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# 13-16 Curriculum

A guide to constructing your  
pathway 2021 – 2024

Student & parent/carer copy



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## 13 – 16 Education – Curriculum Pathways

At Landau Forte College we offer a curriculum for our students that will provide progression from their studies in Year 8 and continuity through to Sixth Form. We will provide a range of appropriate qualifications for students according to their individual needs and abilities. For the majority of students their studies will be recognised through GCSEs and for some, vocational qualifications.

All students will follow a core curriculum but will also have a degree of choice in additional areas of study.

We have designed a curriculum which will meet the requirements expected nationally and provide industrial, business and international contexts for learning. All students will experience work related learning through the curriculum and the Work Placement Programme.

Students in Year 8 have been given careers advice to help raise their awareness of the opportunities available. They have been introduced to the idea of a personalised curriculum, and have been encouraged to talk to their parents/carers, their tutors and friends. They have been advised to build a curriculum pathway that suits their learning style and will help them to fulfil their future ambitions.

Through the curriculum, students will develop extensive knowledge and understanding, increasing their competence in a wide range of skills, ensuring that they are equipped to progress into Sixth Form education or an apprenticeship scheme and, eventually, higher education or employment.

Students will complete their pathway form during the week commencing Monday 1 March 2021.

Parents/carers and students should read and discuss the following pages carefully. Additional information on the pathway process can be found on the College website (<https://landau-forte.org.uk/curriculum/key-stage-4-curriculum/>) and, if you have further questions, please get in contact with your child's Personal Tutor.

## 13 – 16 Course Descriptions

**The Examination Course Descriptions are arranged as follows:**

OCR Creative iMedia

GCSE Art & Design

GCSE Business Studies

GCSE Computer Science

GCSE Design and Technology

GCSE Drama

GCSE Geography

GCSE German

GCSE History

Physical Education (GCSE & Vocational)

