

chaseterracetechnologycollege

KS4 courses starting September 2016

KS4 OPTIONS BOOKLET 2016 - 18



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Introduction

This booklet has been designed to inform you about this exciting phase in your child's education. You may have already been discussing this important step with your son/daughter for some time. The deadline for making these decisions is now approaching quickly. It is highly important that your child's future learning choices are made for the right reasons. These are not decisions that should be made hastily and for this reason the options process takes about a month to complete.

The courses that are followed throughout years 10 and 11 will influence your son/daughter's longer term future. The decisions involved are further complicated by the different qualification types that are available at Chase Terrace Technology College as well as the national changes to the GCSE/BTEC grading systems.

You and your child will be invited to a number of different information sessions over the coming weeks. Some of these you will attend together; others will target your child more directly. All of these will help you to make the right choices.

Here is a reminder of **key dates** that should be entered onto family calendars. These are as follows:

Tuesday 2nd February, 5pm - 8pm	Year 9 Subjects / Parents Evening (Parents and Students)
1st - 9th February	Information Assemblies (Students Only)
Wednesday 10th February, 6pm - 9pm	Options Information Evening and presentation. (Parents and Students)
Monday 29th February, 3.10pm	Deadline for Option Form return

We offer a wide variety of courses, both academic and vocational. Our aim is to provide courses that will provide all students with a broad and balanced curriculum whilst still giving each individual a degree of choice. This booklet gives you a detailed outline of all the opportunities available to our students. The success of each student at Key Stage 4 will provide the basis for further education and training beyond the age of 16.

There have been a number of Government-led changes over the past few years and we understand that some of the information that will have gone out in the national press can be confusing. We aim to give practical and straightforward information that will guide and advise students to take courses that suit their abilities and aspirations.

Core Subjects

Some subjects will be studied by everyone. These are:

Mathematics
English
English Literature
Science
Physical Education
Religious Education

Option Subjects

In addition to the **Core Courses** above students are asked to choose **4 subjects** from the table below.

At least 1 of the 4 subjects must be from Group A.

Group A Ebac GCSEs	Group B BTECs	Group C Other GCSEs
German French Geography History Separate Sciences (Chemistry/Physics/Biology) Computer Science	Performing Arts (Drama) Business Studies Sport / PE Health & Social Care Music Information and Creative Technology (ICT)	Sociology Art Philosophy & Ethics Food Prep and Nutrition Graphic Products Resistant Materials Textiles

We will do our utmost to satisfy the choices of all students. It is, however, never possible to do this for all the wide range of different combinations which may be chosen. A few individual students will, unfortunately, be disappointed by having to make slight alterations to their original choices.

We will be looking especially closely at the abilities of individual students and guiding them towards taking courses that will give them the best opportunity of success. This will include individual interviews with senior staff.

Careful consideration will have to be given to the size of teaching groups. We may be unable to permit certain courses to operate if student numbers are too low.

Important Information for All Students

It is important to stress that your future career options will not generally be affected by the choices you make at this stage in your education. You need to make certain considerations that guide your choices.

Choose Subjects You:

- like
- are good at
- are particularly interested in
- feel might help you in the general career area that you are interested in, such as 'working with people' or 'using practical skills'

Do not choose subjects because:

- You like the teacher – as you may have a different one next year.
- Your friends have chosen it as they may be in a different group.

If there is **ANYTHING** that you do not understand at any stage then talk to one of the people listed at the end of this booklet.

The decisions that you make over your options are some of the most important you make. They determine what you do for the next two years and can make a big impact on what you go on to achieve.

Note to Parents

Once course choices have been made, the timetable for next year will be built to fit them. It may be difficult, if not impossible, to change course at a later date. Please stress to your son/daughter the importance of thinking things through carefully and discussing choices thoroughly with everyone in order 'to get it right first time'

Grade Descriptions and Equivalences

- **GCSE** – General Certificate of Secondary Education grades 9 to 1
- **GCSE Higher** – grades 9 to 4 (A* - C)
- **GCSE Foundation** – grades 5 to 1 (C - G)
- **BTEC First Award Level 2** is equivalent to 9 to 4 GCSE grade
- **BTEC First Award Level 1** is equivalent to 5 to 1 GCSE grade

GCSE Grading for September 2016: This is an example of the new GCSE grades and how they will match up with the current grading system in 2017.

New Grade	Equivalent Old Grade
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	
1	F
	G
U	U

Core Subjects

These subjects are compulsory and therefore studied by everyone – they are no choices to be made from this section – the information is included to help you to understand what your programme of courses will look like overall.

Course Title: GCSE Mathematics

Awarding Body: tbc

Further information available from: Mr L. Brown

Mathematics is an exciting and vibrant subject. As well as leading directly to many higher level qualifications and careers, skills such as problem-solving, creative thinking and organised working are relevant to almost every walk of life.

All students in Years 10 and 11 study for a GCSE in Mathematics. The course is delivered by an experienced team of specialist maths teachers, and takes in a wide range of topics from the areas of number, algebra, shape and data handling.

Students are grouped in sets according to ability, knowledge and learning needs. The topics studied in each set are a mixture of consolidating previous learning and introducing new skills, so that students maximise their progress and confidence in the subject. Students are moved between sets where evidence from GCSE assessments and teacher observation suggest that work in an alternative set would be better suited to the individual student.

Assessment is by three written papers at the end of Year 11: one non-calculator and two calculator. (There is no coursework component. All work is exam-based.)

