



Pathways

Your guide to courses
in Years 10 and 11

February 2022



Dear Students and Parents/Carers,

I hope this letter finds you safe and well. Our Pathways process has been put together to help you select the subjects that you want to study in Key Stage 4. It contains information about the content, assessment criteria and demands of courses that are available in Years 10 and 11.

Further information regarding curriculum content and career paths is available on the Pathways pages of our website.

Years 10 and 11 are known as Key Stage 4 (KS4) of the National Curriculum.

At KS4, all students follow the core curriculum, which consists of the following subjects:

- English Language & English Literature
- Mathematics
- Physical Education
- Science

The areas of PSHE, R.E and Careers Education are also covered across the curriculum.

Students have been placed in 1 of 2 Options Pathways.

Pathway 1: English Baccalaureate pathway – students select a language and a humanity subject, leaving two additional choices. (Students may choose two languages and two humanity subjects).

Pathway 2: English Baccalaureate Life – Students select either a language or a humanity leaving three additional choices. (Students may choose both a language and a humanity).

If there are significant reasons why this would not be an appropriate choice, please contact the school via our pathways email to discuss this.

We strongly suggest that students wishing to apply for university places in the future select a language as part of their subject choice.

In addition to the core curriculum, all students will have the opportunity to follow courses from a range of other subjects, including Humanities, Expressive Arts, Creative Arts, additional Languages, Technology, Computer Science, Sport, additional Sciences and a number of more vocationally-orientated courses.

For questions regarding any aspect of the Key Stage 4 curriculum, or our Pathways process, please contact [Mr Heaton](#) (Deputy Head teacher), [Mrs Elston](#) (Safeguarding Administrator), [Mrs Roberts](#) (Head of Year 9) or email pathways@pilton.college.

Yours faithfully,

Graham Hill
Head Teacher

CONTENTS	PAGES
CORE CURRICULUM	4-5
ART & DESIGN	6
ANIMAL CARE	7
BELIEFS, VALUES & TRADITIONS	8
CHILD DEVELOPMENT	9
COMPUTER SCIENCE	10
CREATIVE IMEDIA	11
DANCE	12
DESIGN & TECHNOLOGY	13-14
DRAMA	15
ENGINEERING	16
GEOGRAPHY	17
HISTORY	18
HOSPITALITY	19
MODERN FOREIGN LANGUAGES	20
MUSIC	21
SCIENCE	22
SPORT	23

THE CORE CURRICULUM

All students take the following subjects during Years 10 and 11:

ENGLISH LANGUAGE & ENGLISH LITERATURE

Over the course of Years 10 and 11 students prepare for two separate GCSEs in English Language and English Literature with the AQA exam board. The curriculum is interleaved meaning that students study both courses simultaneously. For English Literature, the set texts are: Romeo and Juliet, An Inspector Calls, A Christmas Carol and a Poetry anthology - Power and Conflict. There are two exams at the end of Year 11: Paper 1 (1 hour 45 minutes) and Paper 2 (2 hours 15 minutes). Students are assessed on their ability to infer and analyse language and their knowledge of the context of the text. For English Language students study a range of extracts, both fiction and non-fiction, as well as developing their creative and transactional writing. There are two exams at the end of Year 11 (both 1 hour 45 minutes). Students also complete a speaking assessment. This does not contribute to their English Language overall grade but students are awarded a pass, merit or distinction. Both courses are rich and diverse and hopefully will develop and nurture in students a love for reading and the joys of the English language.

MATHEMATICS

All students have the opportunity to study GCSE Mathematics. The GCSE course extends the mastery principle of the KS3 curriculum by allowing students to master skills before applying them to a range of contexts. There are five assessment objectives: Number, Ratio, Proportion & Rates of Change, Algebra, Geometry & Measure and Statistics & Probability. There are three exam papers - two calculator and one non-calculator - all of which are equally weighted. Students are entered for either the Foundation or the Higher tier exam. Foundation Level enables students to achieve Grades 1 to 5 and Higher Level enables them to achieve Grades 4-9.

MODERN FOREIGN LANGUAGES

Most students will continue to study one modern foreign language in curriculum time and for those who wish to study two or more languages, GCSE French, German and Spanish are available. A small number of students could start GCSE Italian in curriculum time, subject to teacher approval.

SCIENCE

All students will study combined Science (Biology, Chemistry and Physics) for at least 17% of their curriculum time. Separate Sciences are offered to students who have a KS4 target of 6 or above or who have a target of 5 but are predicted by their teacher to exceed this.

PHYSICAL EDUCATION

The aim of Physical Education is to encourage students to acquire the competence and confidence to enjoy and get involved in exercise and develop a life-long interest in physical activity through participation. Through the PE option programme students will be able to select a range of activities to study throughout Key Stage 4.

PSHE

Our PSHE lessons follow [the Jigsaw programme](#) which is centred on providing the knowledge and skills young people need to lead happy, healthy and safe lives as they move through secondary school and beyond. The approach uses mindfulness as a core principle and is very much geared towards ensuring our young people grow in confidence and resilience, leading to positive mental health – critical in an ever-changing 21st century world.

CAREERS EDUCATION & GUIDANCE

Building upon the Career Education, Information and Guidance students routinely receive from Year 7 upwards, Years 10 and 11 students become more actively involved in making decisions about their future pathways. This is facilitated through the Personal Development Programme and includes opportunities to meet representatives from local Further Education providers and from the world of work. By the end of Year 11, all students will have been offered the opportunity to receive career information from our Career South West school advisor, who is specifically qualified to provide detailed guidance.

ICT

All students will have the opportunity to use ICT through Key Stage 4 within individual subject areas. Students will also be encouraged to use IT as part of their personal programmes of study. Use of the school network is available for research and revision at lunchtime and after school.