GCSE Philosophy and Ethics

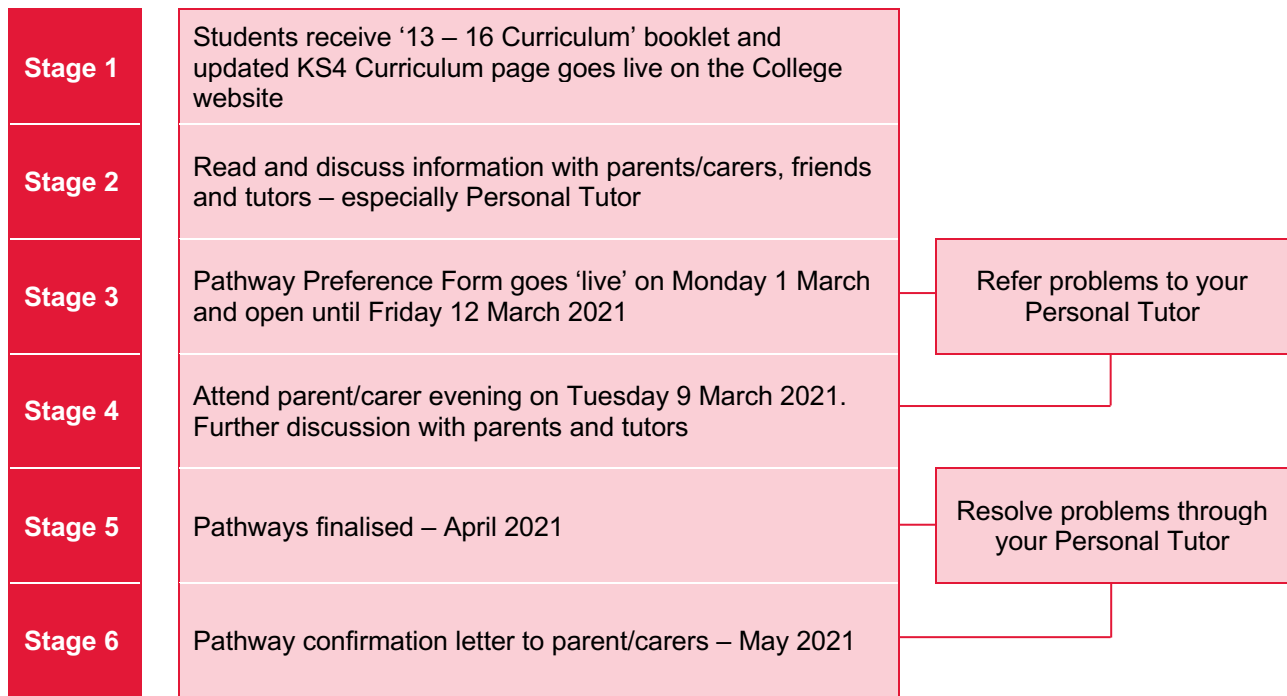
GCSE Spanish

AQA Level 1/2 Technical Award in Performing Arts

NCFE Technical Award in Business & Enterprise

WJEC Level 1/2 Hospitality and Catering

# The Process for designing your child's Curriculum Pathway



Please use your Personal Tutor as the initial point of contact. They will find the necessary people within the College to help you to resolve any problems if required.

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# The Core Curriculum

## **English & Mathematics**

All students will continue to study English and Mathematics in Years 9, 10 and 11. Students will study both English Language and English Literature leading to the award of two separate GCSEs.

## **Science**

All students will study the sciences in Year 9, 10 and 11.

Most students will study Combined Science which includes aspects of Physics, Chemistry and Biology (leading to two GCSEs).

Some students will study separate Science (which will lead to the separate awards of GCSE Physics, GCSE Chemistry and GCSE Biology). Decisions as to whether your child will study Separate Science will be made at the end of Year 9, and continually reviewed throughout Year 10 and 11.

# The Enhanced Core Curriculum

## **Geography, History, German and Spanish**

All students will decide which Humanities subject will be part of their enhanced core curriculum choosing **one** from the following: Geography or History.

All students will choose a Modern Foreign Language choosing **one** from the following: German or Spanish.

It is our intention that most students will study a Modern Foreign Language as this forms a government-mandated suite of GCSE subjects that includes English, Maths, Sciences, Modern Foreign Languages, History and Geography (known as the English Baccalaureate or EBacc). The Department for Education has said its aim is for 90% of pupils in England to study the EBacc suite of subjects. A decision as to whether your child will study a Modern Foreign Language will be made when constructing your child's pathway.

## **Creativity – Year 9 only**

All students will participate in a Creativity programme based around the subjects of Careers, Performing Arts and Technology. The purpose of this is to enable students to continue to develop important key skills and creative flair.

## **World Studies – Year 9 only**

All students will participate in a programme based around our local community and national/global issues. Students will take part in collaborative projects (History and Geography) whilst also developing their understanding within Religious Education (Values).

## **Learning for Life**

All students will take part in this programme, which includes: personal, social and health education, careers information education and guidance, religious and moral education and the Work Placement programme. The course includes a range of projects, guest speakers, charity work, educational visits and a one week Work Placement in Year 10. Students will be required to demonstrate initiative, planning and preparatory skills, teamwork and independence of thought. Each of the projects undertaken will be developed through student-led initiatives and ideas. It has a flexible approach to delivery allowing students to lead their own learning.

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### **Core PE**

Students will continue to take part in Physical Education including the opportunity to gain accreditation as a sports leader. There is the option for students to choose a GCSE PE pathway in addition to their core PE sessions.

### **Personal Tutorial Programme**

The student's Personal Tutor continues to be the first point of contact for parents. Organisation and time management are crucial in Year 9, 10 and 11, so it is vital that students plan their learning effectively.

## **The Additional Curriculum**

All students choose **four** subjects from the additional curriculum (see next page for details of courses which are available). These should be chosen in order of preference.

Most students will have been allocated a Modern Foreign Language as part of the enhanced core curriculum. Students will then be allocated **two** subjects from their list of four from the additional curriculum.

Wherever possible students will be allocated their first two preferences. However where this is not possible, for example if a particular course becomes over-subscribed, students will be allocated from their third or fourth choices.

Where students are not allocated a Modern Foreign Language, **three** subjects from their list of four from the additional curriculum will be chosen.

