

Subjects Guide

2025-2027

Information for students in Year 9, and their parents/carers, as they prepare to move to Year 10, outlining the Core Curriculum and course options available.



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The Years 10 to 11 Learning Journey

This booklet includes information for parents/carers and students in Year 9 as they prepare to begin their Years 10 – 11 Learning Journey. We hope you will find the details informative and helpful in outlining the Core Subjects which all students must study along with the Guided Subjects where students are given the opportunity to make their own choices following our advice and guidance.

Our curriculum is designed to be flexible yet highly ambitious to meet the needs of all students, allowing them to flourish and excel.

In addition to reading the notes enclosed, your child should consult their teachers so that the fullest possible information is available before making any decisions about courses.

Introduction for Students

At Ivybridge Community College we believe in providing a curriculum which is appropriate, balanced and relevant for everyone and which supports all students to succeed.

Over the coming weeks you will have the opportunity to review your learning so far and look at your progress in each of your subjects. This review will involve you, the most important person and also your parents/carers, your Tutor, your Subject Teachers, your Pastoral Leader and your College Director.

This booklet describes the courses we will offer to Year 10 students from September 2025. During the first three years at the College all students study broadly the same course. From Year 10 onwards you are able to choose from a variety of courses to best suit your interests and needs. These choices are important and we hope that you and your parents/carers will enjoy making them.

To help you choose:

We will provide as much help and advice as possible to you and your parents/carers. It is important for you to read this booklet carefully. Please be sure you understand exactly what a course is offering and whether you think it is a course you will succeed in.

Tutors, Subject Teachers, Heads of Department, your Pastoral Leader, your College Director and the Senior Leadership Team will advise you about making choices, as well as providing details about the content of the courses.

Students will have the opportunity to talk to each of their teachers during lessons and at the Parents' Evening on Thursday, 23 January. If you wish to have a 1-1 meeting with a member of the Year 9, SEND or Leadership Team we will arrange this for you on this evening. Students will need to confirm their choices by completing the Option Choices Form online by **Thursday, 30 January 2025**. A step by step guide of how to do this is enclosed.

Information for Parents and Carers

Through Years 10 to 11, students will continue to build on prior knowledge and understanding, maintaining a strong academic core, whilst ensuring that all curriculum routes are ambitious for all students. At this stage, students have the opportunity to focus in on their main interests allowing them to excel.

Students should aim to select subjects that reflect a range of skills and interests to ensure that in the future, many pathways are open to them. This may include both GCSE courses and vocational courses. Students should also consider the examination and coursework requirements of all optional subjects and courses to ensure that they are balanced and manageable. At this point, it is also worth considering how course commitments will be balanced with extra-curricular pursuits.

GCSE subjects are typically examination based at the end of Year 11; however, some subjects include an element of 'coursework'. All GCSE subjects are graded on the 9 – 1 GCSE scale, where 9 is the highest grade. A Grade 4 is considered to be a 'Pass', with a Grade 5 being a 'Strong Pass'.

Our Vocational subjects may suit your interests and style of working. These are typically 'portfolio' based, where you complete different marked assignments throughout Year 10 to 11 which all count towards your final grade. Each vocational subject also includes an 'examination' element. Vocational subjects are graded on a Pass, Merit, Distinction scale, and are regarded equally to GCSE subjects in terms of the level of difficulty.

Both our GCSE and Vocational courses are known as Level 2 courses.

Please share in your child's decisions and contact us if more information would be helpful.

Questions to discuss with your child:

Your child	Your child's future	Yourself
<p>These may help you both decide:</p> <p>How does your child see him/herself?</p> <p>How does your child see the future?</p> <p>What ambitions does he/she have for the future?</p> <p>Are these ideas influencing his/her choices now?</p> <p>What are your child's interests and abilities?</p> <p>Which subjects would best use and develop these?</p>	<p>What careers and courses will be available if your child follows the subjects they enjoy and learns well in?</p> <p>Is this a limited range of opportunities?</p> <p>What courses and careers will not be available?</p> <p>For the careers your child has in mind, which subjects are necessary or useful?</p>	<p>What ambitions do you have for your child?</p> <p>How are your ideas influencing your child?</p> <p>Are you encouraging your child to choose the right subjects for them irrespective of their gender?</p>

Years 10 to 11 2025 – 2027

The Years 10 to 11 curriculum comprises of Core Subjects which all students must study and Guided Subjects where students are given the opportunity to make their own choices following our advice and guidance.

Core Subjects

This is the compulsory part of their curriculum. These are the core subject areas of Mathematics, English Language and English Literature. Science is also a core subject and will be studied as a Combined Science (equivalent to two GCSE qualifications, covering all three Science disciplines) or as Separate Sciences (equivalent to three GCSE qualifications, where you study each Science in greater depth, achieving a qualification in each discipline). In order to support students in making this decision, their Science teacher is available to advise suitability, based on current levels of attainment, Home Learning completion and effort grades in Science.

Guided Subjects

Students have a wide range of subjects to choose from to complement the Core Subjects and to allow them to focus on the areas which they enjoy and are interested in the most. Through their Guided Subjects, students will have the opportunity to acquire a broad and deep knowledge base. Some subjects are GCSE qualifications and others are Vocational options. All staff will provide thorough advice and guidance to ensure that students are comfortable with their two-year journey which will lead to academic success. In general, students will choose four Guided Subjects alongside their Core Subjects. In order to maintain a breadth of curriculum and develop strong levels of literacy for success beyond school, all students are required to choose one of History or Geography (or both) and are strongly encouraged to consider French or Spanish.

English Baccalaureate (EBacc) Subjects

Whilst we do not prescribe specific pathways for students to follow, many students may want to consider studying the EBacc Subjects. The EBacc is a name given to studying a specific group of subjects. These subjects maintain a strong academic core which focusses on the most traditional GCSE qualifications. Studying this collection of qualifications is recognised and held in high regard by the some Universities, who hold a higher academic status.

In order to achieve the Ebacc, students will need to gain 9 – 5 passes in Mathematics, English and Science as well as a Modern Foreign Language (French or Spanish) and a Humanities subject (Geography or History).

In order to support students in making this decision, their Modern Foreign Language teacher will have recommended to them whether they should consider pursuing French or Spanish at GCSE. This recommendation is based on current levels of progress, as well as effort grades in these subjects at present.

Please note:

Once choices are made, we then write the timetable, aiming to maximise all first choice subjects. If your subject choices cannot be accommodated within the curriculum timetable an appointment will be made with a senior member of staff to discuss the matter further.



English Language and English Literature

Key contacts:

Mrs L Pitcher

Exam Board:

AQA GCSE in English Language and English Literature

Overview of the course:

Though these subjects are two separate GCSEs, we teach Language and Literature alongside each other to ensure that the key analytical and writing skills are developed across both subjects. The English Language examination syllabus concentrates on testing students' expertise in the two key skills of English:

- Reading
- Writing

The course focuses on analysing language, structure and key authorial methods from a range of unseen fiction and non-fiction texts and then asking students to apply these skills in their own writing.

The English Literature syllabus focuses on key set texts, exploring how the writers use methods effectively and how this presentation of character and theme is affected by contextual factors.

Speaking and Listening will no longer count towards final grades in GCSE English Language. Instead, it will be recorded separately on certificates as an endorsement to the qualification. The Speaking Component will be completed at the end of Year 10.

What will you study?

Year 10: The students begin to prepare for their examinations through the introduction to the examination format and the study of their key texts. Students will study: 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and the 'Power and Conflict Poetry Anthology'.

Year 11: Students begin a focused approach to the examinations, exploring examination technique and the mark scheme requirements. Their lessons will be split equally between their preparation for English Language and English Literature: both qualifications are 100% examinations.

Assessment

Language Paper 1 - 1 hour 45 minutes:

One fiction extract
Four reading questions
One writing task: a description or narrative

Language Paper 2 - 1 hour 45 minutes:

Two non-fiction extracts
Four reading questions
One writing task: a non-fiction text to argue

Literature Paper 1 - 1 hour 45 minutes

a) Macbeth
b) A Christmas Carol
Extract based - how does the writer present a character/theme in the extract and the whole text?

Literature Paper 2 - 2 hours 15 minutes

a) An Inspector Calls (an essay on how the writer presents a character or theme in the play)
b) Power and Conflict Poetry Anthology (compare a given poem with a poem of your choice)
c) Unseen Poetry (exploring how a poet presents a theme in an unseen poem and comparing this to another unseen poem)

Spoken Language Endorsement

A four-minute individual presentation, on a subject of the student's choice, followed by a focused question session between the student and a teacher.

Year 10 - English Literature examination questions will be completed each term as in-class assessments. Students will sit two full examinations in the summer term: one for English Language and one for English Literature.

Year 11 - Students complete two full examination series. All four English examinations will be sat in full during the November and February/March Examination Series. Students will also complete frequent in-class examination practice.

Possible career path?