There are two tiers of entry:

- Higher Tier - leading to GCSE grades 4 to 9 (formerly C to A*)
- Foundation Tier - leading to GCSE grades 1 to 5 (formerly G to C/B)

The Mathematics Department will select the most appropriate tier of entry for each student during Year 11.

It is essential that all students have their own scientific calculator and basic mathematics equipment (pencil, ruler, protractor and compasses) for every lesson, so that they are able to fully participate in the learning taking place.

The key to success in Mathematics is small amounts of regular practise of challenging topics. The students who make the most progress are those who make the most of their valuable lesson time, make full use of the opportunities for independent study outside school, and seek out their teacher for extra help with any problems.

Course Titles: GCSE English Literature and GCSE English Language

Current Awarding Body: WJEC Eduqas

Further information available from: Mr. J. Anderson

All students will study **two separate qualifications: GCSE English Language and GCSE English Literature**. We will ensure that all students follow a challenging, exciting programme which features literature of the highest quality.

We aim to:

- empower students, so that they have as much awareness and control as possible of the language they hear, read, speak and write;
- enable students to build on the skills and knowledge developed at Key Stage 3;
- follow the National Curriculum;
- engage the students so that they have a sense of pride in and enjoyment of their work;
- maintain the very high standards in the study of English Language and English Literature which have been established by this department over many years.

All students will study a wide range of texts, from Shakespeare to a range of non-literary material, achieving a greater understanding of how writers use language. They will develop as writers, learning more about how to match their own language choices to the demands of audience, context and purpose.

Assignments will integrate the four skills of listening, speaking, reading and writing. Particular activities will vary according to the demands of the assignment and the needs of the group, but will be various and stimulating, including such things as: role-play, hot-seating, group work, pair work, drafting, note-making and practical drama-based activities.

Self-assessment, negotiation and debate are very important aspects of our teaching; we encourage students to take responsibility for their own learning and aim to develop the skills necessary for them to become independent learners.

Further details about the specific texts and skills examined in both subjects can be found on the WJEC Eduqas website. Alternatively, Mr. Anderson or Ms. McGrath would be happy to answer any questions.

All students will be entered for GCSE English Language. As is the case with all English Language GCSEs, assessment is through terminal written examination.

All students will, in addition, be entered for GCSE English Literature. As is the case with all English Literature GCSEs, assessment is through terminal written examination.

Course Titles: GCSE Combined Science (double award) or Separate GCSE courses in Biology, Chemistry and Physics

Awarding Body: AQA

Further information available from: Mr. M. Harris and Mrs John

All students will follow one of the science courses below:

- GCSE Combined Science (double award /2 GCSEs)
- Separate GCSEs in Biology Chemistry and Physics. (3 GCSEs)

The GCSE course, AQA Combined Science (double award) gives students a good knowledge of a wide range of science, by studying units from each of the sciences; Chemistry, Physics and Biology.

- The course is linear and assessed by a total of six examinations taken at the end of Y11
- In 2018 grades A* to G will be replaced by 9 - 1. Combined Science will have a 17 point grading scale from 9-9, 9-8 through to 2-1, 1-1.

The 3 separate sciences at GCSE are challenging courses and only open to those students who are preferably working at or above level 6b in their key stage 3 course. Students who want to do the 3 separate science course will need to choose it as one of their 4 option choices.

The three separate science programme is an ideal preparation for any student considering any or all of the sciences at KS5. It is also a solid foundation for students who wish to move on into a Science, Technology, Engineering or Maths degree at University but also it has broader currency. However it is still possible to study any of the 3 science courses at A level from a Combined Science (double award) background providing a high standard is achieved.

Course Title: CORE Physical Education

Awarding Body: Non Exam

Further information available from: Mr. J. Swannell

The Physical Education programme in Key Stage 4 is designed to further develop students' physical skills, thinking skills, and healthy habits through the medium of sport.

During the two years of Key Stage 4 students will be given the opportunity to study activities in greater depth and potentially achieve certification in Leadership, and some other sporting qualifications accredited by the sport's national governing bodies.

In years 10 and 11 we introduce a number of new activities. This enables students to find an activity that they could pursue when they leave school. Over the two years they will study activities in depth demonstrating an ability to participate at a high level and also to plan, coach and evaluate other's performance effectively.

Activities included in the programme are revised each year but sports usually include:-

Badminton, Netball; Basketball; Hockey; Rugby; Fitness training; Aerobics & Step Aerobics; Football; Self Defence; Dance; Table Tennis; Trampoline; Tennis; Swimming; Athletics; Cricket; Rounders and Golf.

The Physical Education Department continues to place high importance on competitive sports both within and outside the school curriculum.

Course Title: Core Religious Education

Awarding Body: NOCN

Further information available from: Mrs C. Jackson

Teaching time: Equivalent to 1 period every two weeks over Year 10 and Year 11

The aim of the course is to develop the religious literacy of all students. It will encourage students to further their knowledge and understanding in the study and practice of religion, and will lead to one of the following qualifications:

- **NOCN Level 1 Award in General Religious Education**
- **NOCN Level 2 Award in General Religious Education**
- **NOCN Level 3 Award in General Religious Education**

Students will be assessed through a variety of the following, depending on their abilities and most appropriate skills:

Written question & answer/test/exam	Role play/simulation
Essay	Practical demonstration
Report	Group discussion
Oral question and answer	Performance/exhibition
Written description	Production of artefact
Reflective log/diary	Practice file

These qualifications enable students to identify diverse religious beliefs and explore their own position on faith, through thinking about their experiences of life and the values of contemporary culture. The course will allow students to develop their moral reasoning skills, which they will be able to relate to one or more religious traditions.