# Key Stage 4 Curriculum

## CORE

*ALL study*

**GCSE Mathematics**

**GCSE English**

**GCSE Combined Science**

*AND*

*OR FOR SOME*

**GCSE English Literature**

**GCSE Separate Science  
(Physics, Chemistry, Biology)**

## ENHANCED CORE

*ALL participate in*

**Creativity & World Studies (Year 9 only)**

**Learning for Life**

**Core PE**

*ALL study one from*

**GCSE Geography**

*OR*

**GCSE History**

*ALL choose one from*

**GCSE German**

*OR*

**GCSE Spanish**

## ADDITIONAL

*Choose four from the list below (in order of preference) and you will be allocated two*

**OCR Creative iMedia  
GCSE Art & Design  
GCSE Business Studies  
GCSE Computer Science  
GCSE Design and Technology  
GCSE Drama  
GCSE Geography  
GCSE German**

**GCSE History  
Physical Education (Vocational or GCSE)  
GCSE Philosophy and Ethics  
GCSE Spanish  
AQA Level 1/2 Technical Award in Performing Arts  
NCFE Technical Award in Business & Enterprise  
WJEC Level 1/2 Hospitality and Catering**

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## OCR Creative iMedia

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. This course will interest and challenge you whilst equipping you with essential skills for your future career. It is equivalent to **one** GCSE.

iMedia is designed to engage and enthuse young people with an interest in creative computing, for example digital graphics, web development and computer games design. iMedia promotes the development of Digital Literacy Skills for the 21st Century.

### Content

Students will study two mandatory and two optional units. These units are:

#### Unit 1: Pre-Production Skills:

This unit consists of a practical exam. The weighting for this unit is 25%.

This unit will enable students to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

#### Unit 2: Creating Digital Graphics:

The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop students' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

#### Unit 3: Creating a multipage website:

This unit will enable students to understand the basics of creating multipage websites. It will enable them to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

#### Unit 4: Designing a game concept:

This unit will enable students to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable students to understand the basics of planning and designing digital games for the creative digital media sector.

### Learning

The combination of units will allow students to develop a wide variety of learning habits particularly perseverance, independence and resilience through a number of challenging tasks.

Students will also learn transferable skills that will serve them well in any workplace, such as team work, communication and problem solving.

### Assessment

25% of the assessment is through an externally assessed examination. The remainder of the course is assessed through the production of a portfolio of work that is externally moderated.

Unit 1 - Exam paper - 25%  
Units 2, 3 & 4 - Coursework - 75%

**Future Pathways** This course provides a suitable progression onto the full range of ICT courses at Post-16 and will also allow students to make an immediate contribution to employment



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## GCSE Art & Design

This course can provide you with a visual vocabulary, artistic skill and an awareness of the art of different ages and cultures.

### **Content**

You will be introduced to a wide variety of working processes and media.

These include:

- Primary visual research including photography
- Drawing and painting
- Printing
- Exploring 2D, 3D and mixed media

### **Learning**

In Year 9 & 10 you will develop the use of materials, techniques and processes together with knowledge and understanding of Fine Art. This will be delivered through extended projects. Before you move into Year 11, you will select one of these to develop into your Portfolio of practical work.

There are four main areas of study:

- Exploring others' work
- Experimentation, development & refinement
- Visual Recording
- Making final outcomes

### **Assessment**

You will submit evidence for all of the areas shown above. At the end of the two years you will display all your best work to determine your final grade.

60% Portfolio, 40% External Set Task (10 Hours)

### **Future Pathways**

Students will be equipped to progress onto A Level Art & Design.

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## GCSE Business Studies

Business studies provides learners with a holistic understanding of the skills, challenges and requirements for an effective business. The subject contextualises learning to include real life business situations to improve your commercial thinking, economic knowledge and future employability. Learners will become informed of the business world with regard to entrepreneurship, the economic landscape and social environment. These will allow learners to approach business opportunities with an understanding of ethical considerations and corporate responsibility. Within the course learners will acquire a range of relevant business skills including decision making, problem solving and critical analysis.

### **Content**

During the course, you will study two main units:

- **UNIT 1 - Investigating Small Business**

Unit 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students will be introduced to local and national business contexts and will develop an understanding of how these business contexts impact business behaviour and decisions.