Post-16 institutions and apprenticeship providers will insist on students achieving a minimum of Grade 4 in GCSE English. For the vast majority of providers, this can be both GCSE Language or Literature. At Ivybridge Community College, all students will take both GCSEs to increase their opportunities for future success. Employers and education providers will use students' GCSE English grades as a demonstration of how well students can read, write and communicate verbally.

GCSEs in English can lead to any career in any sector, particularly: teaching, journalism, sports journalism, business, politics, law, marketing and public relations, public services and beyond!



GCSE Mathematics

Key contacts: Mrs L Davies and Miss C Pyne
Exam Board: Edexcel

Overview of the course:

In Years 10 and 11 students will have eight Mathematics lessons a fortnight. Students are taught in sets for Mathematics and this is determined by their mathematical ability, their attainment at the end of Year 9 and teacher recommendation. Students will follow a linear GCSE programme of study completing their examinations in Year 11.

Within the framework of the National Curriculum, we aim to:

- Consolidate basic skills and introduce students to appropriately challenging work
- Develop the numerical and practical skills of students
- Encourage students to apply their mathematical knowledge and understanding to solve problems
- Teach them to communicate mathematically, in a clear, logical, creative and elegant way
- Enable students to acquire the skills needed to use technology effectively
- Encourage cooperative, independent, practical and investigative work as appropriate
- Develop an appreciation for the place and use of mathematics in society and apply concepts to various situations
- Stimulate interest in and enjoyment of the subject
- Encourage a firm foundation for further study

What will you study?

All students will have experience of the six areas of the National Curriculum:

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

Problem solving is an integral element of GCSE Mathematics. All the areas of the National Curriculum are drawn together in solving problems based on the real world.

Students will use a mixture of texts, online resources and supplementary materials, as appropriate. All students are expected to have their own scientific calculator which they will need to use throughout the course and which can be purchased from the Mathematics Shop in College. Revision Guides will be available from the Mathematics Department.

Assessment

Assessment is based on the National Curriculum and GCSE Syllabus guidelines. Students' attainment and achievement is monitored throughout the course.

The scheme of assessment consists of two tiers:

- Foundation Tier assesses Grades 1 - 5
- Higher Tier assesses Grades 4 - 9

Students are entered for a particular tier according to their mathematical ability and attainment throughout the course. There is no coursework and all examinations will include elements of problem solving and real-life applications.

Possible career path:

Mathematics at GCSE is fundamental to the further study of mathematical based subjects, science subjects, and engineering and technology. It is very useful in economics, in business and management studies, accountancy, banking, and education, to name a few. Graduates of mathematical based courses can go on to highly paid careers, in some cases substantially higher than other disciplines.



GCSE Combined Science

Key contacts: Mr A Makeham
Exam Board: AQA

Overview of the course:

This route of scientific enquiry is an excellent preparation for future life and study and is suitable for everyone. All who do not choose Separate Sciences as an Option will follow this course.

Students will learn Biology, Chemistry and Physics from specialist teachers, each with three hours per fortnight. At the end of the course they will be examined in each subject, and the marks will be combined to give a 'double' GCSE Grade. The course examinations can be taken at Foundation Level (Grades 1,1 – 5,5) or Higher Level (Grades 4,4 – 9,9).

Both Combined Science and Separate Science are gateway qualifications to studying all three Science disciplines at Post-16.

What will you study?

The subject content for Biology includes:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry content includes:

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics content includes:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

Throughout the course, there will be regular required practicals, through which you will gain valuable scientific skills.

Assessment

At the end of the course, you will sit two examinations per subject (two for Biology, two for Chemistry and two for Physics), each 75 minutes long. The answers required will include short answers to recall scientific facts, longer answers about the application of knowledge and mathematical and scientific skills.

Possible career path:

This course will be useful for many career paths and you will be able to study A Level Biology, Chemistry, Physics or Environmental Science.



GCSE Separate Science

Key contacts: Mr A Makeham
Exam Board: AQA

Overview of the course:

This course is for those who have a keen interest in Science, as it explores the modules in more depth and in fourteen hours per fortnight, rather than the nine for Combined Science.

Separate Science must be chosen as an option.

In order to support students in making this decision, their Science teacher is available to advise suitability, based on current levels of attainment, Home Learning completion and effort grades in Science.

Students will learn Biology, Chemistry and Physics from specialist teachers, in a total of fourteen hours per fortnight. At the end of the course they will be examined in each subject, and awarded a GCSE Grade for each. The course examinations can be taken at Foundation Level (Grades 1 - 5) or Higher Level (Grades 4 - 9).

What will you study?

The subject content for the GCSE in Biology includes cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

The Chemistry GCSE includes atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

The Physics GCSE includes energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism and space physics.

Throughout the course, there will be regular required practicals, through which you will gain valuable scientific skills.

Assessment

At the end of the course, you will sit two examinations per subject (two for Biology, two for Chemistry and two for Physics), each 105 minutes long. The answers required will include short answers to recall scientific facts, longer answers about the application of knowledge and mathematical and scientific skills.

Possible career path:

This course will be useful for many career paths and you will be able to study A Level Biology, Chemistry, Physics or Environmental Science.



GCSE Art, Craft and Design

Key contacts: Mrs S Elston
Exam Board: AQA

Overview of the course:

This is a practical course that encourages an adventurous and enquiring approach to Art, Craft and Design practice. Students will learn how to research and analyse past and contemporary artists and designers and gain technical skills which enable them to produce personal artwork that embraces a range of ideas, materials and processes.

The course develops skills of investigation and making through exploration and experimentation, and aims to gradually allow students greater independence in developing their work and ideas.

What will you study?

Students will develop and refine a broad body of practical skills alongside their understanding of a range of technical processes. Students are set common theme-based projects.

Students will be expected to demonstrate their ability to:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students must keep a sketchbook for their coursework and examination work. The sketchbook is a combination of practical and research work. It must contain evidence of the development of students' ideas, experimentation and artist research.

Students are able to work with a broad range of materials, processes and techniques, including:

- Drawing, Painting, Printmaking and Mixed Media
- Typography, Illustration, Photography
- Three-Dimensional Design, Ceramics (clay), Sculpture e.g. willow/wire
- Batik, Weaving, Sewing

Assessment

Coursework 'Portfolio' - 60% of the marks

This includes all work produced in Year 10 and the first term of Year 11. The coursework component is a body of work created in theme-based projects. A coursework unit should include preparatory work and sketchbooks or journals related to the final piece(s).

All assessment objectives must be met in the coursework as a whole.

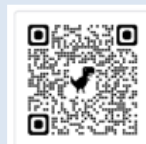
Examination 'Controlled Test' - Ten hours - 40% of the marks.

Commences in the January of Year 11, students must respond to one starting point provided by the examination board. A response to all assessment objectives is required. Students will sit a **practical** examination of ten hours, supervised time at the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

Students will sit a trial examination in Year 10 to help them prepare for this.

Possible career path:

Students often ask 'what can I do with Art?', which is understandable given that the arts are so intrinsic to our day to day lives, that it is sometimes difficult to see how useful it can be. There is very little of our day to day lives that has not been designed or created. There are hundreds of career pathways encompassing traditional routes such as fine art and architecture, and more broadly; theatre, arts, crafts, product and 3D design, interior/exterior design, media/TV/music, advertising, graphics, fashion, website/app/gaming visuals, and are potentially very lucrative. In fact, the creative industries have remained one of the few strong areas of growth in this country in recent years. Coupled with more generic skills that the course develops such as creative thinking and problem-solving skills, understanding of aesthetics, resilience and effective time management skills, these can make you very appealing to a potential employer.



For info about creative careers have a look online at the National Careers Service website or scan the QR code here.



GCSE Photography

Key contacts: Ms H Leyman and Mrs S Elston
Exam Board: AQA

Overview of the course:

If students opt for Photography, they will need a camera and they should understand that the course is an art-based course and students will be expected to work in a range of materials to develop their ideas creatively. Students will also be required to research and write about photographers and analyse their own images.

The course develops skills of investigation and making through exploration and experimentation and aims to gradually allow students greater independence in developing their work and ideas.

What will you study?

The GCSE Photography course encourages an adventurous and enquiring approach to Photography. Successful students should be able to demonstrate an understanding of past and contemporary Photographic practice and be able to produce a personal response that embraces a range of ideas.

Key Features

Students focus on the conventions of photographic practice and the integration of theory, knowledge and understanding to reach a personal response. Students are set a range of theme-based projects.

Students will be able to work in a variety of the areas listed below:

- Photography: digital, documentary, experimental and darkroom work
- ICT and computer image manipulation
- Fine Art approaches and extensions to photography including drawing, collage, printmaking and low relief work

You will need your own digital camera to start the course. The department has a bank of manual SLR cameras for black and white work. You do not need to buy an expensive Digital SLR camera to learn about photography. Compact cameras can be very high quality and allow you to develop your photographic skills. The important features are a minimum of 12 megapixels to allow for photographs to be printed to a large scale effectively, an optical zoom feature and a macro mode. Please contact the department if you wish to discuss this further.