Design GCSE

During two year course, building on the skills you will produce two projects each year on portfolio. We aim to supply you with a range of resources to express yourself in a personal, skilful and creative way.

A variety of ways, with many different materials. We aim to help inform your knowledge and ideas. There are opportunities to go to galleries and sometimes to work with professional artists. We encourage further development and freedom to explore research ideas independently. We expect a high standard of work and practice.

Assessment

The course is in two sections:

- the portfolio (60% of the grade)
- the exam, a mini project that does not include any revision (40% of the grade)

Both the portfolio and the exam are assessed using four criteria, each with equal exam weighting:

- Recording** - Using photography, drawing, painting and other materials to record what you see (25%)
- Experimenting** - Combining materials and techniques to find your own style and develop your own ideas (25%)

In art lessons you can choose to work in a variety of ways, with many different materials. You will research a range of exciting artists to help inform your knowledge and ideas. There will be the opportunity to take part in art trips to galleries and sometimes to work with visiting artists. Homework is set weekly and encourages further development and freedom to explore your technical skills, giving time to research ideas independently. We expect a high degree of commitment in terms of time and practice.

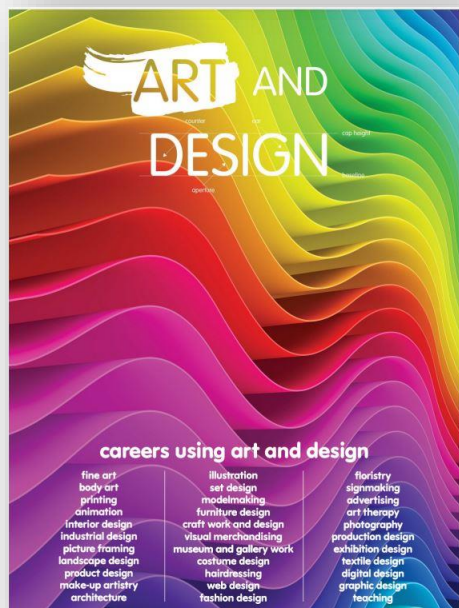
The course is in two sections:

- Both the portfolio and the exam are assessed using four criteria, each with equal exam weighting:

Experimenting - Combining materials and techniques to find your own style and develop your own ideas (25%)

Outcome - Creating one outcome that shows off your best ideas and skills (25%)

Art & Design career paths are many. The UK's creative industries account for over 2.8 million jobs. More and more often, the ability to think creatively makes you stand out from the crowd in the job market. If you enjoy coming up with your own ideas, if you like experimenting, working independently and creatively, then Art and Design would prove the perfect basis for your future plans.



Animal Care BTEC - Level 2 Award

This qualification is a technical award equivalent to one GCSE. The course is designed to provide students with the opportunity to begin their education in animal care and is for those who would like eventually to work in a related area. The course aims to:

- provide vocational experience with an emphasis on practical learning
- inspire and enthuse learners to consider a career in the animal care sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the animal care sector
- support progression into specialised Level 3 qualifications in animal management.
- support progression into an apprenticeship



Content

Unit 1: (compulsory): Animal Health

Unit 2: (compulsory): Animal Handling
plus: two further units selected from a limited choice of specialist units.

Unit 3: Animal Welfare

Unit 4: Animal Housing & Accommodation

Unit 5: Principles of Animal Behaviour

Assessment

The BTEC Level 2 First Award in Animal Care includes one externally assessed core unit. The remaining units are internally assessed.

Qualification grades

Level 2 - Distinction

Level 2 - Merit

Level 2 - Pass

Level 1 - Pass

Progression

Learners who successfully achieve can progress to GCSEs and/or A-Levels, Level 3 vocational courses and apprenticeships.



Beliefs, Values & Traditions

Beliefs, Values and Traditions is a vital area of study. We believe it is important for all young people, particularly those from North Devon, to appreciate the diversity of multi-cultural Britain. We want them to be better informed about a wide range of current and religious affairs, providing them with skills in making decisions about moral problems and encouraging them to discuss ideas and listen to the views of others.

Content

Central to BVT lessons is the exploration of life's really important questions, giving students a platform to discuss and reflect upon such moral, philosophical and spiritual questions as:

- Does money make us happy?
- What happens when I die?
- How should criminals be punished?
- If God exists, why is there suffering in the world?

We will also be discussing issues and attitudes to do with:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice
- The study of Christianity and Islam

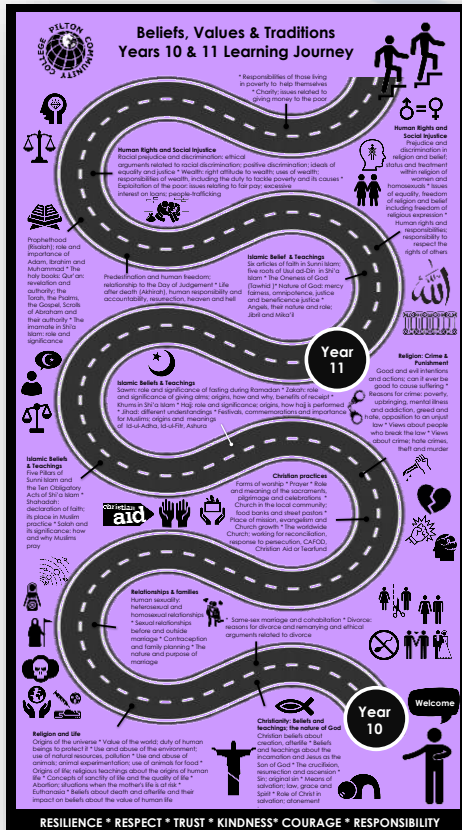
Assessment

The course is assessed by two written exams at the end of Year 11 (no coursework). Each exam accounts for 50% of the total GCSE mark.