The unit consists of five topics: Enterprise and entrepreneurship; Spotting a business opportunity; Putting a business idea into practice; Making the business effective; Understanding external influences on business

- **UNIT 2 - Building a Business**

Unit 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of global business, marketing, operations management, finance and human resources.

The unit consists of five topics: Growing the business; Making marketing decisions; Making operational decisions; Making financial decisions; Making human resources decisions

### **Learning**

You will have the opportunity to:

- Learn about a range of small and start-up, national and multinational corporations through the use of case studies and research.
- Use Information Technology for example, for secondary research, to create questionnaires and to create exciting marketing concepts.
- Consider the benefits and problems of starting up a business and the impact of external factors like economic variables such as interest and exchange rates, taxation and inflation.

### **Assessment**

- 100% examination – 2 written examinations of 1 hour and 30 minutes.
- The papers consist of calculations, short-answer and extended-writing questions
- 60% of the marks available are based on business contexts.

### **Future Pathways**

Students will be equipped to progress onto A Level Business Studies

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## GCSE Computer Science

Computer Science gives learners a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and employment in Computer Science and develops critical thinking, analysis and problem-solving skills.

### **Content**

A GCSE in Computer Science will encourage students to be inspired and challenged and will enable candidates to:

- Develop their understanding of computer systems and computational thinking including system architecture; security; software as well as, the understanding of networks and ethical, legal, cultural and environmental concerns.
- Acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. Students will develop their knowledge and understanding of computer technology to become independent and discerning users of IT.
- Make informed decisions about the use, and be aware of the implications, of different technologies, acquiring and applying creative and technical skills, knowledge and an understanding of computer science in a range of contexts.
- Create computer programs to satisfy a range of end user criteria while developing the skills to work collaboratively. Students will in addition, evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

The material studied will cover the fundamentals of a computer system: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers; System security, System software and Ethical, legal, cultural and environmental concerns. In addition, the course will cover the use of computational thinking in developing the understanding of: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages and Data representation.

### **Learning**

This course will cover a wide variety of theoretical and practical learning activities and will develop programming and thinking skills alike. It will have a strong Mathematics focus and will link academic principles to real world systems in an exciting and challenging manner.

### **Assessment**

The Computer Science course is assessed by two written paper (1 ½ hours), which have a mixture of short and long answer questions, some of which require students to write program code. Also there is a compulsory 20 hour programming project relating to a task provided by OCR that will be completed as an extended class project within session in Year 11.

### **Future Pathways**

This offers suitable progression onto the full range of ICT and Computer Science courses in Sixth Form, including AS and A Level Computer Science and the BTEC Level 3 courses in ICT.

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# GCSE Design and Technology

This Design and Technology course will focus on the use of resistant materials such as wood, metals, plastics and modelling materials combined with the use of modern technologies such as CAD CAM and traditional technologies to create innovative products.

Design and Technology covers concept generation and development, manufacture, evaluation and testing. The role of a product designer covers many characteristics of the marketing manager, product manager, industrial designer and design engineer.

## **Content**

The role of the product designer combines art, science and technology to create physical three-dimensional products. This ever changing role has been facilitated by the use of ICT that now allow designers to rapidly communicate, visualize and manufacture ideas in a way that would have taken greater manpower in the past. You will study the role of modern product designers and the decisions that they have to make along with the materials and processes available to them.

The course is practical and creative in nature and will enable you to develop these skills through working with a range of materials, including wood, paper, fabric, card, metal, plastics and modelling materials. No matter which material you decide to work with you will be involved in the process of designing and making quality products for a client or situation.

## **Learning**

The process of 'design and make' will require you to research, investigate, design, problem solve, plan, evaluation and work as a member of a team. All of these skills are highly valued by employers.

You will have the opportunity to use some of the most advanced equipment and software available to colleges/schools including CNC laser cutters, routers, milling machines and rapid prototyping machines

## **Assessment**

Students will be assessed in two units, one of which is externally examined and the other a controlled assessment for which there will be some choice from a list of approved tasks provided by the examination board.

- **Unit 1**  
Written Paper – *2 Hours*  
50% of total marks
- **Unit 2**  
Design and Making Practice – *35 Hours (approx.)*  
50% of total mark

## **Future Pathways**

Students who complete this course will have the skills and knowledge to progress onto the A Level course in Design and Technology and will have gained some transferable skills that would allow them to access a vocational pathway in Design or Engineering.