Assessment

The GCSE Assessment criteria for Photography requires that not only practical skills and abilities should be developed but also the study of Photography and its various contexts should inform students' own work. Photography is not just taking photographs – it is so much more! You do not take photographs, you make them!

Coursework - 60% of the marks.

This includes all work produced in Year 10 and the first term of Year 11. Coursework comprises a body of work that is derived from modules of theme-based work. A coursework unit should include sketchbooks and final outcomes. All assessment objectives must be met in the coursework as a whole.

Examination "Controlled Test" - Ten hours - 40% of the marks.

Commences in the January of Year 11, students must respond to one starting point provided by the examination board and produce a sketchbook of preparatory work. A response to all assessment objectives is required. Students will sit a practical examination of ten hours, supervised time and the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

Possible career path:

Most students who follow a photography route specialise in one of the following areas: portrait, fashion, commercial, wildlife, fine arts, scientific and medical, press or sports. Typical employers include media organisations such as newspapers, magazines, film and television, wedding photographers or high street photography companies, large organisations such as universities, hospitals or airports, cruise liners, holiday companies and theme parks, the police – for 'scene of the crime' photography and advertising companies. A large number of photographers are self-employed and work in a freelance capacity. Many photography graduates choose to use their creative skills in related areas such as marketing, advertising, web design and digital marketing, where opportunities exist with a range of businesses and consultancies.



GCSE Fashion and Textiles

Key contacts: Miss H Wyett and Mrs S Elston
Exam Board: AQA

Overview of the course:

GCSE Fashion and Textiles is a practical course that encourages an adventurous and enquiring approach to the subject. Successful students should also be able to demonstrate an understanding of past and contemporary fashion and textiles practice, be able to produce personal designs, practical samples and garments/outcomes that embrace a range of ideas.

The course develops skills of investigation and making through exploration and experimentation and aims to gradually allow students greater independence in developing their work.

The GCSE Assessment criteria for Fashion and Textiles requires that not only practical skills and abilities should be developed, but also the study of Fashion and Textiles and its various contexts should inform students' own work.

What will you study?

Students will develop and refine a broad body of practical skills and develop their understanding of a range of technical processes through:

- Focus on Fashion and Textiles practice and the integration of theory, knowledge and understanding to reach a personal response
- Students are set common theme-based projects
- Both coursework and examination are internally assessed and externally moderated

Students will be able to work in a variety of the areas listed below:

- Fashion: Garment and accessory production, surface pattern design
- Textiles: woven, construction, embellishment, embroidery and colouring techniques

Students will be expected to demonstrate their ability to:

- AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment

Coursework - 60%

This includes all work produced in Year 10 and the first term of Year 11. Coursework comprises a body of work that is derived from modules of theme-based work. A coursework unit should include preparatory work and sketchbooks or journals related to the final piece(s). All assessment objectives must be met in the coursework as a whole.

Examination 'Controlled Test' - ten hours - 40%

Commencing in the January of Year 11, students must respond to one starting point provided by the exam board. A response to all assessment objectives is required. Students will sit a practical examination of ten hours supervised time at the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

Possible career path:

We have a strong track record of helping our students to gain places at the Fashion/Textiles Colleges of their choice. Many of our students go on to work in the Fashion and Textiles industry after gaining a good degree from a top London College. Some of the career options available to you could be:

- Fashion designer
- Textiles designer
- Pattern cutter
- Fashion journalist (working for magazines)
- Fashion blogger (working for a company or your own business)
- Fashion marketing and promotion (taking a product to the market)
- Merchandiser (visual displays in shops)
- Buyer (for a store, often involves a lot of overseas travel)
- Fashion events manager (arranging fashion shows/events for people/companies)



GCSE 3D Design

Key contacts: Mrs S Elston
Exam Board: AQA

Overview of the course:

This is a very practical hands-on course that encourages an adventurous and enquiring approach to creating 3D work. Students will learn how to research and analyse past and contemporary Artists, craft workers and designers and gain technical skills which enable them to produce personal work that embraces a range of ideas, materials and processes.

The course develops skills of investigation and making through exploration and experimentation and aims to gradually allow students greater independence in developing their work and ideas.

What will you study?

Students will develop and refine a broad body of practical skills alongside their understanding of a range of technical processes. Students are set common theme-based projects.

Students will be expected to demonstrate their ability to:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students must keep a sketchbook for their coursework and examination work. The sketchbook is a combination of practical and research work. It must contain evidence of the development of students' ideas, experimentation and artist research.

Students are able to work with a broad range of materials, processes and techniques, for example:

- drawing and photography
- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- landscape/garden design
- designs for theatre, film and television

Assessment

Coursework 'Portfolio' - 60% of the marks.

This includes all work produced in Year 10 and the first term of Year 11. The coursework component is a body of work created in theme-based projects. A coursework unit should include preparatory work and sketchbooks or journals related to the final piece(s). All assessment objectives must be met in the coursework as a whole.

Examination 'Controlled Test' - Ten hours - 40% of the marks.

Commences in the January of Year 11, students must respond to one starting point provided by the examination board. A response to all assessment objectives is required. Students will sit a **practical** examination of ten hours, supervised time at the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

Students will sit a trial examination in Year 10 to help them prepare for this.

Possible career path:

Students often ask 'what can I do with 3D design?', which is understandable given that design is so intrinsic to our day to day lives, that it is sometimes difficult to see how useful it can be. There is very little of our day to day lives that has not been designed or created. There are hundreds of career pathways encompassing traditional routes such as fine art and architecture, and more broadly; theatre, arts, crafts, product and 3D design, interior/exterior design, media/TV/music, advertising, graphics, fashion, website/ App/gaming visuals, and are potentially very lucrative. In fact, the creative industries have remained one of the few strong areas of growth in this country in recent years. Coupled with more generic skills that the course develops such as creative thinking and problem-solving skills, understanding of aesthetics, resilience and effective time management skills, these can make you very appealing to a potential employer.



For info about creative careers have a look online at the National Careers Service website or, scan the QR code here.



GCSE Computer Science

Key contacts:

Mrs S Brooks, Acting Head of Department

Exam Board:

OCR

Overview of the course:

This exciting GCSE gives students an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills. They will also do some fascinating in-depth research and practical work. For example, some of the current investigations look at JavaScript, Python, encryption and assembly language programming.

This two-unit course is designed to give students an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. They do not need to have studied the subject before, however given the academic nature of this course, it is likely to suit students who are on track for a Grade 6 or above in English and Mathematics. Students should also have an interest in programming. Assessment is based on two written examinations.

What will you study?

The course will help students learn about computational thinking, analysis and problem solving. It is a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

Content

The course comprises three units:

J277/01 – Computer Systems and Programming (50%). This unit will cover the theory about a wide range of issues including the Central Processing Unit (CPU), data representation, computer memory and storage, wired and wireless networks, network topologies, system security and system software.

J277/02 – Computational thinking, algorithms and programming (50%). This unit is hugely practical and covers algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages.

Programming Tasks. These will be set throughout the course to cover a minimum total of twenty hours' worth of taught programming lessons throughout the course.

Assessment

The entire scheme of learning for Computer Science is housed within our class Teams. This allows for 24/7 learning and student access to expert video tutorials, electronic worksheets and teacher feedback at any point.

Both of the first two units are weighted at 50% of the overall GCSE (Computer Systems and Computational Thinking, Algorithms and Programming) and are assessed through a written examination paper at the end of Year 11. In order to emulate the form of assessment in these units, students work towards a terminal written examination at the end of every learning topic (typically every 3 to 4 weeks).

Home Learning is issued which entails the taking of notes from videos on the topic with the aim of improving subject knowledge. Student test scores are then tracked; support and extension sessions are then offered to assist students in their progress.

Preparation and development of programming ability is completed through the use of many Python coding activities based on the fundamental programming constructs of Sequence, Selection and Iteration. The Python programming language is a versatile and user-friendly starting point for students which allows for very impressive programmed tasks.

Possible career path:

There are a huge range of career options available, to name a few: IT Technician, IT Consultant, Computer Engineer, Software Engineer, Analyst, Data Modeller, Systems Administrator, Network Administrator, Software Applications Developer, Programmer, Hardware Specialist, Software and Network Security, and Telecommunications. Programming skills are also heavily used in many Science and financial careers.



GCSE Food Preparation and Nutrition

Key contacts: Mrs C Northey
Exam Board: AQA

Overview of the course:

Students will learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. Students will master culinary skills and appreciate the science behind food and cooking.

Why choose Food Preparation and Nutrition?

GCSE Food Preparation and Nutrition will help to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials.

You should consider a Food Preparation and Nutrition option if:

- You enjoy cooking, adapting your recipes and evaluating your results
- You are a self-motivated independent worker and an organised and creative thinker
- You are interested in food, nutrition and the science behind ingredients

What will you study?