The course is suitable for all students and will allow them to explore the role of religious tradition within community life. They allow them to talk to fellow students with similar or different positions on faith, enabling them to develop their skills to become better citizens.

Students will learn about what it means to be a human being and to develop a sense of fairness and religious acceptance. The course will also allow them to develop and articulate their own points of view about religion and be able to apply these to everyday events. They will learn about respect and what to do if they find themselves in a situation that they perceive to be neither just nor fair.

Optional Subjects

Group A

Ebacc (English Baccalaureate) GCSEs

Students must choose at least 1 of these courses.

A familiar approach to learning and assessment that commonly features a combination of coursework and terminal examination. Entry for some GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

Course Titles: Separate GCSE courses in **Biology, Chemistry** and **Physics**

Awarding Body: AQA

Further information available from: Mr M. Harris and Mrs John

Students will follow Separate GCSEs in Biology, Chemistry and Physics. (3 GCSEs)

The 3 separate sciences at GCSE are challenging courses and only open to those students who are currently working at or above a high level 6 within their key stage 3 course. A similar level of attainment in Maths is also useful for the separate sciences. Students who want to do the 3 separate science course will need to choose it as one of their 4 option choices.

- **All three courses are assessed by two examinations papers per subject at the end of year 11**
- In 2018 A* to G grades will be replaced by a 9 to 1 scale

The three separate science programme of Biology, Chemistry and Physics is an ideal preparation for any student considering taking any or all of the sciences at KS5 within the 6 form here at Chase Terrace Technology College. It is also a solid foundation for students to move on into a Science, Technology, Engineering or Maths degree at University but also it has

Course Title: GCSE History B: Schools History Project

Awarding Body: OCR

Further information available from: Mr C. Barnes

The GCSE History course is made up of the following units:-

Component 1: British History

Thematic Study – ‘The People’s Health, c.1250-present’ is a wide-ranging study of the main changes and trends in medicine from the earliest times to the present. These include ideas about causes and cures of illness, knowledge of medicinal drugs and herbs, knowledge of anatomy and surgical techniques.

Depth Study – ‘The Norman Conquest, 1065-1087’ is a fascinating study of this crucial and controversial turning point in English history. It explores England on the eve of conquest, the Norman invasion and victory, the Anglo-Saxons invasion and response, the role of castles and the impact of the Norman Conquest.

Component 2: Fieldwork

‘**History Around Us**’ is a fieldwork component that allows students to spend time outside of the classroom carrying out a detailed investigation of the importance of the Darby family, Ironbridge and Coalbrookdale in British History.

Component 3: World History

World Period Study – ‘Viking Expansion, c.750-c.1050’ is a dramatic study of the unfolding narrative of the expansion of the Viking world from the first Viking settlements to the end of the Viking age around 1050. It explores the role of warfare, trade, settlement, culture and kingship in the rise and fall of the Vikings.

World Depth Study – ‘Living Under Nazi Rule, 1933-1945’ focuses on the impact of the Nazi dictatorship on people’s lives both within German and across occupied Europe.

The course is assessed through two single tier 1 hr 45 min examinations worth 40% each for Components 1 and 3 and a 1 hour exam worth 20% for Component 2.

The History Department selected this GCSE syllabus from the wide range on offer for a range of reasons. Firstly, because it includes a range of interesting study units which build on the topics students have studied in Year 9. Secondly, because the examination questions are very clear and are designed to find out what a student has learned and can do, not to catch students out. Finally, it also includes a substantial fieldwork element, so it must be emphasised that this is not a GCSE for students wanting a totally classroom-based course. Students will be required to put a lot of effort into their fieldwork, whatever the weather!

If you require further details please ask any member of the History Department staff.

Course Title: GCSE Computer Science

Awarding Body: OCR

Further information available from: Mr Davidson

Technology has never been so prevalent in our day to day lives. You are now growing up in a society that is almost totally reliant on technology that improves our standard of living, makes our jobs easier and enables us to work and communicate in ways that were impossible only a short time ago. The best part about this is that it's only just beginning – the entire of computing history fits easily in to one person's life time, and the pace of change is incredible. The technology you have in your pocket today was unimaginable 10 years ago and will be unimaginably old and outdated in 10 years' time.

The aim of the Computer Science GCSE is to enable you to not only understand how these systems work, but also to examine the wider impact that technology is having for good and bad on all of our lives. You will learn about how computers and the internet work, security issues, how software works and, most importantly of all, you will learn how to take control of computer systems through programming.

Programming enables you to manipulate a machine in any way you like – to get it to do whatever you want, from creating a game to coding a monitoring system that sends you a picture message every time someone rings your door bell. All of this is possible, and more, with a little programming knowledge.

You do not need previous programming experience to take this course, but you will have experience from your Year 7 – 9 lessons that should enable you to progress smoothly through the course. You do need an interest in technology and a creative, curious mind set!

This GCSE course is graded on the new 9 – 1 system and consists of three sections. All assessment is taken at the end of Year 11.

1. Computer Systems – Written Exam (40%)
2. Computational Thinking, Algorithms and Programming – Written Exam (40%)
3. Programming Project Coursework (20%)

Course Title: GCSE Course Title: GCSE Geography

Awarding Body: AQA

Further information available from: Mr M. Ray

Is GCSE Geography, the subject for me?

Geography inspires students to become global citizens by exploring their own place in the world, and their values and responsibilities to other people, to the environment and to the sustainability of the planet.