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# GCSE Drama

## **Content**

### **Unit 1: Understanding drama**

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

### **Unit 2: Devising drama (practical)**

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

### **Unit 3 Texts in practice (practical)**

- Performance of 2 extracts from 1 play (different to play studied for unit 1)

The knowledge and understanding of drama and theatre gained through unit 1 is ideal for supporting all of the practical performance work. If you love drama, then this course is definitely for you!

## **Learning and Assessment**

### **Unit 1: Understanding drama**

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

### **Unit 2: Devising drama (practical)**

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

### **Unit 3 Texts in practice (practical)**

- Performance of extract 1 (20 marks) and extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

## **Future Pathways**

This course will allow students to progress to a Drama and Theatre Studies or Performing Arts course at A Level.

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# GCSE Geography

The GCSE Geography course follows a distinctive problem solving approach to the study of interactions between people and the environment. Learners will develop skills of interpretation, analysis and evaluation when they collect primary data and are presented with reported evidence and information. Learners will become informed and reflective citizens when they consider a range of viewpoints, values and attitudes which are held by stakeholders on a number of key geographical issues. By analysing the evidence and viewpoints learners will develop the ability to solve problems and justify their decisions. In this way, GCSE Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## **Content and Assessment**

You will be assessed on your exam performance only, not your coursework. You will take three exams: *Investigating Geographical Issues*, *Problem Solving Geography* and *Applied Fieldwork Enquiry*. All of the exams will take place at the end of the course.

### **Component 1: Investigating Geographical Issues**

*Three structured data response questions. The final part of each question will require an extended response.*

- **Question 1** will assess aspects of Theme 1, Changing Places - Changing Economies.
- **Question 2** will assess aspects of Theme 2, Changing Environments.
- **Question 3** will assess aspects of Theme 3, Environmental Challenges.

*Written Examination: 1 hour 45 minutes. 40% of GCSE*

### **Component 2: Problem Solving Geography**

*This component will assess content from across the themes using a variety of structured data response questions.*

- **Part A** will introduce an issue and set the geographical context.
- **Part B** will outline a number of possible solutions to the issue.
- **Part C** will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

*Written Examination: 1 hour 30 minutes. 30% of GCSE*

### **Component 3: Applied Fieldwork Enquiry**

*A written examination in three parts using a variety of structured data response questions some of which will require extended responses.*

- **Part A** will assess approaches to fieldwork methodology, representation and analysis.
- **Part B** will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- **Part C** will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

*Written Examination: 1 hour 30 minutes. 30% of GCSE*

## **Future Pathways**

Students will be equipped to progress onto studying A Level Geography. However, GCSE Geography uses a range of skills such as decision making, collaboration, presentations, research and GIS. All of these are useful and relevant for **any** future career or course of study.

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# GCSE German

After two years of studying German, you already have a great deal of knowledge of this subject. All of the topics and grammar you have covered so far are relevant for GCSE.

## **Content**

Having a language on your CV might give you the competitive edge you need to secure a job or a promotion. Employers recognise that once you have learnt one language then it is easier to learn a second, or a third one. Where will your language learning take you?

The GCSE focuses on three key areas, building on the topics that you have already covered in Key Stage 3:

- 1 Identity and Culture**  
Family, festivals, technology and free time
- 2 Local, national, international and global areas**  
Holidays, health, house and home, social issues and environment
- 3 Current and future study and employment**  
School, jobs.

## **Learning**

The most important attribute is enthusiasm. If you are keen to develop your knowledge of German and German speaking countries, then this is for you! Learning a language helps develop your confidence as a communicator and if you want to work in one of the following areas (Engineering, Computing, Business, Tourism, Marketing, The Theatre, Journalism and many more) GCSE German will help you get ahead. During the course, you will develop further your speaking, writing, listening and reading skills.

## **Assessment**

You will be assessed in all four skill areas: Listening, Speaking, Reading and Writing.

All four skills are assessed in a formal examination at the end of the course. Each examination is worth 25% of the final grade.