Students who take GCSE Food Preparation and Nutrition will learn about the following topics:

- **Food, Nutrition and Health**
Macro Nutrients, Micro Nutrients, Nutritional Needs and Health
- **Food Science**
Cooking of Food, Heat Transfer and the Functional and Chemical Properties of Food
- **Food Safety**
Food Spoilage, Contamination and the Principles of Food Safety
- **Food Choice**
Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
- **Food Provenance**
Environmental Impact and Sustainability of Food, Food Processing and Production

Assessment

Terminal Written Examination:

There will be a written paper, 1 hour 45 minutes long which will be externally set and marked (50% of GCSE).

Non-Examination Assessment

The second part of the assessment will be a non-examination assessment and will consist of two tasks, involving practical work.

Task 1 - A written report of 1,500 – 2,000 words. Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide students with an opportunity to demonstrate their knowledge and practically apply subject understanding of the science behind cooking. Students will practically investigate ingredients and explain how they work and why.

Task 2 - Students will plan, prepare, cook and present a three-course menu. This task will provide an opportunity to 'cook-up-a-storm' and showcase creativity and cooking skills in relation to the planning, preparation, cooking, presentation of food and the application of nutrition.

Possible career path:

A passion for food can lead to a wide range of career opportunities such as; working in hotels, restaurants, or tourist venues. There are also a range of career paths into agriculture, catering and hospitality, environmental health, leisure and tourism, retail sales and customer service, as well as engineering and manufacturing. It is also excellent preparation for careers in many other fields such as medicine, education, and sports science.

Whatever career you choose, the knowledge and skills you learn from Food Preparation and Nutrition; technical ability, problem solving, time management, organisation, communication, creativity, customer service and interpersonal skills are highly prized by employers.



GCSE Design and Technology

Key contacts: Mr A Strawford
Exam Board: Eduquas (WJEC)

Overview of the course:

In Design and Technology, students will learn to communicate ideas, manage complex projects, generate creative resolutions to unexpected problems and address social/environmental issues. Transferable skills gained by studying Design and Technology include:

- Using initiative
- Being organised
- Good communication
- Being innovative
- Good teamwork
- Being analytical

It is estimated that many of our students will be working in jobs that do not currently exist. Students with transferable skills will be prepared for an unpredictable future and will have the ability to innovate and respond to new challenges in a creative way.

What will you study?

This course builds directly upon our Design and Technology foundation experience in Key Stage 3 and is intended for students interested in using materials in a practical way, whilst also understanding the working properties of those materials. Students will have the opportunity to develop skills in making high quality products using a range of materials including, amongst others, wood, metal and plastic. They will be encouraged to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. All students will have the opportunity to use both traditional skills and modern technologies.

This qualification enables students to:

- Develop a broad knowledge of materials, components and technologies
- Develop practical skills to produce high quality functional products
- Develop decision making skills through independent, team and collaborative work
- Communicate their decisions effectively to a third party
- Develop an understanding of quality and how this can be achieved by making to fine tolerances
- Demonstrate safe working practices

- Be able to read, interpret and produce drawings, plans and instructions
- Use materials efficiently in relation to cost and environmental impact
- Use key technical terminology related to materials and processes
- Develop the knowledge and understanding to evaluate and refine skills
- Develop an awareness of industrial practices and employment opportunities

Assessment

Component 1: Design and Technology in the 21st Century. A written examination: 2 hours, 50% of qualification.

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

- technical principles
- designing and making principles

along with their ability to:

- analyse and evaluate design decisions and wider issues in design and technology.

Component 2: Design and make task Non-Examination Assessment (NEA): approximately 35 hours, 50% of qualification.

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

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

Possible career path:

GCSE Design and Technology opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.



GCSE Economics

Key contacts: Mrs S Brooks
Exam Board: OCR

Overview of the course:

"By the end of an Economics degree you emerge as a student who can read as well as a law graduate, compute as well as an accountant, and analyse data as well as a statistician"
Economics Graduate

Given the academic nature of this course, it is likely to suit students who are on track for a Grade 6 or above in English and Mathematics. Students should also have an interest in current affairs.

What will I learn?

The aim of the course is to encourage an interest in and an understanding of current economic issues, problems and institutions that affect your everyday life.

The course content covers concepts, which affect individuals, organisations, societies, regions, nations and the global economy. The course is academically rigorous and looks at concepts such as demand, supply and elasticities in microeconomics.

Macroeconomics will consider government policy and looks to develop an understanding of the key economic indicators such as inflation and unemployment.

Assessment

There are two examination papers; the duration of both is 1 hour 30 minutes long.

Each examination paper is worth 50% of the qualification.

Unit 1 – Introduction to Microeconomics

Unit 2 – National and International Macroeconomics

Possible career path:

Economics is seen as a vitally important area of study for any young person considering a career in finance, industry, commerce or politics. The study of Economics is a study of how the world works.

After this qualification you will understand the world of economics and have developed skills in:

- Making decisions and developing persuasive arguments
- Critical thinking and problem solving
- Understanding data and economic performance indicators.

Economics is highly respected by employers and universities because of its rigorous nature and ability to push students beyond a basic understanding of the world we live in.

Careers are available in government as an accountant, stock broker, banker, business advisor, analyst and many other highly paid careers.

Students will have the opportunity to study both GCSE Business and GCSE Economics.



GCSE Statistics

Key contacts: Mrs L Davies
Exam Board: Edexcel

Overview of the course:

Why choose Statistics?

GCSE Statistics will expand a student's mathematical knowledge and skills in understanding, analysing and presenting data. It will help with many other subjects and make the student better informed and a more competent decision maker.

This course initially builds on many of the skills studied in Key Stage 3 and GCSE Mathematics, but takes these mathematical ideas much further and seeks to develop an understanding of their use. Many new skills and statistical methods are introduced and applied to real world situations, including the communication of statistical findings.

What will you study?

All of the statistical topics that have been learnt in GCSE Mathematics are also covered in GCSE Statistics such as Averages (mean, median and mode), Statistical Diagrams (Bar Charts, Pie, Chart, Histograms etc) and Probability (Theoretical Probability, Tree Diagrams, Venn Diagrams etc) which can strengthen a student's understanding in this area. It then looks deeper into many of these topics, at how they are used more practically in real life situations and different variations of these topics that would not otherwise be covered in GCSE Mathematics. Examples include: considering the Geometric Mean as well as the more commonly used Arithmetic Mean or rather than just identifying a correlation from a scatter graph, being able to calculate Spearman's Rank Correlation Coefficient to give you an exact value for it.

Units include:

- Collection of data
- Processing and representing data
- Summarising data
- Scatter diagrams and correlation
- Time series
- Probability
- Index numbers
- Probability distributions

Assessment

Edexcel GCSE Statistics is for all learners. Students will be entered for either the Foundation or Higher paper, which will support all students to progress and be challenged. The GCSE is 100% examination, there are two terminal examinations at the end of Year 11. Calculators can be used in both papers and they contain short, medium and extended response questions. There will be regular internal assessments to help judge your progress throughout the course.

Paper 1 - 1 hour 30 minutes written examination, 80 marks. 50% of the qualification.

Paper 2 - 1 hour 30 minutes written examination, 80 marks. 50% of the qualification.

Possible career paths:

GCSE Statistics will be of benefit in many occupations where the use and interpretation of statistical methods are required. For example:

- Statistician
- Accountant
- Medical Researcher
- Scientist
- Research Psychology
- Marketing
- Biostatistician
- Weather Forecasting



GCSE Business

Key contacts: Mrs S Brooks
Exam Board: OCR

Overview of the course:

"If you really look closely, most overnight successes took a long time."

Steve Jobs

How do different business situations affect business decisions? This course equips students with the skills and confidence to explore in a well-rounded introduction to the subject. It will encourage students to make informed choices about a wide range of further learning opportunities and career pathways, as well as develop life skills that enable them to become financially and commercially aware. The course is designed to enable students to:

- Explore business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Understand contemporary business issues and different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively, to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems

What will I learn?

You will be introduced to the world of both small and large businesses and will look at what makes someone a successful business person and the qualities and skills they use.

You will find out how to develop business ideas and spot an opportunity, and then discover the processes needed to turn that into a successful business.

You will understand how to make a business effective, and how a business needs and uses money.

You will look at businesses from a global perspective looking at how business strategies are influenced by external factors.

Assessment

There are two examination papers; both 1 hour 30 minutes long.

Each examination paper is worth 50% of the qualification.

Business 1 – Business Activity Marketing and People

Business 2 – Operations Finance and Influences on Business

Possible career path:

Business Studies will support students into a range of careers, further education and self-employment. An interest in how businesses work and an ability to build logical chains of reasoning in a written format are a benefit for students wishing to take this course.

After this qualification you will understand the world of business and have developed skills in:

- Making decisions and developing persuasive arguments
- Creative and practical problem solving
- Understanding data, finance and communication.

It is also a great step preparing you for further and higher education such as A Levels and BTEC courses.

A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Students will have the opportunity to study both GCSE Business and GCSE Economics.



BTEC Level 1/Level 2 Tech Award in Enterprise

Key contacts: Mrs S Brooks
Exam Board: Edexcel

Overview of the course:

"Business opportunities are like buses, there's always another one coming"

Richard Branson

This qualification is for students who want to learn in a vocational way, investigating real businesses and simulating the process of setting up their own businesses. Students will learn to research, plan, promote and calculate using financial formulas which will provide them with practical entrepreneurial skills.