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Many students don't realise that geography also equips them with a broad range of personal learning and thinking skills, such as teamwork, independent enquiry and creative thinking this makes it a highly valued EBACC subject by employers and top universities.

The course structure:

Unit 1 – Living with the Physical Geography - 90 minute exam (35% of the full GCSE)

1. *The Challenge of Natural Hazards* 2. *The living world* 3. *Physical landscapes of the UK*

Unit 2 – Living with the Human Geography - 90 minute exam (35% of the full GCSE)

4. *Urban issues and challenges* 5. *The Changing economic world* 6. *The challenge of resource management*

Unit 3 – Geographical Application - 75 minute exam (30% of the full GCSE)

7. *Issues evaluation* 8. *Fieldwork* 9. *Geographical skills*

How will I be taught?

Geography encourages the development of a range of skills desperately sought by employers and universities. You will experience a range of teaching and learning styles including group work, presentations, filming and documentary enquiries, and independent working. The department also has a range of relevant and up to date media resources and camera's to help students document the findings. In addition to classroom learning we also participate in several fieldwork experiences to Bakewell, Carding Mill Valley and Tenerife. We also develop the following attributes:

- Communication skills
- Graphical and cartographical skills and technological skills, including ICT and GIS.
- Interpersonal skills through debate and discussion
- Literacy and numeracy
- Problem solving skills
- Entrepreneurial skills and awareness of career possibilities

What can I do with my GCSE in Geography?

Geography is a sought after qualification by employers and universities due to the diverse range of skills that students develop. Some of the careers geographers can go on to include law; planning; resource management; tourism; recreation; environmental management; construction and journalism. Geographers enter a very wide range of career areas and put simply **there is no such thing as a geography job, there are jobs that geographers do**. Studying geography provides you with valuable skills and a firm base for life-long learning.

Course Title: Course Title: GCSE French

Awarding Body: AQA

Further information available from: Mr R. Lancett or Mrs Scholes

“Only in the world of languages is the amateur of value” (Memrise)

The importance of foreign language learning is now becoming more valued within our expanding European Community and the World of Work. With stronger business links with other countries, the ability to use a foreign language is becoming more and more important. Foreign language-learning also gives students a valuable insight into the structure of their own language, making them aware of language patterns, and so enabling students to pick up another language later in life.

The course contains three themes which apply to all four question papers:

- Theme 1: Identity and culture
- Theme 2: Local, national and international areas of interest
- Theme 3: Current and future study and employment

The GCSE course builds on what has been studied since Year 7 and is based on the four language skills of -

- **listening**
- **speaking**
- **reading**
- **writing**

The examinations are divided into two levels and students will be entered for the one most suited to their ability. Students will be expected to keep a folder into which useful phrases, vocabulary and dialogues will be written. Students will be taught and encouraged to cope with a variety of activities and tasks, ranging from basic word recognition and phrases to writing letters abroad and holding a conversation with a native speaker. A foreign language dictionary is essential in Key Stage 4.

The emphasis is placed equally on the four skills of listening, speaking, reading and writing, each worth 25% of the final mark. All skills will be assessed by examination at the end of the course.

Students of all abilities can take a language at GCSE and the most able linguists would be encouraged to consider doing so. All that is needed is a great deal of enthusiasm, commitment to learning and preparation at home.

Course Title: GCSE German

Awarding Body: AQA

Further information available from: Mr. R. Lancett

“Only in the world of languages is the amateur of value” (Memrise)

The importance of foreign language learning is now becoming more valued within our expanding European Community and the World of Work. With stronger business links with other countries, the ability to use a foreign language is becoming more and more important. Foreign language-learning also gives students a valuable insight into the structure of their own language, making them aware of language patterns, and so enabling students to pick up another language later in life.

The course contains three themes which apply to all four question papers:

- Theme 1: Identity and culture
- Theme 2: Local, national and international areas of interest
- Theme 3: Current and future study and employment

The GCSE course builds on what has been studied since Year 7 and is based on the four language skills of -

- **listening**
- **speaking**
- **reading**
- **writing**

The examinations are divided into two levels and students will be entered for the one most suited to their ability. Students will be expected to keep a folder into which useful phrases, vocabulary and dialogues will be written. Students will be taught and encouraged to cope with a variety of activities and tasks, ranging from basic word recognition and phrases to writing letters abroad and holding a conversation with a native speaker. A foreign language dictionary is essential in Key Stage 4.

The emphasis is placed equally on the four skills of listening, speaking, reading and writing, each worth 25% of the final mark. All skills will be assessed by examination at the end of the course.

Students of all abilities can take a language at GCSE and the most able linguists would be encouraged to consider doing so. All that is needed is a great deal of enthusiasm, commitment to learning and preparation at home.

Optional Subjects

Group B

BTECs

A BTEC course offers students the chance to study in a different way to more familiar GCSEs. Course content is often more “hands on” in nature and features unit tasks that need to be completed practically and then written up with advice and guidance from the teacher.

BTEC students enjoy independent learning approaches; assessment is through 75% coursework assignments with 25% of the final grade from an external examination. BTEC courses also emphasise the relevance of study to the world of work.

Course Title: BTEC Level 2 First Award in Business

Awarding Body: Edexcel

Further information available from: Mr R Graham

The BTEC First Award in Business aims to provide students with an engaging and stimulating introduction to the world of business. The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace with confidence.

This course could provide a starting point for a route into employment for learners in many diverse areas of business, such as business administration, marketing, finance, human resources, sales and customer service. Alternatively, students may wish to pursue further vocational or academic qualifications in the Sixth Form such as Level 3 BTEC National Award in Business. This course is equivalent to one GCSE graded by Pass, Merit or Distinction.