## **Future Pathways**

With so few students nationally learning a language at GCSE, you will be setting yourself apart in the job market and with your university application. The course will encourage you to develop your communication skills in both speech and writing and will broaden your outlook and horizons. All of these qualities will enhance your future prospects.

Students will be equipped to progress on to A Level German.

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# GCSE History

## Content

'Historians are dangerous people. They are capable of upsetting everything' - Nikita Khrushchev  
Do you like to question? Do you like to know 'why'? Then History is the subject for you!

Your GCSE course will give you the chance to study and understand what has driven historical change in the history of Britain and the wider world. For the first time you will have the chance to study a GCSE programme that covers a wider and more varied range of topics gaining valuable, transferable skills along the way. The course includes the following topics:

- **Germany, 1890-1945: Democracy and Dictatorship**
  - We look at the fall of the Kaiser, the Weimar Republic and its fall. We track the rise of the Nazi's and look at Hitler's influence. This is supported by our Conflict and Tension Unit.
- **Conflict and Tension, 1918-1939**
  - We look at the consequences of the First World War and why there was a World War Two taking in another dictator – Hitler – on the way.
- **Britain: Health and the people: c1000 to the present day**
  - We track and look to explain developments in medicine and public health in Britain drawing on developments in the wider world too. Lots of blood and gore to be had here!
- **Medieval England – the reign of Edward I, 1272-1307**
  - We look at the major events of Edward's reign taking in his military campaigns in Wales and Scotland. Within this section you will also study the historical environment, examining a specific site from the period in depth.

## Learning

- History at GCSE is your opportunity to:
  - Build on what you have learned at Key Stage 3 and consider new topics and develop a questioning mind that looks to discover and understand more about the world.
- History offers exciting opportunities for:
  - Investigation and using evidence, discussion and debate, looking into cause and change, and identifying trends, understanding why people in the past have felt and acted as they have and finding out why our world is the way it is today.
- History is best suited to students that:
  - Enjoy writing and reading, are willing to think for themselves and puzzle problems out and are inquisitive and want to explain what they find out

## Assessment

The course is **100% examination** with both exams being at the end of Year 11.

Revision for GCSE in Year 11 will be supported by a visit to watch an historical theatre group.

## Future Pathways

Students will be equipped to progress onto A Level History as well as the opportunity to achieve a grade in a subject that is well thought of by future employers and opens the door to a number of exciting and well paid careers, for example, law, media and management



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## Physical Education

Students will follow the same programme of study during year 9. At the end of the year students will be placed into two groups suited to their strengths. Therefore, in years 10 and 11 students will either follow the GCSE course or the vocational course.

This course provides an engaging and stimulating introduction to the world of sport and exercise through a variety of theoretical and practical experiences.

### **Content and Course Aims**

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Learners will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Learners will develop their ability to analyse and evaluate to improve performance in physical activity and sport. The WJEC Eduqas GCSE in Physical Education requires learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

### **Assessment**

| <b>EDUQAS GCSE</b>                                                                                 | <b>EDUQAS VOCATIONAL</b>                                                |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Physical Education Theory<br>Written Examination 2 Hours<br>60% of Qualification                   | Improving Sporting Performance<br>Coursework<br>30% of Qualification    |
| Practical Performance<br>3 Sports (1 individual, 1 team and 1 free choice)<br>30% of Qualification | Fitness for Sport<br>Written Examination 2 Hour<br>40% of Qualification |
| Performance Analysis and Evaluation<br>Coursework<br>10% of Qualification                          | Coaching Principles<br>Coursework<br>30% of Qualification               |

### **Future Pathways**

Students who complete this course may wish to progress onto qualifications such as A Level Physical Education. Alternatively it would also be possible to follow the BTEC/Cambridge Technical Level 3 courses in Sports and Exercise (equivalent to A Levels). Students will also be equipped to make an immediate contribution to employment.

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# GCSE Philosophy and Ethics

## **Content**

This is an opportunity for students to debate, discuss and explore a range of ethical, moral and religious issues. These include abortion, euthanasia, war and violence, poverty, environmental issues, terrorism and crime.

In this course students will explore the teachings and practices of Christianity and Islam. They will develop their knowledge and understanding of the basis of these faiths, diversity within these traditions, and the way beliefs, teachings and practices are understood and expressed.

