions Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	

Practical lessons will focus on the NEA (non-examined assessment) criteria. Students will be assessed in three sports - one team sport, one individual sport and any one other. ***Students are expected to compete in at least one of their chosen sports to school team level, or club level outside of school.***

Practical Performance in Physical Activity and Sport
What is assessed? <ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
How will I be assessed? <ul style="list-style-type: none"> Assessed by teachers Moderated by AQA 100 marks 40% of GCSE
Other important information <ul style="list-style-type: none"> For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

The Cambridge Nationals in Sport Studies is worth one GCSE. It gives students the opportunity to mix a variety of learning styles with practical skills which are valued in the workplace.

There is one compulsory examined unit, the content of which is taught in lessons, and then an external exam sat at the end of Year 11. The three other units are coursework-based, assessed and marked by the class teacher and then moderated by an external assessor.

Following this pathway can open up many possibilities at post-16 level, including the Level 3 Cambridge Technical Sport and Physical Activity.



Modules you will study

R184 - Contemporary issues in sport - 75 minute written exam set and marked by OCR exam board.

This is split into four sections. Issues which affect participating in sport. The role of sport in promoting values. Understanding the importance of hosting major sporting events and knowing about the role of the national governing bodies.

R185 - Performance and leadership in sports activities - school assessed work, moderated by OCR.

In this unit you will learn how to develop your skills as both a performer in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

R186 - Sport and the media - school assessed work, moderated by OCR.

In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.



What is the course about?

Units you will study and skills you will learn

What sort of group will I be in?

How will I be assessed?

[illegible]

What is the course about?

This new Art Textiles course will allow you to be innovative in developing new techniques. You will have the opportunity to work with a variety of materials by designing footwear, accessories, clothing and much more such as exploring ways to decorate and create new concepts and products. Pupils will be taught how to design and make products using a range of modelling, materials and textile skills. This is a very hands on, creative course and through a series of specialised workshops and in-depth artist & designer studies, students will learn a vast range of new decorative and construction techniques. This new course will encourage students to be innovative and take risks when designing and making and develop their ability to make products and to gain technical knowledge in construction and decorative techniques. Students will have the opportunity to study and work with a wide variety of designer / artist inspirations, materials and study components used in the design and making of many products but especially textiles. Students will work in both two and three dimensional forms.

Year 9

- Foundation year consisting of skills development.
- Footwear Design develops skills in design using an artist as inspiration and modelling.
- DIY Denim - Design and re-make an item using an existing product. Use your creativity and understanding for our environment, working with sustainability at the front of your mind.
- Youth Culture Hoodie (Year 9 research and design) - Design for a client, exploring materials gaining knowledge and evaluating.

Year 10

- Youth Culture Hoodie (Year 10 manufacture your hoodie) - Develop making skills following your design concepts and theme. Use new machinery and equipment whilst working with a stretch fabric.
- Start **Component 1** (February of Year 10): Portfolio & Practical work = 60% of qualification. Students will work on a major practical portfolio with outcomes to be based on internally set themes.

Year 11

- Complete **Component 1** by December of year 11
- **Component 2** January of year 11: Externally set assignment 40% of qualification. The externally set assignment consists of two parts:
 - Part 1: Preparatory Study Period. Consisting of a portfolio of research based on the task set by the exam board. Through research, designer / artist study, sampling techniques and producing a toile in preparation for the practical exam.
 - Part 2: 10 hour practical exam (over 2 days in April/May). Students will make the products as a result of the portfolio produced. There is no theory exam attached to this course.

What sort of group will I be in?

Teaching groups are mixed ability, a good Yr8 experience in Textiles will help secure your place.

Other important information

This course cannot be taken along with Art & Design, it can be mixed with Art Photography.

Students will also have the opportunity to get involved in the end of year fashion show and exhibition; work from Year 9 onwards will be on the catwalk.



What is the course about?

This course introduces students to the local, national and international Travel and Tourism world. You will be able to look at career opportunities in the industry and develop customer service skills ready for future employment. There will be many chances in this course for trips to travel providers as well as speakers to visit school to explore the industry in action.

Core Units

- **Unit 1:** Travel and Tourism Organisations and Destinations - Assess the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and how different industries make up the UK travel and tourism sector. This unit will explore how the industry works and how travel companies aim to deliver an excellent service to tourists worldwide.
- **Unit 2:** Customer Needs in Travel and Tourism - This unit looks at the history of the travel industry and how it changes over time. This is informed by market research and in more recent years digital monitoring of our travel and tourism desires and habits. We will conduct our own investigations about the changing nature of tourism in a local area.
- **Unit 3:** Influences of Global Travel and Tourism - In recent times, the COVID pandemic has highlighted the impact that a global event can have on the travel industry. This unit explores how the industry coped with this and the approach adopted to an industry-wide recovery. We will also analyse how government policy influences the experiences we have when travelling.

What sort of group will I be in?

The teaching groups will be mixed-ability.

How will I be assessed?

Units 1 and 2 (60%) are assessed as coursework. These are set by the exam board and give students the chance to engage with the practical aspect of the industry.

Unit 3 is externally assessed with a two-hour exam worth 40% of the overall qualification. This will be completed in the summer of Year 11.

Other important information

Students can achieve either pass (level 4 Grade GCSE equivalent), merit (level 5 Grade GCSE equivalent), or distinction (level 7 GCSE equivalent), all at Level 2. If they do not achieve a pass at Level 2 they can be awarded a Level 1 Award.

Students are able to use a variety of assessment methods such as report writing, leaflets and posters, or presentations.



What does this qualification cover?

The objectives of this qualification are to provide learners with:

- An understanding of the uniformed public services sector
- The opportunity to investigate career opportunities in the uniformed services
- The opportunity to investigate volunteering roles and the transferable workplace skills volunteering can provide.
- An understanding of the personal commitment and fitness requirements needed to be employed in a uniformed service role.
- An understanding of the importance of health and hygiene for those in uniformed service roles
- The opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, e.g. team work, communication, problem solving, navigation and drill.

Example of Units covered

- Uniformed Protective Services Skills
- Physical Preparation for the Uniformed Protective Services

There is a mixture of a practical and theory within the course, students will be expected to be ready and prepared for all weather conditions. There will be classroom-based lessons where students will be expected to provide evidence and contribute.

Who this course suitable for?

Anyone who would be interested in a career in:

- | | | |
|------------------|-------------------------|----------|
| • Army | • Navy | • RAF |
| • Prison Service | • Fire & Rescue Service | • Police |

Although all students will be able to opt for this course, due to the nature of the course spaces are limited and students will be allocated on an individual basis in relation to a number of different criteria.

How is it assessed?

Internally assessed and graded

What is next?

Depending on the grade the learner achieves in this qualification, they could progress to:

- Level 3 in Uniformed Protective Services
- Protective Services Apprenticeships such as policing, security, HM forces, fire service, paramedics.