Is this the right subject for me?

You will develop a range of skills and knowledge on this course. You will be assessed across a range of tasks which could vary from presentations to report writing and training videos to case studies. As this course consists of 75% coursework assignments, it is essential that you have the sustained enthusiasm and commitment required to succeed and you will need to meet all the task deadlines in order to gain the qualification. Coursework is ICT based and therefore you will need to enjoy using computers in most lessons.

What will I learn?

There are two core units and two optional units needed to complete the BTEC qualification.

Core Units:

Unit 1: Enterprise in the Business World

This unit introduces you to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success.

Unit 2: Finance for Business (externally assessed)

In this unit, you will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running the business. You will then explore the ways in which the sale of products generates revenue, so that you can develop your understanding of profit.

Optional Units:

Unit 3: Promoting a Brand

In this unit, you will find out what it takes to build a brand and what a business has to consider when planning brand development. You will be encouraged to think of ideas for a brand and gain skills in developing a promotional campaign for your brand.

Unit 6: Introducing Retail Business

Did you know that over three million people (around 11 per cent of the total UK workforce) are employed in retail in the UK and that UK retail sales run to approximately £290 billion annually?

In this unit, you will gain an understanding of the ways in which retailing has developed in the UK.

How will I be assessed?

Assessment is **75% coursework and 25% external examination**. Overall, pupils will be awarded a Pass (equivalent to GCSE grade C), Merit (equivalent to GCSE grade B), Distinction (equivalent to GCSE grade A) or Distinction* (equivalent to GCSE grade A*). Students cannot achieve a Pass or higher unless all the required assignments are submitted.

Course Title: BTEC Level 2 First Award in Music

Awarding Body: Edexcel

Further information available from: Mr C. Till

This course aims to provide students with a practical appreciation of what the music industry entails and provides students with the opportunity to further their musical skills in a practical way. This course is equivalent to one GCSE and is graded at Pass, Merit and Distinction.

The course is designed to inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally. It will also give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing.

What will I study?

The course consists of four units that allow students opportunities to develop new and existing musical skills.

The Music Industry – this provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

Managing a Music Product – this unit looks at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners will be expected to produce a live concert, event or CD, providing opportunities for both music performers and technologists.

Introducing Music Performance – this enables learners to develop their skills as performers, both as solo artists or working in an ensemble through developing rehearsal and performance techniques.

Introducing Music Recording – this encourages learners to become familiar with recording technology and techniques through the production of their own CD.

How will I be assessed?

This qualification is designed to meet the needs of students who prefer coursework to exams. Assessment is 75% coursework, which is assessed internally. In addition there is a one-hour examination for the unit *The Music Industry*

Is this Course for me?

An enthusiasm for practical work is vital, as you will be expected to perform your music to an audience.

Ability to work independently and manage your work is also important. You will need to rehearse on your own or as part of an ensemble, as well as researching and providing written documentation as evidence.

To succeed in this course, determination and hard work is needed. Students who enjoy performing and have the ability to express themselves creatively enjoy this subject immensely.

Course Title: BTEC Level 2 First Award in Performing Arts (Acting)

Awarding Body: Edexcel

Further information available from: Mrs D. Maymand

The BTEC Level 2 Award in Acting covers the key knowledge and practical skills required for the Theatre Industry. It is designed for anyone who is interested in performing, acting and theatre.

The Award is equivalent to 1 GCSE grade A*-C graded by Pass, Merit or Distinction.

Why Study Acting and Performing Arts?

Students develop the knowledge, skills and understanding to approach a role.

Students develop essential technical and interpretive skills fundamental to the art of acting.

Working as a cast develops mutual respect and understanding; the concept of teamwork is of paramount importance.

By exploring and appreciating characters, students consider other people's perspectives and are able to think about, express and critically evaluate views that are not their own.

Students negotiate and make decisions, both in role and as themselves.

Students learn the skills of exploring a text from initial understanding and textual analysis through character creation and development, rehearsal techniques and the exploration of text to the requirements for performance.

What will I study?

The course consists of two core units plus one specialist unit

Core Unit- Individual Showcase

This unit is externally examined and focuses on learners understanding how to present themselves in the best light to potential employers. Learners will discover what to include in a letter of application and how to prepare audition pieces.

Core Unit- Preparation, Performance and Production

The unit is internally assessed and students develop a performance piece as a member of a performance company. Learners will work as a member of the production company and will be responsible for all the preparations required in producing the piece, including attending rehearsals, production meetings, get-ins, technical rehearsal, dress rehearsal, and marketing.

Specialist Unit- Acting Skills

The unit is internally assessed and focuses on and the journey to becoming a professional actor. Learners will be introduced to important acting skills and master techniques to develop control of voice and body to communicate a character or role. The unit builds on the foundations you will need as an actor and culminates in a mini performance demonstrating your interpretation of a role.

Entry Requirements / Personal Qualities

Co-operation and self-control are crucial skills needed to produce good drama at this level.

An enthusiasm for practical work is vital. Participation in practical work is not optional.

Good attendance is essential. You will be continually assessed throughout the course and during lessons. It is paramount you are in lessons in order that you can pass the course.

The ability to work independently and manage your work is important. You will need to rehearse, research and provide written documentation as evidence.

Progression and Career Route

AS or A Level in: Drama; Theatre Studies or Performing Arts;

BTEC Level 3 in: Acting, Musical Theatre Performance.

Many employers regard the skills gained from studying acting and drama courses favourably.