Progression

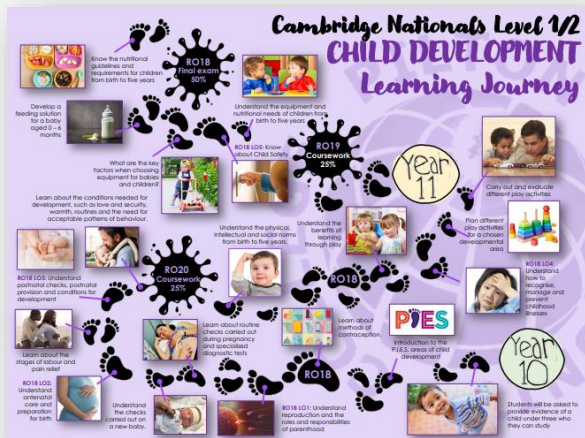
Many of the topics under discussion in this course are chosen by GCSE candidates in their English oral exams and many students go on to study Philosophy, Philosophy & Ethics or Philosophy of Religion at A-Level and beyond.

The course also prepares students to work and deal with people of different cultures and beliefs which can be useful for careers such as the police, teaching, nursing, social work, journalism, media and the armed forces.



Child Development

Cambridge National Certificate – Level 1/2 Award



The OCR Cambridge National Certificate in Child Development closely follows the size and format of a GCSE, as well as including topics such as internet safety.

In order to complete Units 2 and 3 and apply the knowledge learnt, it would be helpful if students choosing this option have regular access throughout the course to a child aged between one and four years old.

Content

Unit 1 - Health & Wellbeing for Child Development

In this unit, students will learn about the importance of both pre-conceptual health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Unit 2 – Creating a Safe Environment & Understanding Nutritional Needs

In this unit, Students will learn how to create a safe environment in childcare settings for children from birth to five years. They will investigate and choose equipment that is both suitable and safe for use. They will also learn about nutrition and dietary needs for child from birth to five years.

Unit 3 – Understanding the Development of a Child

In this unit, students will learn the expected development norms in children aged from one to five years old. They will use observation, research techniques and skills to investigate these developmental norms and explore their findings.

Assessment

Unit 1: Written paper (1 hour 15 minutes) set and marked by OCR.

Unit 2: Internal assignment taught and guided by a teacher and OCR moderated.

Unit 3: Internal assignment taught and guided by a teacher and OCR moderated.

Progression

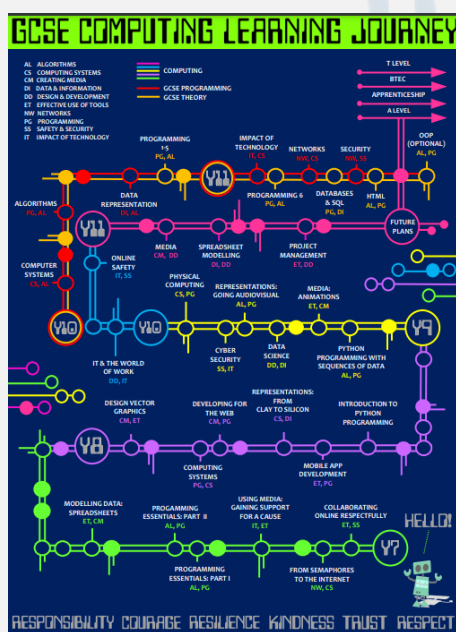
This qualification enables students to progress to Further Education, apprenticeships or employment.

Computer Science GCSE

The Computer Science course gives students an in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. This course will give them an insight into what goes on 'behind the scenes', including an emphasis on computer programming, which many students find absorbing.

Content

The bulk of this course will develop computational thinking, analysis and problem-solving skills through the study of computer programming and algorithm design. Students will be required to solve logical and mathematical problems on a regular basis and should consider this when making their choice. Students will also learn about how computer systems work including hardware, data representation and networking.



Component 1 – Computer Systems

Component 1 focuses on computer systems, covering the physical elements of computer science and associated theory.

Component 2 – Computational Thinking,

Algorithms & Programming

Component 2 focuses on the core theory of computer science and the application of computer science principles.

Component 3 – Programming Project

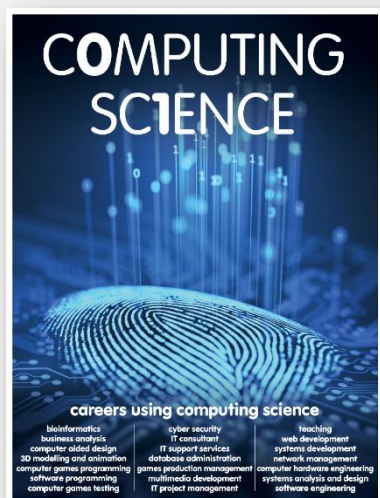
The programming project is a non-assessed requirement of the course where students will design and code a computer programme to solve a given problem. This does not contribute to their overall grade but provides important experience of managing extended projects and writing longer programs.

Assessment

Components 1 & 2 are assessed through two exams (50% each).

Progression

The course provides excellent preparation for higher study and employment in the field of computer science, the most direct route being an A Level and then a degree in Computer Science. Increasing global reliance on information technologies means there is an ever-growing demand for professionals who are qualified in this area. Students with a GCSE in Computer Science who then progress to study the subject at A-Level or university will have an advantage over their peers who are only just picking up the subject.



Creative iMedia BTEC

Creative iMedia studies interactive media products which are produced using computers. This includes websites, video games, films, TV shows, radio, podcasts, online magazines and more. The creative aspect comes during the production of these products in which an individual or a team of people will use their imagination to create these products from scratch.

