



**NEWQUAY TRETHERRAS**

**14 - 19 CURRICULUM  
PATHWAYS BOOKLET**

**2018 - 2019**

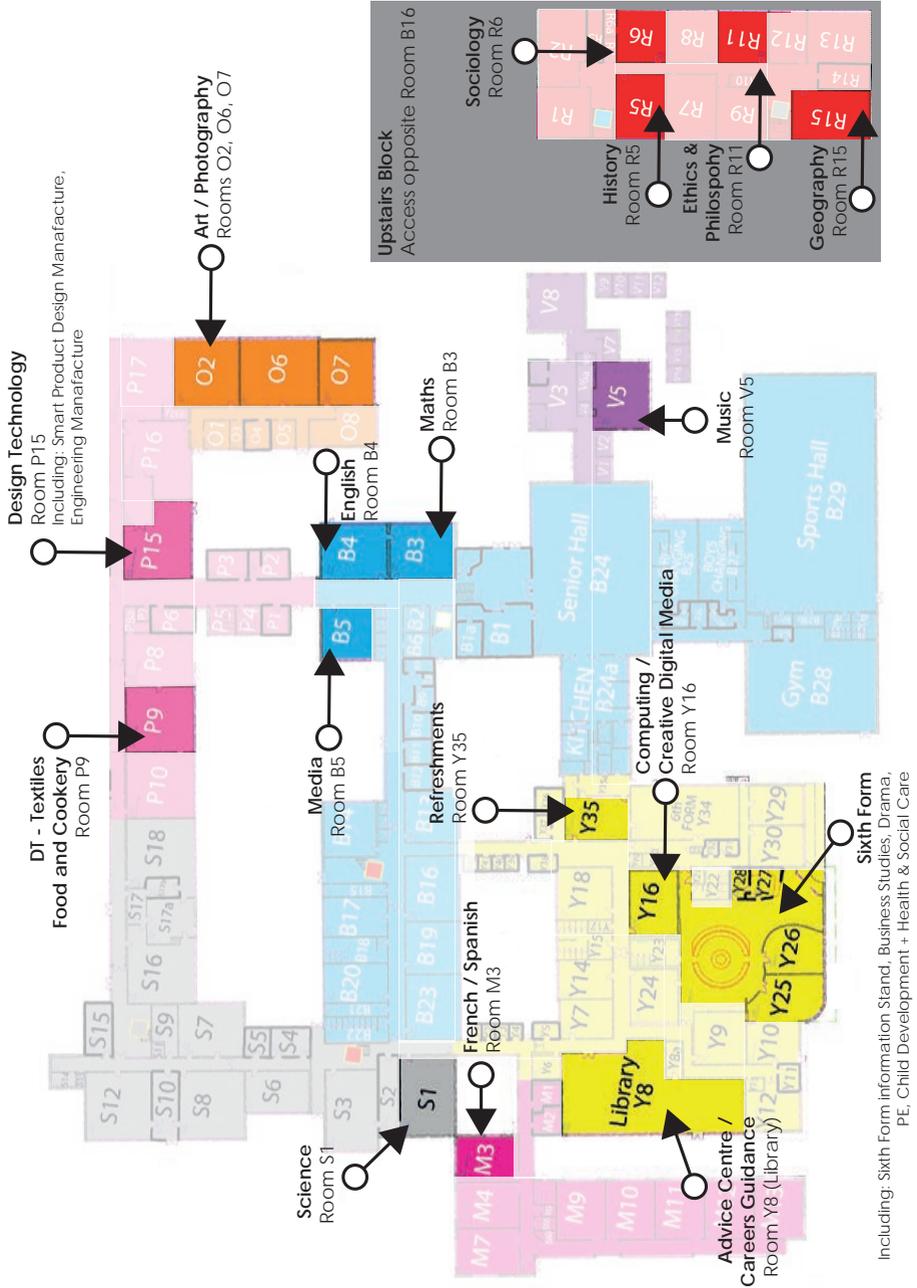
**Thursday 1st February  
(6.00 - 8.00pm)**