Course Title: BTEC Level 2 First Award in Health and Social Care

Awarding Body: Edexcel

Further information available from: Mrs L. Pymm

Do you fancy studying something new and exciting? Then why not consider...

BTEC Health and Social Care

This is a new vocational course suitable for all students considering a career in the country's largest employer- the Health and Social Care sector. The course is equivalent to 1 GCSE but is graded using a pass, merit or distinction grading system.

What will I study?

There are two core units and two optional units

Core units

Unit 1: Human Lifespan Development

This unit provides you with the opportunity to explore how we grow and develop throughout our lives and investigates the factors that affect growth and development.

Unit 2: Health and Social Care Values

In this unit you will gain an understanding of how care values are applied in Health and Social Care settings and their importance to the work in this sector.

Optional units

Unit 3: Effective Communication in Health and Social Care

Communication skills are vital to those who choose to work in this sector. You will undertake role plays as part of this unit.

Unit 6: The Impact of Nutrition on Health and Well Being

In this unit you will consider the concept and importance of a balanced diet and undertake some diet planning.

How will I be assessed?

The course is 75% internal assessment. This is based on assessment of a range of assignments.

It will also involve 25% exam. This will be a 1 hour test of your knowledge of human growth and development (unit 1)

What can I do after Level 2?

Students who study this course will develop the skills and attributes essential for successful performance in all aspects of their working life, not just the Health and Social Care sector. The course allows students to progress to Level 3 Health and Social Care or directly into the work place. This course can subsequently be continued at a higher level as professional development within the Health and Social Care sector.

The course will involve links with external agencies and will involve a vocational style of delivery.

Interested in knowing more? Then come and see Mrs. Pymm!

Course Title: BTEC Level 2 First Award in Sport

Awarding Body: Edexcel

Further information available from: Mr J. Swannell or Mr J Barter

The First Award in Sport is designed to give learners a basic grounding in understanding and knowledge of the sport and active leisure sector.

The BTEC First Award in Sport has been designed to build on learning from Key Stage 3. It also provides a good foundation for learners in post-16 education. This course also prepares students for further study within the sports sector through progression on to qualifications such as the Edexcel Level 3 BTEC Nationals in Sport and Sport & Exercise Sciences, and A Level PE.

The BTEC First Award in Sport enables learners to develop the knowledge, understanding and skills required for progression within sectors such as: exercise, training, fitness, leisure management, leadership, coaching and adventurous activities.

This qualification provides opportunities for learners to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Students will follow 2 mandatory units.

1. Fitness for sport and exercise

This unit is externally assessed using an on-screen test. Edexcel sets and marks the test. The test lasts for one hour. The unit covers the areas listed below:

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.

2. Practical sports performance

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Ability to review sports performance.

Students will also complete two further units shown below:

4. The sports performer in Action

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Know about the short-term responses and long term adaptations of the body systems to exercise
- Know about the different energy systems used during sports performance

5. The sports performer in Action

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Design a personal fitness training programme
- Know about exercise adherence factors and strategies
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal fitness training programme

Course Title: BTEC First award in Information and Creative Technology

Awarding Body: Edexcel

Further information available from: Mr Davidson

The BTEC ICT course is an engaging and interesting way to learn about a range of current computing topics that will prepare learners for further study or work in the ICT sector.

The course is primarily coursework based and will be assessed by your teacher. You will only have to sit a single, one hour exam during the course.

The course begins by looking at how the internet and communications technologies work, giving you an insight in to the workings of websites, email, social media and mobile technologies. You will also investigate how technology has changed our lives, including a focus on smart and wearable technologies. Finally there is an overview of how security and privacy have changed as we have moved in to an increasingly online world.

You will work through a number of interesting units, creating a digital portfolio of your work as you go along, learning how to present your work in a digital/online form. This course offers learners a great chance to study how to use ICT without getting caught up in too much of how technology works. It provides excellent pathways to future study of this and other subjects.

Assessment:

There are two core units on the BTEC ICT course:

Unit 1 – The Online World – 25% On Screen Exam (1hr)

Unit 3 – Digital Portfolio – 25% Coursework

There will also be up to two other internally assessed units worth the remaining 50%.

Optional Subjects

Group C

Other GCSCs

A more familiar approach to learning and assessment that commonly features a combination of coursework and terminal examination. Entry for many GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

Course Title: GCSE Food Preparation and Nutrition

Awarding Body: AQA

Further information available from: Mrs L. Pymm

This new exciting GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health – Macro nutrients, micro nutrients, Nutritional Needs and Health.
2. Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food
3. Food safety – Food spoilage, Contamination and the Principles of Food Safety.
4. Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

Course components

Written Paper 1hr 45mins – 50%

Section A: Multiple choice questions structured to reflect the sections of the specification.

Section B: contains five questions varying in styles of approach and content.

PLUS

Food Investigation – 15%

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.

Food Preparation Assessment – 35%

Students will plan, prepare, cook and present three dishes within 3 hours.

Written Paper – 50%

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

Food Investigation – 15%

Students' understanding of the working characteristics, functional and chemical properties of ingredients are assessed through research and experimentation. Students will submit a written report (1,500 – 2,000 words) including the photographic evidence of the practical investigation.

Food Preparation Assessment – 35%

Student' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio including photographic evidence.