Course structure

The course is broken down into several different units, each exploring a different aspect of digital media products. Unit R093 and R094 are mandatory units, one optional unit is chosen by the learner from the five remaining units and a media product is produced to a set brief.

Unit R093 – Creative iMedia in the media industry

This unit is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- the media industry
- factors influencing product design
- pre-production planning
- distribution considerations

Unit R094 – Visual Identity and digital graphics

This unit is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- developing visual identity
- planning digital graphics for products
- creating visual identity and digital graphics

The five remaining units study the following aspects:

- R095 – Characters and comics
- R096 – Animation and audio
- R097 – Interactive Digital Media
- R098 – Visual Imaging
- R099 – Digital Games

One of these units must be chosen and studied by learners. During the course learners will plan the production of their chosen media product, produce the product(s) then finally review their work to industry specifications.

What you can expect

During the course units one & two are compulsory and must be studied, then a choice of one of the five remaining unit is studied and a variety of software used to produce a final product of you own planning, creation and finally review. The course does involve around 70% of written work and 30% practical work on the optional unit. Participants of the course will be expected to manage their own time outside of the classroom, as this is paramount to ensure a high grade.

Career opportunities

Digital media is one of the largest growing sectors in the world; virtually all media from entertainment to accessibility is now digital and consumed on digital devices such as computers, phones, tablets, smart TVs, smart watches and even some smart fridges and ovens. All of this media needs to be created and produced by creative people. There is a huge demand for people with the skills necessary to produce these products. This course and subsequent study of similar or specialised subjects at A-Level and at university could lead you onto careers in:

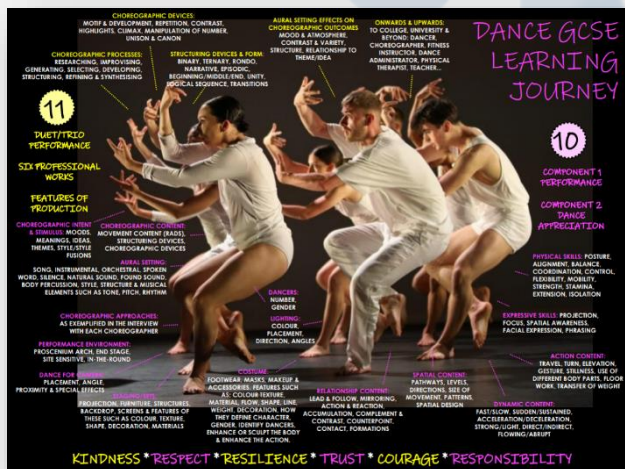
animation, game development, cinematography, magazine editing and publishing, writing, graphic design, website production and management, sound engineering and more - all in a growing sector with unlimited possibilities.

Dance GCSE

Dance is an empowering form of nonverbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. It is also a powerful and expressive subject which encourages students to develop their creative, imaginative, physical, emotional and intellectual capacities, as well as building upon any previous dance technique or styles learnt.

Content

GCSE Dance recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph, providing it meets the assessment criteria.



This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation.

The study of the anthology of professional works will develop students' ability to critically appraise dances of different styles and cultural influences and provides a springboard for writing intelligently about dance and taking part in engaging practical tasks.

Assessment

Students must complete both assessment components.

Component 1 - Internally marked & externally moderated

Performance - 30% of GCSE (40 marks)

- Set phrases through a one minute solo performance (15 marks)
- A duet/trio performance of about 3½ minutes (25 marks)

Choreography - 30% of GCSE (40 marks)

Solo or group choreography: either a solo dance of 2 to 2½ minutes or a group dance for two to five dancers of 3 to 3½ minutes.



Component 2 (40% of GCSE)

A written exam based on students' own practice in performance and choreography and the GCSE Dance Anthology in which students study six professional works which will show knowledge and understanding of choreographic processes and performing skills.

Design & Technology GCSE

Students will build on the Key Stage 3 skills that they developed in Resistant Materials, Graphics and Systems & Control (Electronics). All elements of Design & Technology theory will be taught in the core part of the course: textiles, woods, metals, plastics, papers, boards, electronic systems, modern and smart materials, technical textiles, programmable components and mechanical devices.

Students studying Design and Technology will design and make fully functioning products using the material areas of woods, metals, plastics, electronics, paper and boards. A mix of traditional hand skills will be taught, as well as up-to-date industrial CAD/CAM skills such as using the laser cutter to make complex practical outcomes.

For their final GCSE design and make task, students are able, and actively encouraged, to use any materials they want to, or a combination of materials. They will design and make at least one final working prototype which must be a fully functioning design outcome or product.

Assessment

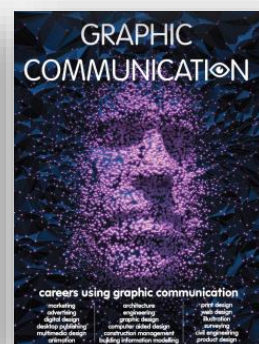
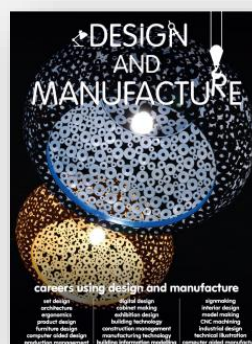
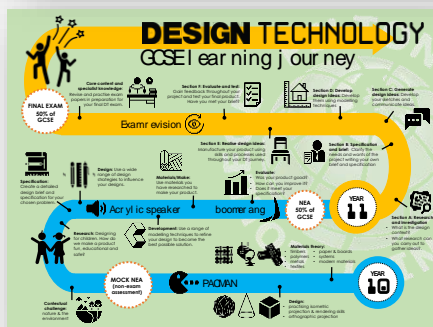
50% exam and 50% design and make task. All assessment to AQA assessment criteria.