The skills developed throughout this course will enhance the study of other subjects as a result of learning how to develop time management, research and report writing skills.

These are also skills which will support students to become more employable in a range of vocations such as finance, retail, manufacturing, sales, and marketing or in setting up their own business.

This is a coursework-based qualification and so the core skills developed alongside the business knowledge and understanding will mean BTEC students are very employable, and well placed to achieve well in further education, because they know how to work independently to meet strict deadlines.

What will I learn?

You will learn about a local business and consider how they operate and how they ensure they are successful in a range of activities. There is a chance to plan and present a new business idea to a financial advisor having considered all of the relevant aspects of a real business plan. We will look at running mini enterprises to support the whole qualification. **A preference for coursework-based learning would be an advantage for a student wanting to follow this vocational course.**

Assessment

There are three units studied in Enterprise:

Component 1 - Exploring Enterprises (Controlled Assessment)

Component 2 - Planning for and Pitching a Micro-Enterprise Idea (Controlled Assessment)

Component 3 - Marketing and Finance for Enterprise (examination)

Possible career path:

When you have completed the qualification, you will have developed a practical understanding of the enterprise sector.

You will also have developed useful skills that are not generally covered in GCSE courses. This will give you a better idea of whether the business enterprise sector is for you and whether it is an area you would like to study further.

After you have finished the course, you may want to go on to further study such as A Levels, BTECs or a mixture of both, in areas such as Business, Enterprise and Entrepreneurship, Marketing, Computing or IT, providing you have passed relevant GCSEs.

Alternatively, you might want to study a technical route designed to lead to work, or take an apprenticeship or a traineeship in the enterprise sector. The best option for you will depend on the grades you achieve in this qualification and in other qualifications you have taken, what you enjoy doing and the advice you can access about further learning and training opportunities available in your area.

This course builds on and uses the knowledge and skills you learn in your GCSEs; for example, Mathematics and English. It also complements other vocational courses in areas such as digital tools and technologies, creative media production, sport (PE) and food technology.



GCSE Geography

Key contacts: Mr R Bray
Exam Board: AQA

Overview of the course:

Why choose Geography?

We all live our lives geographically. Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. We are committed to encouraging students to participate fully in the excitement, enjoyment and challenge of this dynamic world. Students will draw on personal experience; to help better understand the places they live in, why they matter and how they are connected to a globalised world. Students will learn about the physical, cultural, economic and political spheres to illuminate key issues for the present and the future. We aim for all our students to appreciate the diversity of landscapes, societies and cultures so our students are 21st century global citizens, enabling them to investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places.

What will you study?

The course consists of four main areas: physical environments, human environments, issue evaluation and fieldwork.

Living with the physical environment examines the challenge of natural hazards (tectonic hazards, tropical storms, extreme weather in the UK and climate change), physical landscapes in the UK (coastal and river) and the living world (tropical rainforest, hot deserts or cold environments).

Challenges in the human environment examines urban issues and challenges (population growth, urbanisation, megacities and sustainability), the changing economic world (economic development, the development gap, managing development, TNCs and debt) and the challenge of resource management (food, water and energy resources).

The issue evaluation uses students' skills to think critically and problem-solve. Students will have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

Students will also conduct fieldwork. They will undertake two enquiries which are carried out in contrasting environments and show an understanding of both physical and human geography in action.

Assessment

AQA GCSE Geography is 100% examination assessed. There are three terminal examinations at the end of Year 11. There will be regular internal assessments to help judge your progress throughout the course.

Paper 1: Living with the physical environment (35%)

Paper 2: Challenges in the human environment (35%)

Paper 3: Geographical applications (issues analysis, fieldwork and skills) (30%)

Possible career path:

Geography is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Some possible career paths include:

- Environmental Consultant
- Climate Change Analyst
- Emergency Management Specialist
- Surveyor
- Town Planner
- Volcanologist
- Water Conservation Officer
- Travel Writer
- Coastal Engineer
- Political Risk Analyst
- Transport Planner

Others may pursue a career in environment and development, international relations, humanitarian programmes, conservation etc.



GCSE History

Key contacts: Mr A White
Exam Board: Edexcel

Overview of the course:

GCSE History builds on Key Stage 3 History as well as introducing you to a range of new topics.

Why choose History?

The GCSE course allows you to delve deeper into topics that you may never have studied or briefly looked upon. The course is designed to allow you to engage with historical investigations aiding you to become a critical and reflective thinker through using a range of sources and interpretations. We will also develop your ability to ask relevant questions about the past and investigate issues critically. With this new knowledge, you will develop your historical skills allowing you to be critical about the world.

GCSE History allows you to evolve both your reasoning skills and your ability to organise and communicate your knowledge and understanding in different ways to be able to reach substantiated conclusions. These skills are necessary in the modern world as it encourages you to question what you see and develops your independent research skills, something which so many jobs are asking for more and more.

What will you study?

The course consists of four main topics:

Migrants in Britain, c800 – present and Notting Hill, c1948 – c1970

This unit will explore ideas about the causes of migration to Britain such as the importance of trade, empire and religion. Within this topic we will also study case studies such as the Viking city of York, Irish migration in Liverpool and Twentieth Century migration to Bristol developing a broad understanding of the key moments that have shaped Britain. Students will also be required to use sources to investigate the importance of migration in Notting Hill.

Early Elizabethan England, 1558–88

Within this unit we shall investigate and discover information about the plots and revolts against Elizabeth. As well as exploring the Spanish Armada and what it was like to live in Elizabethan England.

The American West, c1835 – c1895

This unit allows you to investigate the Plains Indians, their beliefs and culture. We will see how this changes with the US policies towards them and eventually leading to the destruction of their way of life.

Weimar and Nazi Germany, 1918–39

As well as investigating what life was like in Nazi Germany, we will look at how Hitler was able to gain his position in 1933. How this then led to his control of Germany and the German people through the creation of a dictatorship and how he dealt with any opposition.

Assessment

GCSE History is a two-year course which is examined at the end.

There are three examinations at the end of the course.

Paper 1: Migrants in Britain, c800 – present and Notting Hill, c1948 – c1970.
Worth 30%

Paper 2: Early Elizabethan England, 1558 – 88 and The American West, c1835 – c1895 Worth 40%

Paper 3: Weimar and Nazi Germany, 1918 – 39.
Worth 30%

Possible career path:

History at GCSE opens doorways to many potential careers. Due to the critical thinking that we develop, GCSE History is desirable for jobs in journalism, policing, HR, teaching, legal careers, archaeology, museum conservation and many more.



GCSE Media Studies

Key contacts: Mr D Clemow
Exam Board: EDUQAS

Overview of the course:

A recent study led by the Centre for Excellence in Media Practice at Bournemouth University concluded that **“Media Studies should be made mandatory in schools to prevent young people being taken in by fake news and disinformation”**.

Tessa Jowell, former Secretary of State for Culture, Media and Sport, stated: **“Media literacy will become as important a skill as Science and Maths”**.

It has been reported that adults in Great Britain are consuming media for almost 8 hours a day (IPA, January, 2019). Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, place, and society and of ourselves. Media Studies is a vital tool necessary to understanding the media's significance and its power.

As well as analysis, the course also offers the opportunity to create products for the media. This fun and interactive course is suitable for all students and has become an incredibly popular choice.

Media Studies moves beyond the classroom and students will be working with the British Film Institute, Film Hub South West, Plymouth College of Art, The Watermark, and professionals in various aspects of the media industry as well as having the opportunity to go on a variety of other exciting educational visits.

What will you study?

This unique course is both academic and creative. Students will explore Media Language, Representation, Audiences and Industry, including advertising, television, magazines, video games, film and more. Students will also have the opportunity to create media products for their Non-Examined Assessment.

Examples of media products studied include: James Bond's *No Time To Die*; *Fortnite* video game; BBC1's *Luther*; Justin Bieber's *Intentions* and many, many more.

Practical products include making part of a TV show; a music video; three pages from a magazine or making a DVD cover with a film poster. No practical skills are required before you start this course.

Assessment

You will study three components:

- Exploring the Media (40% of qualification)
- Understanding Media Forms and Products (30% of qualification)
- Creating Media Products (Non-Examination Assessment, 30% of qualification)

Possible career path:

Media Studies will help you develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, essay writing skills and more. Your studies will compliment and assist your learning in other subjects such as English Language and Literature, Humanities subjects, Sociology, and ICT.

The global Media Industry had total revenues of £1,153.4 billion and continues to grow. There is a myriad of careers available including marketing and promotion, film making and production, post-production, digital media, animation and many more. Higher education is a fruitful field for Media Studies with over 100 institutions in the UK offering Media, Communications and Cultural studies. Google “Media Jobs” in the UK and, on average, there are over 3000 vacancies at any given time.