Which careers will this lead to?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines. For more information on food careers please visit www.tastycareers.org.uk

Course Title: GCSE Graphic Products (Design & Technology)

Awarding Body: AQA

Further information available from: Mr. A. Ferns

This 2 Year GCSE course gives students the opportunity to gain experience in identifying, considering and solving problems through design based work through the use of varied graphic products. There is an assessed project which will be allocated 45 hours of lesson time for completion. There is also a 2-hour final exam which tests the knowledge and understanding of the course content listed below. There is only one tier of entry covering grades A*-G to cater for students of all abilities.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work.

Unit 1: Written Paper

2hrs – 120 marks – 40%

Candidates answer all questions in two sections.

Pre-Release material issued.

PLUS

Unit 2: Design and Making Controlled Assessment

Approx' 45 hours – 90 marks – 60%

Consists of a single design and make activity selected from a range of board set tasks.

Written Paper

Candidates should be aware of the processes and techniques that aid manufacture and of the commercial application of a range of materials used in manufacturing their products in quantity. Candidates will be tested on their understanding of a range of Materials including paper, board, plastics, foam board and smart materials. They should be able to use a full range of graphic equipment to develop hand-generated images.

Design and Making (Controlled Assessment)

There will be an assessed project where candidates will be expected to design and make a quality Graphic Product.

Candidates should undertake a single design and make activity which is selected from a range of exam board set tasks. They should submit a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence. The design folder should consist of approximately 20 pages of A3 paper or the ICT equivalent. It is expected that candidates should spend approximately 45 hours should be spent on this activity

Post 16 Study

Students who achieve a grade C or above would be well prepared to study A level Design and Technology (Product Design), a popular and successful course.

Course Title: GCSE Resistant Materials (Design & Technology)

Awarding Body: AQA

Further information available from: Mr. S. Douglas.

This 2 Year GCSE course gives students the opportunity to gain experience in identifying, considering and solving problems through design based work through the use of varied resistant materials. There is an assessed project which will be allocated 45 hours of lesson time for completion. There is also a 2-hour final exam which tests the knowledge and understanding of the course content listed below. There is only one tier of entry covering grades A*-G to cater for students of all abilities.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work.

Course components

Unit 1: Written Paper 2 hours – 40%

Candidates answer all questions in two sections.

Pre-Release material issued.

PLUS

Unit 2: Design and Making Controlled Assessment

Approx' 45 hours – 60%

Consists of a single design and make activity selected from a range of Exam board set tasks.

Written Paper

Candidates should be aware of the processes and techniques which aid manufacture and of the commercial application of a range of materials used in manufacturing their products in quantity. Candidates will be tested on their understanding of a range of Materials including wood, metal, plastics, composites and smart materials. They should know about components, pre-manufactured parts, adhesives and finishes.

Design and Making (Controlled Assessment)

There will be an assessed project where candidates will be expected to design and make a quality Resistant Materials Product.

Candidates will undertake a single design and make activity which is selected from a range of Exam board set tasks. Candidates will be expected to produce a Design folder consisting of 20 A3 pages. It is expected that candidates should spend approximately 45 hours should be spent on this activity.

Candidates must use appropriate ICT to help with their work. This can include Computer-Aided Design and manufacture (CAD/CAM) software, control programs, data analysis and ICT based sources for research. Candidates must consider how technology affects society and their own lives.

Post 16 Study

Students who achieve a grade C or above would be well prepared to study A level Design and Technology (Product Design), a popular and successful course.

Course Title: GCSE Textiles (Design & Technology)

Awarding Body: AQA

Further information available from: Miss C. Edwards.

This 2 Year GCSE course gives students the opportunity to gain experience in identifying, considering and solving problems through design based work through the use of varied textiles. There is an assessed project which will be allocated 45 hours of lesson time for completion. There is also a 2-hour final exam which tests the knowledge and understanding of the course content listed below. There is only one tier of entry covering grades A*-G to cater for students of all abilities.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work.

Course components

<p>Unit 1: Written Paper 2 hours – 40%</p> <p>Candidates answer all questions in two sections.</p> <p>Pre-Release material issued.</p>	<p>PLUS</p>	<p>Unit 2: Design and Making Controlled Assessment Approx' 45 hours – 60%</p> <p>Consists of a single design and make activity selected from a range of Exam board set tasks.</p>
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Written Paper

Candidates should be aware of the processes and techniques which aid manufacture and of the commercial application of a range of materials used in manufacturing their products in quantity. Candidates will be tested on their understanding of a range of fabrics including smart Textiles and their knowledge of fibres that make up fabrics.

Design and Making (Controlled Assessment)

There will be an assessed project where candidates will be expected to design and make a quality Textiles product for example a dress, corset or jacket.

Candidates will undertake a single design and make activity which is selected from a range of Exam board set tasks. Candidates will be expected to produce a Design folder consisting of 20 A3 pages. It is expected that candidates should spend approximately 45 hours should be spent on this activity.

Candidates must use appropriate ICT to help with their work. This can include Computer-Aided Design and manufacture (CAD/CAM) software, data analysis and ICT - based sources for research. Candidates must consider how technology affects society and their own lives.

Post 16 Study

Students who achieve a grade C or above would be well prepared to study A level Design and Technology (Product Design) Textiles which would set them up for a career in the Fashion or Textiles industry.

Course Title: GCSE Art and Design

Awarding Body: OCR

Further information available from: Mr D. Marinkovic

The course offers students a wide range of creative and exciting opportunities to explore Art and Design through a variety of media with reference to contemporary artistic practice.

This is a very successful course with high pass rates that lays strong foundations for post-16 students studying either Art or Photography.

Students considering Art and Design at GCSE should have a real interest in the subject. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week.