Progression

Career prospects in both the engineering and creative Industries are fantastic; many companies are struggling to fill vacancies. Between now and 2022, the creative and engineering industries will need 1.8 million new people and another million by 2030.

Design & Technology skills can lead on to a range of pathways, including careers in advertising, web design, animation and illustration. Many of our past students have gone on to study Engineering (Aeronautical, Civil, Mechanical, Electrical, Biomedical and Environmental) at university.

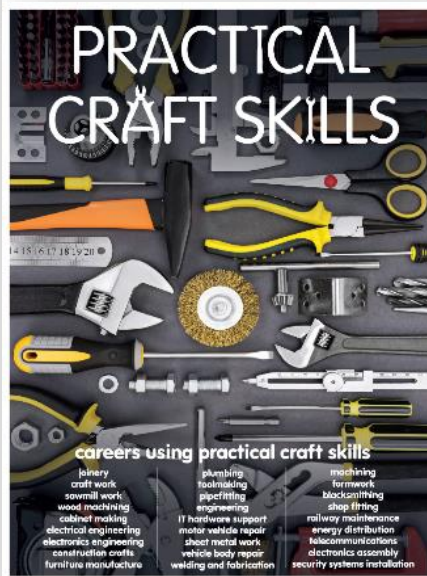
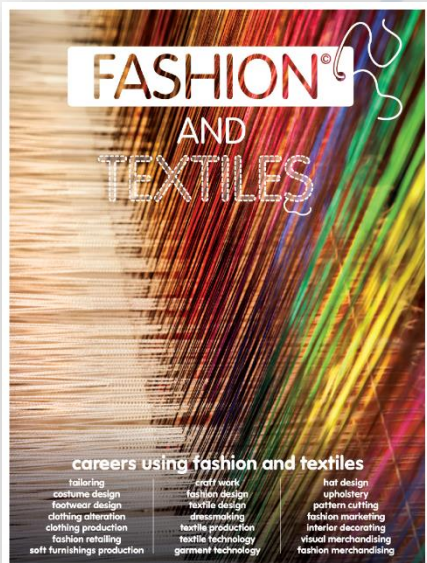
Progression to Petroc, Exeter College or Sixth Form, Apprenticeships, Electrical and Mechanical Engineering, Manufacturing, Product Design A-level, Vocational Construction courses, 3D Art & Design, Art and Design BTEC and Graphic Design, Art & Design and Illustration A-Levels.



Design & Technology GCSE

Fashion & Textiles Specialism

All elements of Design & Technology theory will be taught in the core part of the course: textiles, woods, metals, plastics, papers, boards, electronic systems, modern and smart materials, technical textiles, programmable components and mechanical devices.



Students specialising in Textiles will design and make at least one final prototype. This could be an interiors or fashion item showing a range of techniques. Fashion & Textiles students will also have a specialist exam which mainly focuses on their area; the final exam will be 40% core theory, 60% Fashion & Textiles theory.

Content

During the design and making process, students will apply basic knowledge from Maths, Science, IT, Humanities and Art & Design. Projects will cover fashion drawing, surface pattern techniques and 3D textiles construction.

Assessment

50% exam and 50% design and make task. All assessment to AQA GCSE assessment criteria.

Progression

We all use textiles in our everyday lives, from fashion through to the technical textiles that make up a big part of the built environment and cars that we drive.

Textiles manufacturers report that production was up 25% in the UK last year, with the industry desperate to attract more young people through apprenticeships.

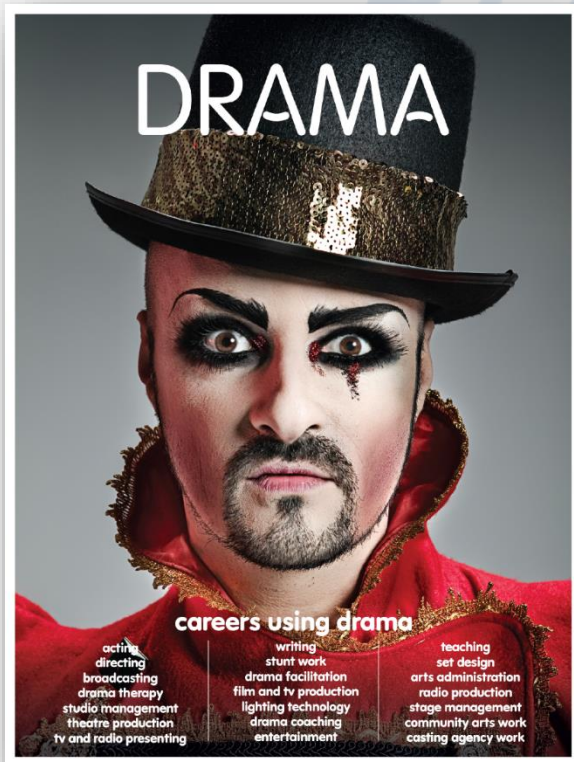
A Design and Technology GCSE can set students up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology, film and television and even education.

Studying Textiles could lead to a wide variety of Further Education opportunities, as well as developing skills for life.

[Fashion & Textiles Specialism Specification](#)

Drama GCSE

The Drama GCSE course is of a practical nature with written work worth 70% of the GCSE. Students work practically to gain knowledge and understanding of skills and techniques required to be an effective performer and gain a wealth of knowledge around creating their own performances and creating adaptations of plays. Students will have ample opportunities to perform and use their feedback to develop as performers during the course.



Content & Assessment

The course comprises three components:

Component one: Understanding Drama. This combines practical work (multiple choice questions), the study of a scripted play, and the study of a live theatre performance.