# 14-19 CURRICULUM EVENING

Thursday 1<sup>st</sup> February 2018 6.00-8.00pm

Department	Page	Room
Art	20	O2, O6 & O7
Photography	25	
Business Studies	33	Sixth Form
Computing / Creative Digital Media	16 / 35	Y16
Drama	21	Drama
Design Technology	28	P15
Smart Product Design Manufacture	29	P15
Engineering Manufacture	32	P15
Food and Cookery	30	P9
English Language and Literature	12	B4
Ethics & Philosophy	22	R11
SMSC	10	
Geography	17	R15
Health & Social Care	36	Y25
Child Development	34	
History	18	R5
Maths	13	B3
Media	23	B5
Modern Foreign Languages French / Spanish	19	M3
Music	24	V5
PE / OCR PE	11 / 26 / 31	Sixth Form
Science	14 & 15	S1
Sociology	27	R6
Outdoor Learning - DofE	37	Outside Sixth Form Canteen
<b>Refreshments</b>		<b>Sixth Form Canteen Y35</b>
<b>Advice Centre</b>		<b>Library</b>
<b>Careers Guidance</b>	<b>8</b>	
<b>Sixth Form Information Stand</b>		<b>Sixth Form</b>

# 14-19 CURRICULUM EVENING



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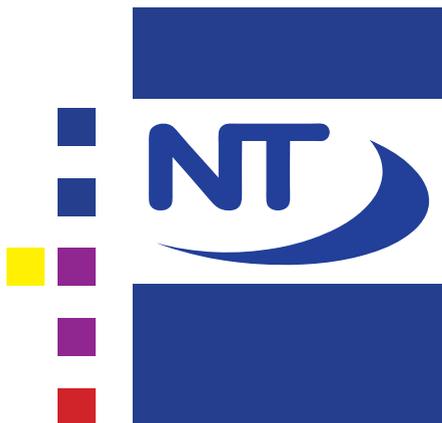
## Newquay Tretherras Curriculum

### Compulsory Subjects

### EBacc Subjects

### Open Options (GCSE)

### Open Options (Vocational)



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| 17. | GEOGRAPHY   | 32. | ENGINEERING              |
| 18. | HISTORY   | 33. | BUSINESS STUDIES         |
| 19. | MODERN FOREIGN LANGUAGES (French & Spanish)                 | 34. | CHILD DEVELOPMENT        |
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# THE 14 - 19 CURRICULUM AT NEWQUAY TRETHERRAS



As you start the next stage of your school journey, this 14-19 curriculum booklet aims to give you the information you need to help you make important decisions about the subjects you wish to study in Years 10 and 11.

We are proud of our NT curriculum, which offers a very broad range of subjects to give our students the greatest choice possible. We believe that the best courses and subjects for a student are the ones that suit you best, which you enjoy the most and which give you clear progression routes to further study beyond Year 11.

All students will follow a core curriculum which includes English, Mathematics and Science. In addition, all students follow a course in Physical Education and Spiritual, Moral, Social and Cultural education (SMSC), which includes Careers Guidance, Ethics and Philosophy and Citizenship.

As well as the core, you are also allowed to choose additional GCSE, BTEC or OCR qualifications in subjects which suit your individual needs, interests and career aspirations.

***The 14-19 Curriculum Evening on Thursday 1st February 2018*** plays a vital role in helping you tailor your future learning pathway.

You will be able to discuss your courses with individual subject staff and talk to students who are already following the subject in Years 10 or 11.

There will be an Advice Centre in the Library on the evening to help answer any questions you or your parents/carers may have.

When you have decided which courses you would like to follow in Years 10 and 11, you will complete an options form indicating your choices. All students in Year 9 will have an interview to ensure that your choices of subjects are well matched to your ability.

When making choices, it is important to think carefully about your future career aspirations and potential future courses Post-16.

A Level courses require GCSE grades between 9-5. We will do our best to give students their first choices, but if this is not possible, we will discuss alternative options with you before a final decision is made.