GCSE Modern Foreign Languages – French and Spanish

Key contacts:

Mrs N Merrison

Exam Board:

Edexcel Full Course

Overview of the course:

The learning, in the world of work, of a Modern Foreign Language, is now seen as more important than ever and a desirable ingredient of a balanced yet broad curriculum. Committed students of Modern Foreign Languages will enjoy not only developing a range of transferable interpersonal skills but will also finish the course with a highly prized academic qualification. At Ivybridge Community College we are able to offer two languages in Years 10 and 11 - French and Spanish.

The aims of this qualification are to:

- provide a coherent, satisfying and worthwhile course of study
- develop confidence in, and a positive attitude towards, and to recognise the importance of languages
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language
- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken

What will you study?

Vocabulary: the vocabulary in this qualification is clearly defined and enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. Vocabulary is predominately high frequency and applies to the following six broad thematic contexts which provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world
- Lifestyle and well-being
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Grammar: A full list of the grammar assessed is outlined in the specification and is mapped through the GCSE course.

Sound-Symbol Correspondences (SSCs): Students study key differences in SSCs between Spanish/French and English so that they learn to read out loud and transcribe with sufficient accuracy at this level.

Cultural Content: Built on a foundation of inclusivity, the MFL GCSE qualification caters to the needs of all students, regardless of their background, ability, or reason for studying a language. Language study gives opportunities to broaden students' cultural awareness and introduces them to new experiences.

Assessment

The Edexcel specification for French and Spanish leads to the GCSE examination at the end of Year 11 for all students. Students will need to learn thoroughly all the phonics, grammar and vocabulary covered during the course and this will be assessed through three assessment objectives:

AO1 – understand and respond to spoken language in speaking and writing (35%)

AO2 – understand and respond to written language in speaking and writing (45%)

AO3 – demonstrate knowledge and accurate application of the grammar and vocabulary presented in the specification (20%)

Each AO will be assessed through four papers: speaking, listening, reading and writing.

Reading, Writing and Listening will be externally assessed examinations. Speaking will also be assessed externally, but will be conducted by an Ivybridge Community College Teacher.

In order that students may demonstrate their achievement of the differentiated objectives, two tiers of examination (Foundation and Higher) are offered.

Continuous class assessment will be supplemented by formal departmental assessments, which will be used to establish the levels of attainment by each student. This will help the teacher to produce regular profiles for each student, which can be reported home. Each student will be encouraged to take an active role in their own progress and assessment. There will also be an Examination Series in the autumn and spring term in Year 11. Past papers will be taken and this will help teachers decide upon appropriate tiers of entry in the GCSE examination.

Possible career path:

Knowing another language gives a competitive edge in career choices in sectors such as Business, Law, Charitable organisations or non-governmental organisations (NGOs), The Military, The Foreign Office, Government, Marketing, Hospitality and many more.

As well as direct career links, MFL places great importance on instilling a skill set in their students that will aid them in the work place and go beyond the skill of speaking a foreign language. These are:

- Communication - students are encouraged to make whole class presentations and take part in discussions in the foreign language. The MFL Department promotes the importance of having the communication skills to show respect for other people, tolerance, and an appreciation of cultural diversity.
- Resilience – students are encouraged to take risks and then learn from their mistakes in order to improve their language skills.
- Problem solving - students develop problem solving skills by working through materials in the foreign language where vocabulary and grammar can be completely new to them.
- Independent learning – students are encouraged to attend the wide range of additional sessions that are offered as well as working at home using a variety of resources.



GCSE Dance

Key contacts: Mrs H Reddy
Exam Board: AQA

Overview of the course:

The course 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. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

This AQA specification acknowledges the important role that dance plays in young people's lives. Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today. The course allows them to be creative, using their own ideas and appreciating those of others.

What will you study?

Subject content

- Performance
- Choreography
- Dance appreciation

Skills-based approach

The practical component of the course enables students to study Dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of Dance and the ability to critically appraise dances of different styles and cultural influences. All students will be required to purchase College Dance attire and will receive a well-structured Dance folder for theory work.

Performance

Students must develop and apply the following knowledge, understanding and skills to perform dance as a soloist for approximately one minute and in a duet/trio for a minimum of three minutes. The total duration of a student's performance must be no less than three and a half minutes.

Alternative Pathways to Success – BTEC Dance

The delivery of the GCSE course is designed in such a way to enable some students who may find the written examination challenging to successfully access an alternative qualification. Subject to the professional judgement of the Dance teacher and Head of Department, students may be entered for the BTEC Performing Arts (Dance) Qualification, which would entail the completion of three written and practical units. There is no formal written examination, yet the BTEC qualification potentially enables students to achieve the equivalent of a Grade 9 outcome. The vocational pathway will be discussed at the end of Term 1.

Assessment

Students must complete both assessment components (Component 1 and Component 2). Component 1 is internally marked and externally moderated.

Component 1

Performance 30%:

- Set Phrases x 2 (12 marks)
- Duet/Trio 3 - 5 minutes (24 marks)
- Mental Rehearsal (4 marks)

Choreography 30%

- Solo (2.30 minutes) or
Group (3.30 minutes/40 marks)

Component 2

Dance Appreciation 40%

Theory Paper based on own practice in performance and choreography and the GCSE Dance anthology

(90 minutes/80 marks):

- Section A – Knowledge and understanding choreographic process and performing skills
- Section B – Critical appreciation of own work
- Section C – Critical appreciation of professional works (6 professional works studied)

Possible career path:

GCSE Dance is a clear progression to A Level, Higher Education, BTEC Performing Arts courses and beyond! Dancers also have the opportunity to showcase their work in our annual event the Appreciation of Dance Show and the Performing Arts Show.



BTEC Tech Awards Performing Arts: Dance

Key contacts: Mrs H Reddy and Mrs N Gardiner
Exam Board: Pearson

Overview of the course:

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles from across the creative industries, including film and television, theatre, games, and advertising. Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

What will you study?

Through this course, students will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes, skills and techniques used in different roles. Students will also learn how to contribute to the creation of a performance in either a performance or non-performance role. Students will also have the opportunity to develop their own technical, practical and interpretative skills through workshops and classes, and to apply them in the internal and external assessments. In addition, students will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

Students will have the opportunity to develop applied knowledge in the following areas:

- Explore what it is like to work in the sector and gain the underpinning knowledge and skills required to work in it.
- Develop key knowledge, skills and behaviours, and learn about essential tools, techniques, and equipment.
- Apply their learning to real-life contexts and vocational scenarios in both learning and assessment.

Component 1 Exploring the Performing Arts 30%	Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.
Component 2 Developing Skills and Techniques in the Performing Arts 30%	Students will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.
Component 3 Responding to a Brief 40%	Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Assessment

This qualification is graded with Pass, Merit or Distinction.

As a creative subject with a focus on application, there is no written examination. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the performing arts sector that most excites and appeals to them.

Components 1 and 2 will be internally assessed and moderated, a Pearson Set Assignment completed in a computer room in controlled conditions. Students will have one resubmission opportunity for each PSA allowing them to make improvements to their work based on teacher feedback.

Component 3 will be assessed with an external examination in the summer of Year 11.

Possible career path:

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. The choices that learners can make Post-16 will depend on their overall level of attainment and their performance in the qualification.

This Tech Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences. It is a great stepping-stone into further vocational or academic study in the Performing Arts sector.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree
- The performing arts or production arts areas



GCSE Drama

Key contacts: Mr S Ellis

Exam Board: Eduqas (WJEC in England)

Overview of the course:

GCSE Drama is all about exploring, developing and evaluating the techniques and skills required to create drama on the stage. As a student of Drama, you can expect to consider dramatic texts from the point of view of an actor, director and a designer. In doing so, you will have the opportunity to devise your own piece of drama as well as explore and present dramatic texts written and produced by others. The study of Drama is both practical and creative, and this course will equip you with the theoretical understanding needed in order to maximise your creative potential.

What will you study?

Component 1: Devising Theatre (40%)

Internally assessed in the summer term of Year 10

- Creation, development and performance of a piece of devised theatre using the techniques of an influential theatre practitioner or theatrical style, in response to a set stimulus.
- Creative Log: portfolio of evidence detailing how the piece was developed (900 words).
- A written evaluation of the final performance or design, completed as a word-processed Controlled Assessment.

Component 2: Performing from a Text (20%)

Externally assessed in February or March of Year 11.

- Participate either as an actor or designer to present two extracts from one play text to a visiting examiner.
- Component 2 is an almost entirely practical assessment with the exception of the completion of a very small 150-word "Artistic Intentions" form.

Component 3: Interpreting Theatre (40%)

90-minute written examination in the summer of Year 11. Component 3 features as the culmination of the course, examined in two distinct sections:

Section A (45 marks)

- A series of questions related to a set text, which will be either *Macbeth* by William Shakespeare, or *An Inspector Calls* by J.B. Priestley.
- You will be prepared practically to answer the questions from the point of view of an actor, director and designer.
- You will gain an understanding of the themes, form, style and context of the play, and develop ideas for how you might interpret the play to communicate meaning to a contemporary audience.