Assessment: Written exam of 1 hour 45 minutes.

Component two: Devising. This gives students the opportunity to create their own piece of theatre using a stimulus. *Assessment: Performance and a 2,500 word essay.*

Component three: Text in practice, in which students study one text and perform two large extracts from it. *Assessment: Performance.*

Progression

Students will develop their performance and analysis skills as well as their group work and self-confidence. Students can continue into any kind of theatre-based role such as performing, designing, and managing. They can also take forward their skills into a wealth of different areas and academic challenges whilst maintaining a creative mind throughout.



Engineering Manufacture BTEC: Level 2

We introduced this Cambridge Nationals Engineering Manufacture: Level 2 course in response to growing concerns, both on a nationwide level and from local engineering companies, that there are not enough young people choosing engineering as a career. There are particular concerns there are not enough female engineers, so please bear in mind the course is suitable all genders. This could be the first step towards an interesting, rewarding and well-paid career.

BTEC Engineering can be taken alongside the Design & Technology GCSE.

Content

You may be interested in this course if you want an engaging qualification which allows you to use what you learn in practical, real-life situations, such as:

- the materials used in engineering manufactures
- safely producing a one-off product
- the use of Computer Numerical Control (CNC) to produce in quantity

This will help you to develop independence and confidence in using skills that would be relevant to the engineering manufacturing and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- solving problems by exploring different engineering manufacture processes, tools and equipment
- planning a sequence of processes. This will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary

Assessment

The course is assessed via three units:

R014 – Principle of Engineering manufacture (externally assessed exam)

R015 – Manufacturing a one-off product (internally assessed assignment)

R016 – Manufacturing in quantity (internally assessed assignment)

The course assessment is weighted, with 40% awarded through an externally assessed exam and 60% internally assessed assignments.

Progression

Following successful completion of the course, there is a wide range of options available for either work-related progression or further education.

- Petroc runs a wide range of courses such as a Level 2 Diploma in Engineering, and a level 3 T level qualification in Engineering. There are also Apprenticeship qualifications relating to the different engineering sectors.
- Apprenticeships with local Engineering companies
- A-level Product Design at a local school

Geography GCSE

The GCSE Geography course provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. Fieldwork forms a crucial part of the course and therefore there are numerous opportunities to study outside of the classroom. This includes completing ecosystem projects in the school grounds, environmental quality surveys on Barnstaple high street, investigations into tourism and coastal management at Westward Ho! and even undertaking a climate change workshop within the tropical rainforest biome of the Eden Project!

Content

Living with the physical environment

- The challenge of natural hazards: earthquakes, tropical storms, extreme weather and climate change
- The living world – ecosystems, tropical rainforests and hot deserts
- Physical landscapes in the UK; rivers and coasts

Challenges in the human environment

- Urban issues and challenges – a study of Mumbai and Bristol
- The changing economic world – a study of Nigeria and the UK
- Resource management – a study of how food is shared and managed globally

Geographical applications

- Issue evaluation – a decision making exercise
- Fieldwork – two local investigations

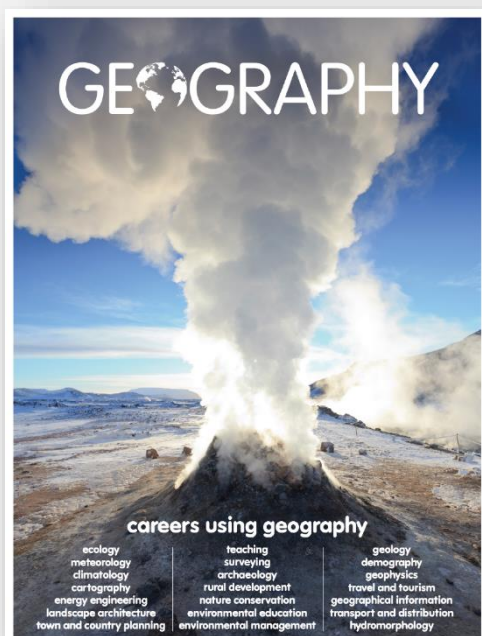
Assessment

- Three written papers at the end of Year 11.
- Living with the physical environment (35% of total marks)
- Challenges in the human environment (35% of total marks)
- Geographical applications (30% of total marks)

Extended writing is a requirement, with the highest scoring question worth 12 marks. 10% of the total marks come from Maths questions.

Progression

Students will be able to go on to study Geography at A-Level and beyond. The skills, knowledge and understanding gained from studying Geography are held in high regard by colleges, employers and universities.



History GCSE

This is an exciting course for anyone who enjoys History. The topics are varied and give students a broad base from which they can further develop their post GCSE studies. History actively engages students in the process of historical enquiry, enabling them to develop as effective and independent learners and critical and reflective thinkers with enquiring minds.

Content

Medicine through Time

- Medicine and treatment from 1250 to the present day.
- The British Sector of the Western Front.

American West

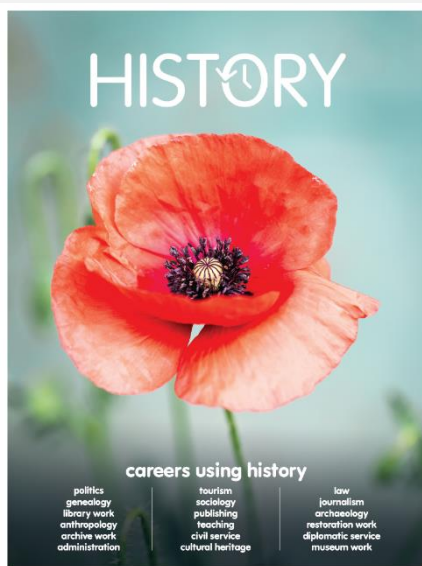
- The clash between Plains Indians and American settlers in the period 1840-95.