# WHAT OPTIONS ARE AVAILABLE?



All students are asked to choose one subject to study from the English Baccalaureate block. Students then select 4 other options and must rank order those 4 in order of preference.

The English Baccalaureate option block contains all of the EBacc subjects including Modern Foreign Languages (French and Spanish), Humanities subjects (Geography and History) and Computing. Students must select one of these subjects.

All students in Year 9 have followed either History or Geography and either French or Spanish since September. If students wish to continue to study a Humanity and/or a Modern Foreign language it must be the subject they have studied in Year 9. Students can study a Humanity and a Modern Foreign Language by opting for one in the Ebacc block and the other one as one of their 4 other option choices.

The EBacc consists of GCSEs that are considered to be rigorous courses, which provide a strong academic foundation for future study. Students that have ambitions to go to one of the top universities, often referred to as the Russell Group Universities, should consider selecting the full suite of EBacc subjects. In addition to English, mathematics and Science, this means studying one Modern Foreign Language (French or Spanish) together with at least one Humanity (Geography or History). Whilst not essential, these traditional GCSE subjects are generally highly regarded by the top universities and each student is encouraged to choose both a Humanity and Modern

Foreign Language where possible. The EBacc subjects also keep students' career choices open as the skills acquired lend themselves to a wide range of further study and vocational opportunities.

In addition to the Ebacc choices, we ask students to make 4 other subject choices from the extensive range of GCSEs and Vocational BTEC and OCR courses. All the GCSEs and Vocational Courses on offer are Level 2 qualifications and will allow access on to Post 16 Level 3 qualifications and Level 2 Apprenticeships.

Students will rank order their 4 choices 1 to 4, with 1 being their first preferred subject choice. The school will then design each student's programme of study based on their options but cannot guarantee their choices as this depends on a range of factors. If we are not able to provide a programme of study in line with the student's preferred options we will consult with both student and parent/guardian as soon as possible.

We hope you find the course descriptions in this booklet useful. If you or your parents would like to talk through your choices with a member of staff following the 14-19 Curriculum Evening, please contact Mr Preece (Head of Year 9) or Mr Higginson (Senior Assistant Headteacher).

Whilst we have endeavoured to include an accurate list of approved qualifications at the time of publication, the DfE has yet to publish a finalised list and therefore some courses may be subject to change.

# POST 16 OPPORTUNITIES



The courses we offer to students in Years 10 and 11 allow clear progression to qualifications in Post-16 education.

In the Sixth Form we run courses at A Level in 24 subjects, including many studied at GCSE. There are also a range of new subjects that link to our GCSEs and allow students to broaden their academic horizons and understanding in areas such as the Arts, Science and Social Sciences.

Alongside A Levels, we offer a range of BTEC courses. These qualifications carry the same UCAS tariffs as A Levels and are accepted in university applications. These courses are assessed differently, with 75% of the marks coming from coursework and 25% by exam.

We offer a One Year programme for students who are not quite ready for Level 3 study. This course offers a range of subjects to study at Level 2, as well as Maths and English GCSE resit opportunities.

Our Futures Programme gives every Sixth Form student the chance to follow courses of particular interest to them. We encourage our students to enhance their qualifications by studying for the Extended Project Qualification and take on Leadership roles. We run

specialised courses for students wishing to apply for Oxford and Cambridge, as well as Medicine, Dentistry, Science and Teaching courses at university. Work Experience is available throughout the year, and there is a dedicated week for students to go into the work place or gain wider academic experience in the final week of the summer term. Students can gain a recognised First Aid qualification and the ECDL as well as complete the Open University short course scheme.

Able sportsmen and women are given the opportunity to represent the school in a range of sports and enjoy regular fixtures against other Sixth Forms and colleges. The Future Sports Science programme equips our students with the skills and breadth of experience to apply for degree courses in this area.

The Sixth Form is a vibrant and welcoming environment where students are challenged and supported to fulfil their potential. Your choices this year are the first step in preparing for Sixth Form study.