Section B (15 marks)

- A single long-answer question, to evaluate a professional piece of live theatre that you will witness during the course, in which you will identify and analyse the ways meaning was communicated by the production company.
- As part of the wider preparation for Section B, and also to enrich your learning of the subject in general, you will witness live at least one professional theatrical production in each year of study.

Will the course be suitable for you?

You may or may not have been involved in theatrical productions before, but have enjoyed exploring topics and gaining skills through Drama at Key Stage 3. You will excel on this course if you enjoy collaborating with others, are interested in exploring challenging issues in a creative yet focused manner. Most importantly, you must have a genuine interest in the subject and a willingness to participate in practical lessons.

Extra-Curricular and Drama Enrichment

As part of the course, you will be expected to organise and conduct practical rehearsals with other students outside of lesson times, particularly in the run-up to practical assessments.

During the course, you can expect to have at least one theatre trip and one Drama workshop in each academic year, and we would encourage you to watch as much live theatre as possible.

An important feature of the Department is our Enrichment provision, which includes the Whole College Musical Production, Performing Arts Show, Spotlight Senior Theatre Company, Musical Theatre Group (MTG) and our Technical Theatre Group. In addition, there is the opportunity to study for additional LAMDA qualifications to supplement your learning. You are encouraged to take advantage of these fantastic opportunities.

Possible career path:

Drama is a wonderful subject to study, because the nature of the subject is that, as well as acquiring the specific skills involved in creating and performing Drama, you will also acquire skills in working with others, problem solving and communication in verbal and written form. Studying Drama can help you feel more self-confident and prepare you to deal with a range of different situations and people. In addition, you will be exposed to challenging issues that confront contemporary society, raising your awareness of a range of topics. As such, the study of GCSE Drama is challenging but highly rewarding choice for any student who is engaged and motivated by the subject.

Onward Progression

Your serious study of Drama will develop vital transferable skills you can take into any career or job. Potential non-Drama fields that would benefit from study of the subject include careers in medicine, retail, law and law enforcement, travel and tourism, sales and marketing or indeed any career that involves interacting with people face to face.

If you do wish to pursue your Drama education you could go on to take an A Level in Drama and Theatre, BTEC qualifications in Performing Arts, both of which are offered at the College. Thereafter, you may study Degrees or Diplomas in the subject. The Drama Department at Ivybridge Community College are extremely proud to have an outstanding record of our students progressing to the finest Drama schools in the world. Focus and work hard in Drama, and the world is your oyster!



GCSE Music

Key contacts: Miss K Padlyevs'ka
Exam Board: Eduqas

Overview of the course:

GCSE Music is about making music and understanding it. Lesson time will be spent exploring a wide range of musical styles and genres through listening, appraising, rehearsing, performing and composing your own music. Home Learning will involve rehearsing pieces and practising your instrument/voice, developing and completing your own compositions and listening to music to complete a variety of mini research projects, appraising tasks and theory exercises.

What will you study?

Component 1: Performing (30%)

Students have to perform a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. Total duration of performances must be 4-6 minutes. One of the pieces performed must link to an Area of Study of the student's choice.

Appropriate scores must be provided. Grade 3 Music is the standard level and can score full marks if played perfectly. Students can use any instrument or voice, or choose a technology option and can choose the songs they perform. A substantial part of the course is devoted to developing performance skills.

Performances will be recorded using professional quality equipment.

Component 2: Composing (30%)

Students have to compose two pieces of music, one of which must be in response to a brief set by Eduqas.

Students will choose one brief from a choice of four, each linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is taken (Year 11). The second composition is a free composition for which students set their own brief and can write in any style. Appropriate scores must be provided. Total duration of compositions must be 3-6 minutes.

Composing music is not easy but techniques and ideas will be developed to allow students to write their own music. You can use any techniques you want to compose; live band, multi-tracking recording, notation, sequencing and computers.

Component 3: Appraising Written Examination (40%)

This is a paper with eight questions in total, two on each of the four areas of study: Musical Forms and Devices; Music for Ensemble; Film Music and Popular Music. Two of the eight questions are based on extracts set by Eduqas. The examination will focus on three main topics: Elements of Music, the Context (the time, place, and purpose for music) and Musical Language (musical terms, notation and any specific vocabulary associated with the set works).

Do I need to be able to read and write music?

It would be highly beneficial but not compulsory. Basic music reading and notation skills have already been covered in your Year 7, 8 and 9 lessons and we will build on this in lesson time. Students are able to present compositions in a variety of ways including scores, lead sheets, annotations and written descriptions.

Do I need to be able to play an instrument or sing?

Yes. The course is practical, so it is essential you already play an instrument or sing - but it is not compulsory to be having instrumental lessons. If you are interested in lessons, please refer to **Music Tuition Booklet** on College website

<https://www.ivybridge.devon.sch.uk/page/?title=Instrumental+lessons&pid=137>

Assessment

Component 1: Performing (30%) – Internally Assessed and Externally Moderated

- One solo and/or ensemble performance linked to an area of study plus its score
- One ensemble performance of **at least one minute** plus its score
- Total duration of all performances must be 4 – 6 minutes.

Component 2: Composing (30%) – Internally Assessed and Externally Moderated

- One free choice composition plus its score and log
- One brief composition plus its score and log
- Total duration for both compositions must be 3 – 6 minutes.

Written Listening Examination (40%) – Externally Assessed

- One written examination paper (approximately 1 hour 15 minutes)
- Eight questions, two on each area of study: AoS 1 Musical Forms and Devices (including a set work*); AoS 2 Music for Ensemble; AoS 3 Film Music; AoS 4 Popular Music (including a set work*)
- *Set Work: Area of study 1: **Badinerie – Suite No.2 in B minor BWV1067** (J.S. Bach)
- *Set Work: Area of study 4: **Africa** (Toto/Pairch/Porcaro)

Possible career path:

As well as building on skills and interests that you have already gained, studying Music at GCSE offers many transferable skills that future employers are looking for – whether or not you are considering a career in Music:

- Provides the opportunity to gain self-confidence through performing
- Develops team-working skills through performing with others
- Extends students creative skills through composing music
- Encourages the understanding of the importance of continuous evaluation and refinement in any process
- Provides a solid foundation for progression to music related courses including A Level Music, vocational Level 3 qualifications, such as RSL Music Practitioners and BTEC Music, and a career in Music professions
- Creativity is a most highly valued skills by business employers across the world.



GCSE PE

Key contacts:
Exam Board:

Mrs N Philpott and Mrs C Mitchell
AQA

Overview of the course:

The GCSE PE course is designed to further develop students' knowledge and understanding of a number of elements. The course builds applied knowledge of the human body and systems and analyses movement in Sport, it builds an in depth understanding of principles of training for sport and components associated with this.

The GCSE PE Course also expands students' knowledge of key sociocultural studies surrounding sport and its development in the modern day.

What will you study?

Component 1 – The human body and movement in physical activity and sport

Component 2 – Sociocultural influences and well-being in physical activity and sport.

Component 3 – Practical performance in physical activity and sport.

The practical element of the course is assessed across three different sports, students must select one Team Sport, one Individual Sport and one other from either category.

A list of approved activities from which to select, can be found on the AQA website.

Students are scored based on their skill (Part A) and application (Part B) in these sports.

The final element of the NEA is the coursework element, this is scored out of 25 marks but is made up of an analysis and evaluation of a sporting performance.

Students wishing to pursue the GCSE PE course should be **competing** regularly in at least two sports and regularly participating in at least three.

Assessment

60% Theoretical Assessment (two x 1 hour 15 minute papers each worth 30%)

40% Practical Assessment

Possible career path:

The skills and knowledge developed by students studying this course will be invaluable in careers where students will be working with people from different backgrounds and cultures, such as:

- Sports Coaches
- Fitness Coaches
- Personal Training
- Sports Centre Managers
- Physical Education Teachers
- Physiotherapy
- Sports Psychology
- Sports Science

Students who engage well with the GCSE Course may wish to move on to Study Physical Education at A Level, BTEC Sport Level 3 or BTEC Protective Services Level 3.

Students will receive five lessons a fortnight. The majority of the lessons will be theory based with practical support given throughout. This is additional to the four hours of Core PE which all students undertake.



Cambridge National Sport Studies

Key contacts: Mrs N Philpot
Exam Board: OCR

Overview of the course:

Our Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

What will you study?

Contemporary Issues in Sport – examination:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport

Practical and leadership in Sports Activities - internally assessed:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

Either, Sport and the Media – Internally assessed coursework:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

Or, Increasing Awareness of Outdoor and Adventurous Activities

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects
- Plan for and be able to participate in an outdoor and adventurous activity
- Evaluate participation in an outdoor and adventurous activity

Assessment

Contemporary Issues in Sport – Examination

Practical and Leadership in Sports Activities- Internally Assessed

Sport and the Media – Internally Assessed Coursework

Possible career path:

The skills and knowledge developed by students studying this course will be invaluable in careers where students will be working with people from different backgrounds and cultures, such as:

- Sports Coaches
- Fitness Coaches
- Personal Training

Students who engage well with the Cambridge National Course may wish to move on to Study Physical Education at A Level, BTEC Sport Level 3 or BTEC Public Services Level 3. Moving into careers such as:

- Sports Centre Managers
- Physical Education Teachers
- Physiotherapy
- Sports Psychology
- Sports Science

Students on the course will receive five lessons a fortnight, this is additional to the four hours of Core PE which all students undertake.