Anglo-Saxon and Norman England

- England pre 1066 and how William the Conqueror gained control of England and consolidated his rule.

Weimar, Germany and the rise of the Nazis

- Source based study of the creation of one of the most devastating regimes in History.



Assessment

Three essay-based exams at the end of Year 11:

- *Medicine and the Western Front* (30% of total marks)
- *American West & Anglo-Saxon England* (40% of total marks)
- *Nazi Germany* (30% of total marks)

Progression

Students who achieve GCSE History will be able to study History at A level and beyond. The skills learnt can be transferred into a variety of different areas including journalism, law and politics. It is a subject which is greatly valued by employees and universities alike. Students will also become more critical thinkers of the world in which they live, understanding such ideas as interpretations, propaganda and bias.



Hospitality & Catering Vocational Award

Levels 1 & 2



This course is for students who want to learn about the hospitality vocational sector and the potential it can offer them for their careers or further study.

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This not only includes restaurants, hotels, pubs and bars but also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.



According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector, with the majority of new roles falling within the 18-24 age group.

Content

This is a more practical course with the emphasis on skill development. The award is made up of two mandatory units:

Unit 1: The Hospitality and Catering Industry (external exam)

Unit 2: Hospitality and Catering in Action (internal assignments)

Assessment

Assessment takes the form of internal assignments (Unit 2) and a single external exam (Unit 1). Students may achieve a Pass grade at Level 1 and Pass, Merit, Distinction and Distinction* at Level 2. These grades are the equivalent to GCSE levels 3-9.

Progression

After completion of the award and the achievement of other Level 2 qualifications such as English and Maths, students can move onto Level 3 qualifications in Hospitality and Catering or enter an apprenticeship with local hospitality providers, such as Brend Hotels.

Modern Foreign Languages GCSEs

We aim to inspire students to use the languages we teach with confidence and to be open to learning new languages. The process of learning a foreign language is both rewarding and enriching. The skills gained by learning a language complement other curriculum areas and are viewed favourably by employers, colleges and universities. A GCSE in a modern foreign language is one of the required subjects of the English Baccalaureate (EBacc).

Most students will continue to study one modern foreign language in curriculum time and for those who wish to study two or more foreign languages, GCSE French, German and Spanish are available. A small number of students could start GCSE Italian in curriculum time. Those wishing to do so should seek advice from Mrs Cassar and Mrs Simister. Students who choose Spanish or Italian must be well-motivated and committed to learning a new language as they will have to cover the GCSE content at an accelerated rate (over three years instead of five).

GCSE twilight courses

Students who have an interest in languages, are highly motivated, and have shown an aptitude for language learning, will have the opportunity to study a language after school. The twilight language offered next year will be GCSE French and will run for two hours each week.

Content

Students will continue to develop the four language skills of listening, speaking, reading and writing. Topics covered include: identity and culture; local area, holiday and travel, school, future aspirations, study and work and international and global dimension.

Assessment

Students can be entered at either Foundation or Higher Level across all skill areas. The level at which students are entered is based on progress during the course. Listening, Speaking, Reading and Writing are assessed separately by terminal examination.

Speaking: a discussion based on a picture: an extended role play and a short conversation. (25%)

Reading & Listening: most tasks are of the multiple-choice, matching and sequencing type with some questions in the target language. The reading paper will contain a short translation from the target language into English. (50%)

Writing: students will write about a variety of topic areas. The paper will include a short translation from English into the target language. (25%)

Progression

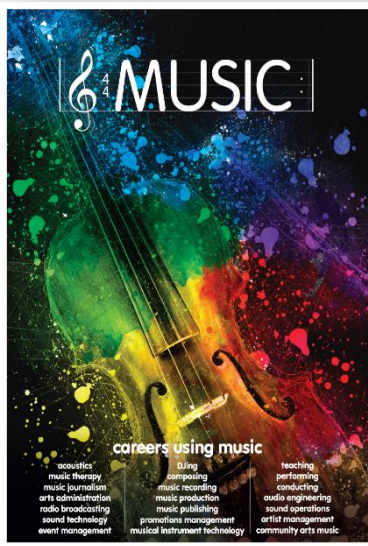
A GCSE in a modern foreign language enables students to continue learning a language at a higher level at college and is valued by universities as a language can complement any degree course. Some top universities may require students to have a modern foreign language to access certain degrees.

- [Why study a language?](#)

Music GCSE

Music promotes confidence and self-discipline, allowing individuals to develop as composers, performers and listeners. GCSE Music is a challenging and highly disciplined course, building on existing musical skills and theory studied at Key Stage 3. The course helps students to develop subject knowledge, understanding and skills by listening to a variety of music, playing music and creating their own music.

Students should only consider taking Music GCSE if they play a musical instrument to a minimum standard of Grade 2 and are willing to take part in extra-curricular music performances.



Content

- **Understanding music:** Students will appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.
- **Performing music:** Students must be able to perform using either instrumental (including DJ/vocal) or production via technology or both.
- **Composing music:** Students must learn how to develop musical ideas including extending and manipulating musical ideas and compose music that is musically convincing through two compositions.