Enrolling as a member of the Sixth Form opens up a number of extra-curricular opportunities. Many of our students take their Duke of Edinburgh Gold Award, train as Peer Mentors or become



House Captains and V Inspired Volunteers.

Students quickly progress onto the Outdoor Leadership Programme and Winter Mountaineering Skills course. Our Senior Students lead the student body, organising school events and productions and representing the school in the wider community.

The Head of Sixth Form and the team of Tutors are always pleased to answer any questions you may have about course opportunities Post-16.

POST 16 Courses at Tretherras include:

Art, Biology, Business Studies; Chemistry; Computing; Drama and Theatre Studies; Economics; English Language English Literature; French; Geography; History; ICT; Mathematics; Media Studies; Music; OCR Applied Science (available as a single or double award); Philosophy and Ethics; Physical Education & Sports Studies; Physics; Photography; Psychology; Sociology; Spanish; Cambridge Technical Diploma in Sport Triple Award; BTEC Health and Social Care; BTEC Business & Communications; OCR National Travel & Tourism; BTEC Work Related Studies; Further Mathematics; Mathematics.

# CAREERS GUIDANCE



**Careers  
Co-ordinator**  
Mrs S Jeffery



The Careers provision for Years 10 to 13 aims to give all students opportunities to:

- Understand themselves and know their capabilities
- Investigate education, training and career opportunities
- Implement their career plans
- These objectives are achieved through:
  - Assemblies and form time activities where students discuss and analyse career ideas, and write CVs with their form tutors
  - The SMSC programme which helps students to understand what motivates them, with particular reference to their future careers
  - Our annual Careers Fayre which all students are encouraged to attend to allow them to talk to prospective employers from a wide range of different careers
  - Work Experience in Year 10 & 12

The school Library has an extensive selection of books and other resources in the Careers section. Where there are any individual queries or problems related to careers, the students are encouraged to see Mrs Jeffery in room Y5 for specialised and tailored advice.

During Year 11, students will be given a mock interview with an external employer to give them an experience of interviews. They will also be given the opportunity to have a one to one interview with our independent Careers Adviser, Jenny Brooks, from Careers4U where they will come up with an individual action plan for their future.

Questions relating to the Sixth Form and specific queries relating to Higher Education should be referred to Mr A Booth Lead Co-ordinator of Sixth Form.

Both parents and students are encouraged to visit the Careers section of the NT website and follow the links to get more information, advice and guidance about future options.

**Careers guidance is something which we value highly at Newquay Tretherras and it is essential that everyone makes full use of it. It is an area in which parental support and interest are vital.**

# WORK EXPERIENCE



**Work Experience  
Co-ordinator  
Mrs N Nicholas**



Work Experience is undertaken by all students in Year 10. The aim of Work Experience is to help students with their career choice, develop a better awareness of the demands of the world of work, give an experience of working with teams of adults and improve personal skills.

In preparation for Work Experience, students will be able to take into account their possible career path when deciding on a suitable placement. For students unsure of their career plans at this stage, there will be guidance and counselling to help them identify an appropriate type of placement. The school already has contact with a considerable number of Work Experience providers in the local community, but students will be encouraged and helped in finding their own placements if they so wish. All placements will, however, be monitored by school staff to ensure that they comply with Cornwall Council's guidelines on Work Experience.

Linked to the Work Experience there will be exercises designed to develop job application skills. Students will keep a diary of their experiences and will be thoroughly briefed and de-briefed by employers and school staff.

Work Experience takes place in July and is for one week, Monday to Friday.

On successful completion of the Work Experience week, students are issued with a certificate of achievement.

# SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

COMPULSORY SUBJECT AREA



**SMSC Department  
Lead Teacher**  
Mr G Jones



This last stage of the five year SMSC course is taken by all students.

The whole programme aims to help students to learn to take responsibility for themselves and develop skills of social responsibility with others. It links with the Work Experience and Careers Development programmes to help students make important decisions for their future.