The majority of the lessons will be theory based with practical support given throughout.



GCSE Psychology

Key contacts:

Mrs H Ryder (Head of Human Science)

Exam Board:

OCR

Overview of the course:

GCSE Psychology is designed to inspire and engage learners by providing a broad and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others.

During the GCSE you will:

- use specialist vocabulary, psychological concepts, terminology and conventions to engage in the process of psychological enquiry
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society

What will you study?

Key topics include:

- Criminal Psychology
- Development Psychology
- Psychological Problems
- Social Influence
- Memory
- Sleep and Dreaming
- Research Methods

Assessment

There is no coursework in GCSE Psychology. You will be examined by completing **two examinations** at the end of Year 11.

These examinations are both worth 50% of your overall GCSE grade and are 1 hour 30 minutes each in length.

The examination has a mixture of questions for you to answer:

- Short answer questions
- Extended answers

Possible career path:

What can you do with Psychology? The short answer is... lots!!

Possible career paths could include:

- Criminology
- Teaching
- Medicine – e.g. counselling
- Police Officer
- Criminal Justice System
- Social Work
- Journalist
- Advertising
- Business
- Educational Research
- Educational Psychologist
- Politics
- Sports Therapist
- Occupational Health



GCSE Religious Studies

Key contacts: Mrs G Snodin
Exam Board: AQA Syllabus

Overview of the course:

Why choose Religious Studies?

We would like students to gain an understanding of the fundamental questions of life such as:

- Where do we come from?
- Why are we here?
- What happens when we die?
- What is the meaning of life?

We also look at a range of ethical and moral issues from a religious and personal perspective.

What will you study?

These questions will be explored through a study of Christianity and Hinduism, looking at beliefs and practices as well as how the religions respond to some key ethical issues such as relationships, war, crime and punishment and life issues such as abortion and euthanasia. Furthermore, Religious Studies is designed to engage the students with current issues that encourage debate and discussion and will appeal to students from any belief system.

Students will explore key aspects of each religion and will be able to show their knowledge, understanding and evaluative skills. At the end of the course, students will sit two examinations, one on each of the units 'Study of Religions' and 'Thematic Studies', with a view to achieving a full GCSE. The lessons will give the students the opportunity to debate and discuss belief and a range of moral issues.

The unit 'Thematic Studies' looks at the following topics:

Relationships and families, for example marriage, sexuality, contraception, the role of families and gender identity.

Crime and punishment, for example good and evil, reasons for crime, types of crime, aims of punishment, treatment of criminals, suffering and the death penalty.

Religion and life, for example creation, the Big Bang, evolution, religious attitudes to the environment, animal rights, abortion and euthanasia.

Religion, human rights and social justice, for example prejudice, discrimination, human rights, wealth and poverty including human trafficking.

Assessment

There are two examination papers to be taken at the end of the course; 50% on each paper.

Christianity – beliefs and practices 25%

Hinduism – beliefs and practices 25%

Themes 50%

Possible career path:

The skills and knowledge developed by students studying this course will be invaluable in careers where students will be working with people from different backgrounds and cultures, such as:

- The Armed Forces
- Teaching
- Law
- Medicine
- The Police

Books and Materials

Students will use a mixture of texts, online resources and supplementary materials, as appropriate. Revision Guides are also available.

Home Learning

Home Learning is set every week, following a consistent routine across the fortnightly timetable. Home Learning is intended to consolidate key skills and knowledge and build confidence.

At times the Home Learning tasks will be to prepare for an assessment and then, following the assessment, to reflect on the progress they made and work on areas of difficulty.



GCSE Sociology

Key contacts: Mrs H Ryder (Head of Human Science)

Mrs E Israel

Exam Board: WJEC Eduqas

Overview of the course:

GCSE Sociology helps you to gain knowledge and understanding of key structures, processes and issues in society.

You will develop analytical and communication skills by comparing and contrasting perspectives on a variety of social issues e.g. divorce, poverty, socialisation.

This will help you in constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. These are all valuable skills that can be used in many other subjects.

You will begin your Sociology GCSE with introductory lessons to the core perspectives, themes and key terms. Remember – no students will have studied this before so everyone is starting on the same level as you!

What will you study?

You will study key ideas of classical sociologists' consensus and conflict theories in society, for example:

- Functionalism
- Marxism
- Feminism
- The New Right

You will also learn how to apply various research methods to different sociological contexts.

The topics we study are:

- The Sociological Approach
- Families
- Education
- Crime and Deviance
- Social Stratification
- Research Methods

Assessment

There is no coursework in GCSE Sociology. You will be examined by completing **two examinations** at the end of Year 11.

These examinations are both worth 50% of your overall GCSE grade and are 1 hour 45 minutes each in length.

The examination has a mixture of questions for you to answer:

- Multiple choice questions
- Short answer questions
- Extended answers

Possible career path:

What can you do with Sociology? The short answer is... anything!!

Possible career paths could include:

- Criminology
- Teaching
- Medicine – e.g. Midwifery
- Police Officer
- Criminal Justice System e.g. Probation Officer
- Law
- Social Work
- Journalist
- Business
- Politics
- Governmental Research
- Human Resources



BTEC Tech Award Health and Social Care

Key contacts: Miss A Wright
Exam Board: Pearson

Overview of the course:

Suitable for students who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and well-being as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

What will you study?

This course gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. You will explore the factors that may affect this, such as major life changing events like marriage or parenthood. You will learn how people adapt to these changes as well as the types of support available to help them.

You will also learn about the different health and social care services and how they can meet the specific needs of individuals. You will explore the relevant skills, attributes and values required to work successfully in health or social care.

You will also learn about how various factors and lifestyle choices can affect an individual's current health and well-being, and how physiological indicators can inform health care professionals to set realistic targets.

You will explore actions to improve health and well-being, the barriers or obstacles individuals may face when following recommendations, and the support available to overcome them.

Component 1 Human Lifespan Development

Component 2 Services and Values

Component 3 Health and Well-being

Assessment

This qualification is graded with Pass, Merit or Distinction.

Components 1 and 2 will be internally assessed and moderated through a Pearson Set Assignment (PSA) completed in a computer room in controlled conditions. Students will have one resubmission opportunity for each PSA allowing them to make improvements to their work based on teacher feedback.

Students are allowed to have their own notes in front of them while completing each PSA and will have approximately six hours across eight lessons.

Component 3 will be assessed with an external examination in the summer of Year 11. This is a synoptic assessment meaning that it covers knowledge gained from all three components.

Possible career path:

About 3 million people in the UK work in health and social care. In healthcare, this includes jobs such as doctors, pharmacists, nurses, midwives, healthcare assistants and administrators, while social care roles include care assistants, social workers, occupational therapists and child care workers.

Demand for both health and social care is likely to continue to rise, so it is sure to continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.

When you have completed this qualification, you will have developed a practical understanding of the health and social care sector. Because you will be building useful skills, you will have a better understanding of whether this is an area you want to continue to study. This course will also help you develop transferable skills and knowledge, such as self-evaluation and research skills, which will benefit you regardless of your chosen path.

After you have finished this course, you may wish to go on to further study e.g. the Level 3 BTEC, then onto higher education such as a nursing, midwifery, childcare or social work degree. Alternatively, you might want to find work in the health and social care sector as a trainee or apprentice.



BTEC Tech Award Child Development

Key contacts: Miss A Wright
Exam Board: Pearson

Overview of the course:

This course is for students who want to acquire sector-specific applied knowledge through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development as part of their Key Stage 4 learning. The qualification recognises the value of learning applied knowledge and vocational attributes to complement GCSEs. The qualification will broaden students' experience and understanding of the varied progression options available to them.

What will you study?

The Tech Award gives students the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

Students will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

Component 1 Children's Growth and Development

Component 2 Learning Through Play

Component 3 Supporting Children to Play, Learn and Develop

Assessment

This qualification is graded with Pass, Merit or Distinction.

Components 1 and 2 will be internally assessed and moderated through a Pearson Set Assignment (PSA), completed in a computer room in controlled conditions. Students will have one resubmission opportunity for each PSA allowing them to make improvements to their work based on teacher feedback.

Students are allowed to have their own notes in front of them while completing each PSA and will have approximately six hours across eight lessons.

Component 3 will be assessed with an external examination in the summer of Year 11. This is a synoptic assessment meaning that it covers knowledge gained from all three components.

Possible career path:

Study of this qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. The choices that students can make Post-16 will depend on their overall level of attainment and their performance in the qualification.

The early years sector focuses on the learning, development and care of children in the UK, there were approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years settings in England in 2019, ranging from childminders and nannies to nurseries, crèches and preschools. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as Paediatricians, Psychologists, Occupational Therapists, and Speech and Language Therapists.