Students will develop skills in explanation, analysis and evaluation in order to offer reasoned and supported arguments about the key issues within Christianity and Islam.

- Relationships and families; marriage, family, relationships, role of men and woman, equality, gender.
- The existence of God; concept of God, nature of reality, experiencing God.
- Religion, peace and conflict; violence and conflict, peace and peace-making, forgiveness and reconciliation.
- Dialogue between religious and non-religious beliefs and attitudes; challenges for religions, dialogue within and between religious groups.

An understanding of the diversity of perspectives within Christianity is essential in order to be able to offer reasoned and supported arguments in discussions.

## **Learning**

Students will have the chance to debate and discuss, and present their knowledge and understanding in a formal and informal way. Various educational visits and guest speakers will enhance the learning experience of the students.

## **Assessment**

- **Beliefs and teachings & Practices (Unit J625/01)**  
Christianity  
25% GCSE – 1 h written paper
- **Beliefs and teachings & Practices (Unit J625/03)**  
Islam  
25% GCSE – 1 h written paper
- **Religion, philosophy and ethics in the modern world from a Christian perspective (Unit J625/07)**

Relationship and families, existence of God, religion, peace and conflict, dialogue between religious and non-religious beliefs and attitudes.  
50% GCSE – 2 h written paper

## **Future Pathways**

Students will be equipped to progress onto A Levels, including Religious Studies. This course would suit students wanting to go into law, medicine, public sector, social work, and education.

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## GCSE Spanish

After two years of studying Spanish, you already have a great deal of knowledge of this subject. All of the topics and grammar you have covered so far are relevant for GCSE.

### **Content**

Having a language on your CV might give you the competitive edge you need to secure a job or a promotion. Employers recognise that once you have learnt one language then it is easier to learn a second, or a third one. Where will your language learning take you?

The GCSE focuses on three key areas, building on the topics that you have already covered in Key Stage 3:

- 1 Identity and Culture**  
Me, my family and friends, technology and free time
- 3 Local, national, international and global areas**  
Social issues, global issues and travel and tourism
- 3 Current and future study and employment**  
My studies and life at school

### **Learning**

The most important attribute is enthusiasm. If you are keen to develop your knowledge of Spanish and Spanish speaking countries, then this is for you! Learning a language helps develop your confidence as a communicator and if you want to work in one of the following areas; Engineering, Computing, Business, Tourism, Marketing, The Theatre, Journalism and many more. GCSE Spanish will help you get ahead. During the course, you will develop further your speaking, writing, listening and reading skills.

### **Assessment**

You will be assessed in all four skill areas: Listening, Speaking, Reading and Writing.

All four skills are assessed in a formal examination at the end of the course. Each examination is worth 25% of the final grade.

### **Future Pathways**

With so few students nationally learning a language at GCSE, you will be setting yourself apart in the job market and with your university application. The course will encourage you to develop your communication skills in both speech and writing and will broaden your outlook and horizons. All of these qualities will enhance your future prospects.

Students will be equipped to progress on to A Level Spanish.

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# AQA Level 1/2 Technical Award in Performing Arts

If you enjoy all the Performing Arts or would like to specialise in Dance and/or Drama then this course would suit you!

During Years 7 and 8 you will have already developed your Dance and Drama skills in learning sessions and this course will allow you to develop your skills even further.

## **Content**

### **Unit 1: Unlocking creativity – 30%**

In this unit you will develop practical and theoretical skills in your chosen art form and develop skills in a production role of your choice such as lighting, sound, marketing, song writing, directing and choreography. You will learn how to organise and plan a performance from a brief given by the examination board and then produce a 'pitch' to present as a group.

Assessment is through a portfolio of work and a practical pitch which must include a performance in your chosen art form.

### **Unit 2: The Production/Performance – 30%**

This unit a practical unit where you will develop skills and perform in your chosen art form. You will cover areas such as exploring the different production roles in the performing arts industry and learn how to evaluate your skills. You will work towards a performance based on a brief set by the examination board.

Assessment is through a practical performance in your chosen art form, logbook and three self-assessments.