Assessment

Listening & contextual understanding: A written paper with listening exercises and questions music excerpts. (40% - 96 marks)

Music performance: Performance as an instrumentalist and/or vocalist and/or via technology. A minimum of four minutes of performance in total is required, of which a minimum of one minute must be an ensemble performance. (30% - 72 marks)

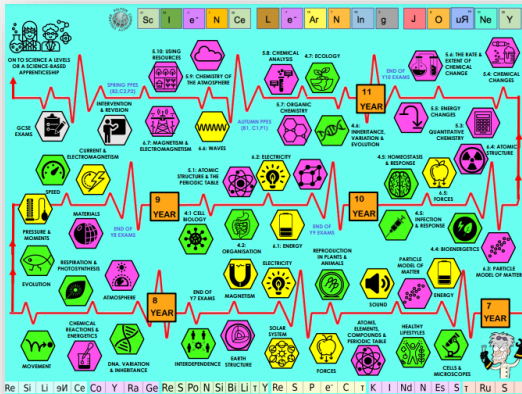
Composition: A minimum of three minutes of composed music. (30% - 72 marks)

Progression

GCSE Music offers a solid foundation for progression to other music studies, including A-Level Music, and often to a music-related career. Our course provides the opportunity for students to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and team-work.



Science GCSEs



The Science courses emphasise explanations, theories and modelling in Science along with the role and implications of Science in society. Students are given opportunities to develop their interest in Science and develop knowledge of how Science works. In addition, they are able to develop their practical skills and skills in problem solving, researching, teamwork, presenting data, analysis and evaluation skills. These skills are much desired in the world of work, as well being invaluable as part of the Science GCSE courses.

Students can choose either:

- **GCSE Science** (two GCSEs in total) or
- **Separate Sciences** (three GCSEs in total)

Students who wish to study for three separate Science GCSE awards should choose Science as one of their subject options. This option is intended to provide excellent preparation for AS/A Level studies and will be of particular interest to anyone who aspires to a career in Science or a Science-related area.

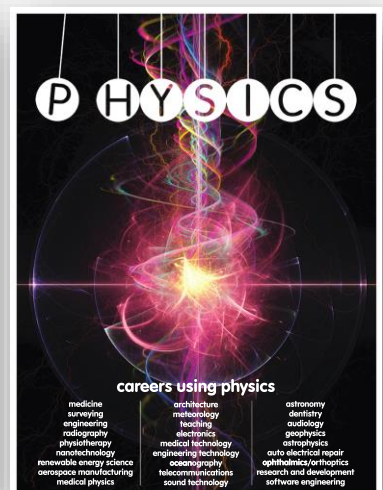
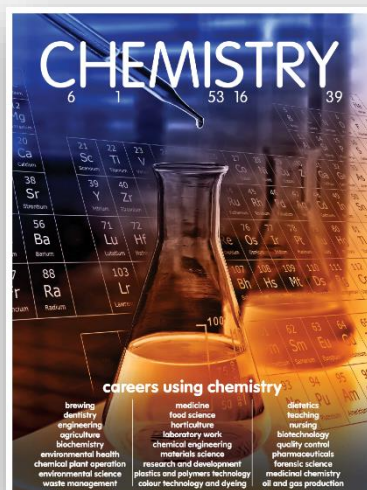
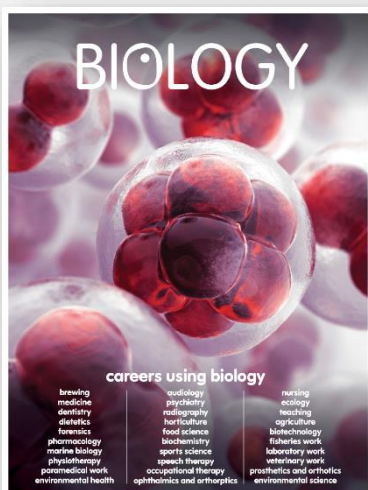
Separate Sciences are offered to students who have a KS4 target of 6 or above or who have a target of a 5 but are predicted by their teacher to exceed this target.

Assessment

Courses are assessed through written exams only. The GCSE course is now linear and students will take all their written exams at the end of Year 11.

Progression

A variety of Science-related post GCSE courses can be considered. In order to study A-levels in Biology, Chemistry or Physics, GCSEs at Grade 6 and above are normally the minimum requirement. There is also a range of vocational courses with a variety of different entry criteria.



BTEC Tech Award in Sport

Level 1 & 2

The BTEC Tech Award in Sport has been designed to build on and embed the physical development and skills learnt in Key Stage 3. It is most suited to those students who may decide to follow a career pathway in PE or sport.

The BTEC Tech Award in Sport encourages students to take their first steps towards a career in sport and fitness. They learn essential skills such as preparing to take part in sport and physical activity, taking part and improving the sporting performance of other participants and developing fitness to improve other participants' performance in sport and physical activity.

We regard this BTEC as being equivalent to a P.E. GCSE, with a greater emphasis on internal assignments assessed by your P.E. teacher.

CONTENT

Year 10: Component 1: This unit is assessed through non-exam internal assessment.

Preparing to take part in Sport and Physical Activity. Learners will:

- explore types and provision of sport and physical activity for different types of participant
- examine equipment and technology required for participants to use when taking part in sport and physical activity
- be able to prepare participants to take part in sport and physical activity.

Year 10: Component 2:

Taking part and improving the Sporting Performance of other participants:

- understand how different components of fitness are used in different physical activities
- be able to participate in sport and understand the roles and responsibilities of officials
- demonstrate ways to improve participants' sporting techniques

Year 11: Component 3:

Developing fitness to improve other participants' performance in Sport and Physical Activity. explore the importance of fitness for sports performance

- investigate fitness testing to determine fitness levels
- investigate different fitness training methods
- investigate fitness programming to improve fitness and sports performance

Assessment

Component 1: Internal assignment (60 marks)

Component 2: Internal assignment (60 marks)

Component 3: External Synoptic Exam (60 marks)

Progression

Students can go on to study a Level 3 BTEC in Sport course at college, or an 'A' level in Physical Education. Past students have gone on to study Sports Science & Sports Coaching at university.