Students complete a coursework portfolio worth 60% of their final mark. Through their work students will record ideas through drawing, painting and photography. They will develop their skills in this area through a variety of media and will learn how to refine their use of tone, experiment with mark-making techniques, compose photographs effectively and use materials to produce increasingly skilled and expressive pieces. They will also develop their own ideas by exploring the work of contemporary artists and producing appropriate responses. They will experiment in a range of media from printing, knitting, ceramics, and textiles to photography and ICT. Projects develop from a single starting point in a variety of directions, exploring a wide range of expressive techniques. Students conclude their project by producing a relevant final piece. The coursework portfolio and exam are marked against four assessment objectives that represent all aspects of the course evenly including drawing and painting, artist's research, use of media and final piece.

At the end of the course students sit an externally set exam worth 40% of their final mark. Students receive an early release paper with a selection of titles to choose from. Like their coursework, these titles are starting points for a project. Students respond to these in the same way as they do with their coursework producing drawings, paintings and photographs of relevant objects, researching and responding to relevant Artists, and exploring ideas through a variety of media. This period of preparation begins in January and the work produced in and out of class is worth 30% of their final mark. Students then produce a relevant final piece during a 10-hour exam (held over 3 sessions under exam conditions over March and April of Y11) worth the remaining 10% of their mark.

The course is structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary artists and express their own ideas. It is an excellent grounding for further study of art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

Course Title: GCSE Sociology

Awarding Body: AQA

Further information available from: Mr R. Giles

Sociology is the study of Society and groups of people. It adds real understanding to a student's knowledge and the world around them.

Sociology equips students with knowledge and language to challenge their own beliefs and perceptions of society and furthers their understanding of economic, social and political powers.

Whilst the subject covers the important topics of Gender, Race, Age and Social Class divisions, specific course areas are as follows –

- What is Sociology?
- Studying Society
- Family
- Education
- Mass Media
- Social Inequality
- Sociology of Power and Politics
- Social Control and Deviance

The course is examined by two written papers from the AQA exam board taken at the end of year 11.

Students must be prepared to give opinions about the world around them and have a desire to follow current affairs and news. The nature of the subject means that students need to be prepared to produce written notes to follow the course and produce work that can show balanced arguments.

Students need to have an interest in the world around them and the society that they live in. A mature attitude to their studies is very important, as the subject will look at their own views of life and cover topic areas that require thought and understanding.

The subject is very useful for students who want to work with people in the future. It links well with care professions, teaching, working with the law sector, media and social work.

Course Title: GCSE Philosophy and Ethics

Awarding Body: OCR

Further information available from: Mrs Jackson

Philosophy explores those ‘big questions’ about life, the universe and everything in a deep way. Questions such as “Does God exist?”, and if so, “Why does He allow bad things to happen to good people?”. Ethics deals with ideas about right conduct and good living. It involves the exploration and debate of some interesting moral dilemmas – issues such as abortion, euthanasia and the treatment of criminals.

This course will enable students to:

- Adopt an enquiring, critical and reflective approach to study
- Explore issues and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Develop their interest and enthusiasm for the study of philosophy and ethics
- Reflect on and develop their own values, opinions and attitudes

Topics to be covered:

Philosophy

- The nature of God
- Religion and Science
- Death and the Afterlife
- Good and Evil

This is assessed through a 2-hour written exam (50% of overall course marks)

Ethics

- Religion and Human relationships
- Religion and Medical Ethics
- Religion and Equality
- Religion, Peace and Justice

This is assessed through a 2-hour written exam (50% of overall course marks)

Information, Advice and Guidance

CTTC employ their own Head of IAG (Information, Advice and Guidance). Mrs Poppleton is a very highly qualified and experienced careers advisor, who offers specialist and impartial careers advice and guidance.

Examples of what Mrs Poppleton can help with includes:

- Helping to plan the future by choosing the right courses, training and careers.
- Helping to find that job or training opportunity and preparing a student for employment or training.
- Supporting with personal issues such as relationships, health, drugs, abuse and homelessness.
- Putting you in touch with specialist support services in their local area if they want it.
- Helping with personal development through volunteering / community activities, sport and the arts.
- Helping overcome barriers that might stop a student from succeeding.



People To Contact

If there is anything that you do not understand at any stage during this decision-making process then get in touch and discuss your problem with your form tutor or with the most suitable person from the following list:-

- | | |
|---|--|
| 1. Queries about overall choice and/or balance of subjects | Head of Year – Mr Giles
Deputy Head – Mr Chamberlin
Deputy Head – Mr Crowder |
| 2. Queries about the effects of choice on 'A' level and Further Education possibilities | Mr T Dowling (Director of Post 16 Studies) |
| 3. Queries about careers | Head of IAG- Mrs Poppleton |
| 4. Queries about individual subjects: | |
| Art and Design | Mr D Marinkovic |
| Science | Mr M Harris |
| Business | Mr R Graham |
| Health and Social care | Mrs L Pymm |
| Resistant Materials | Mr S Douglas |
| Graphic Products | Mr A Ferns |
| Food Preparation | Mrs L. Pymm |
| Textile Technology | Miss C. Edwards |
| Performing Arts Drama | Mrs. D Maymand |
| Music | Mr C Till |
| French | Mr R Lancett / Mrs Scholes |
| Geography | Mr M. Ray |
| German | Mr R Lancett |
| History | Mr C Barnes |
| ICT / Computer Science | Mr A Davidson |
| Philosophy and Ethics | Mrs C Jackson |
| Sport | Mr J Swannell / Mr J Barter |
| Sociology | Mr R Giles |