### **Unit 3: The Performing Arts Experience – 40%**

This is a written examination that tests your knowledge and understanding of the Performing Arts Industry as a whole. This unit will draw on your experiences from Units 1 and 2 alongside developing your understanding of many areas including live performances that you have seen or performed in. You will also need to know about design and technical elements, marketing, health and safety, job roles, venues and the process of creating, performing and evaluating work.

Assessment is through a written examination paper - 1 hour 30 minutes.

## **Future Pathways**

This course would allow you to progress onto a Performing Arts course at sixth form.

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# NCFE Technical Award in Business & Enterprise

This course provides you with an engaging and stimulating introduction to the world of business. This is equivalent to 1 GCSE.

## **Content**

During the course, you will study two units of work:

- **Introduction to business and enterprise**  
Externally assessed written examination
- **Understanding resources for business and enterprise planning**  
Internally assessed project

## **Learning**

This course will suit you, if you can:

- Plan and organise your work.
- Research topics independently and in groups.
- Communicate with people in business and the general public.

## **Assessment**

Unit 1: Introduction to business & enterprise will be externally assessed through an examination. Unit 2 will be assessed and graded through assignment work. 40% of the qualification is based on the external examination. The remaining 60% is based on coursework.

## **Future Pathways**

Students who complete this course may wish to progress on to further vocational qualifications such as the BTEC Nationals in Business or Enterprise. They may wish to enter employment in areas such as accounting, administration, customer service, finance, IT, personnel or sales. Alternatively, it would also be possible to follow the A Level pathway.

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## WJEC Level 1/2 Hospitality and Catering

Hospitality and catering is all about providing people with food, drink and accommodation. The sector offers a variety of interesting jobs in all sorts of settings ... restaurants, bars, hospitals, hotels, pubs, airlines, tourist attractions, sports venues...the list is endless.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups (according to a report by People 1<sup>st</sup>)

### Content

#### WJEC Vocational Award in Hospitality and Catering

Learners must complete both units

| Unit number | Unit title                            | Assessment |          | Learning Hours |
|-------------|---------------------------------------|------------|----------|----------------|
| 1           | The hospitality and catering industry | Mandatory  | External | 48             |
| 2           | Hospitality and catering in action    | Mandatory  | Internal | 72             |

### Learning

The WJEC Vocational Award in Hospitality and Catering supports learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

### Assessment

Grading is as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

### Future Pathway

**Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:**

- Level 2 Diploma in Professional Cookery
- Level 2 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 2 Diploma in Hospitality and Catering Principles (professional cookery).

**Where the WJEC Vocational Award in Hospitality and Catering is achieved together with other relevant Level 2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:**

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

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## My Individual Learning Pathway

You will complete an electronic preference form to indicate which subjects you would like to study. You will complete this online, from home, having discussed your subject preferences with your parent/carer.

### ***The process of completing the online form (in order)***

1. You will enter the Humanities subject from the enhanced core curriculum (Geography or History) that you would most want to study.
2. You will enter the Modern Foreign Language that you would prefer to study (German or Spanish). Most students should expect to study a language.
3. You will enter a further four subjects from the additional curriculum that you would be happy to study. From the four you choose, you will be allocated two. You should choose these in order of preference.
4. You will then be asked to provide some information about any career and education intentions that you may have once you have completed Year 11.
5. You will be asked for your first name and last name and your Personal Tutor.
6. The final page will indicate the selections that you have made.

### ***Where to find the online form***

The online Pathway Preference form goes live on Monday 1 March 2021 and needs completing by Friday 12 March 2021. You will receive a separate communication explaining where to find the form, and how to complete it. It is important to note that once you complete this form, and are subsequently issued with your chosen pathway, changes will only be made in exceptional circumstances.

We have scheduled a virtual Parent/carer evening on Tuesday 9 March 2021. This provides a useful opportunity to talk directly to learning tutors with questions specifically relating to their subject.

### ***Remember who can offer advice***

Good luck with making some key decisions about the next phase of your learning and don't forget who is around to offer advice:

- Personal Tutor and Learning Tutors
- Mr Dobson (Head of Year) and Miss Wrampling (Deputy Head of Year)
- Mrs Suffolk-Adams (Careers Advisor)
- Parents/Carers