## **Course Content:**

Year 10 students explore a range of local, national and global issues and consider how the things that happen in other countries can impact their lives in the UK.

They explore the five core British Values in depth, related to real and current situations, and the students explore what these core values might mean to them. They also explore a range of international issues as part of the school's Anti-Extremism work, and explore how attitudes around the world can impact upon life in the UK. They consider the factors that influence career choice and develop the necessary skills for researching personal career interests as they prepare for their Work Experience placement.

They also look in depth at the responsibilities of sexual relationships, in line with the school's written Policy on Relationships and Sex Education (RSE). In addition, all students participate in some modules of Religious and Spiritual Education.

Year 11 students aim to engage in active preparation for their lives after completion of their GCSE courses, whether coming back to Sixth Form or attending a local college.

They look in greater detail at issues relating to both British Values and Anti-Extremism, and they continue detailed modules in both RSE and Drugs/Alcohol education. Students will explore the options open to them for their Post-16 education (including Apprenticeships in addition to further education qualifications). The course includes work on writing applications and developing interview skills. They undertake a review of active revision skills in preparation for examinations. Also, a programme of "Money Matters" deals with aspects such as Financial Services, Income Tax and National Insurance, and Personal Budgeting.

## **Teaching & Assessment:**

This course is delivered as part of the school's overall outstanding programme in Spiritual, Moral, Social and Cultural Development to prepare them for the realities of life after GCSE education. There are obvious links with the Work Experience programme in Year 10. We also work closely with the South West Careers service team, who provide careers and other advisory services, as part of the school's Independent Advice and Guidance programme. We work with outside agencies, such as the Brook Advisory Service, who contribute to our programme of RSE. We offer no formal qualifications because we believe in the importance of developing students' knowledge and skills necessary to cope with the varying demands of real life after they have finished their compulsory education.

# PHYSICAL EDUCATION (General)

COMPULSORY SUBJECT AREA



**P.E. Department  
Lead Teacher  
Mr C Richards**



Through Physical Education, we contribute towards the balanced development of personality, mind and physique, providing scope for self-expression and social sporting attributes, as well as a sense of understanding and appreciation of others.

## **Course Structure:**

All students have two periods a fortnight. They follow the National Curriculum for P.E. where emphasis is on skills based learning, the implementation of these skills in competitive situations and understanding concepts and rules of each activity.

Throughout the two years students will experience a range of both competitive and recreational activities.

We aim for each student to plan and perform their own fitness programme and be able to work safely within a gym environment.

It is also our aim to give each student the opportunity to continue experiencing a variety of roles in activities covered.

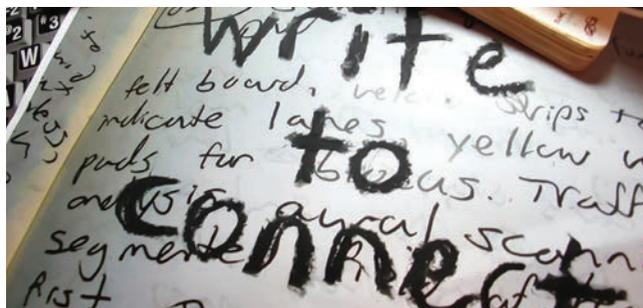
The activities delivered focus on maximising participation and involvement along with introducing students to alternative types of physical activities to encourage lifelong active participation.

## **Activities include:**

- Aerobics
- Dance
- Badminton
- Basketball
- Cricket
- HRE
- Hockey
- Table Tennis
- Netball
- Rounders
- Football
- Softball
- Tennis
- Rugby
- Athletics
- Cycling
- Swimming
- Box Exercise
- Dance Aerobics
- Weight Training
- Rackets
- Trampoline
- Rock Climbing
- Volleyball
- Yoga
- Indoor Bowling.

# ENGLISH LANGUAGE & LITERATURE

COMPULSORY SUBJECT AREA



English Department:

**Director of English**  
Miss G Harries

**Lead Teacher**  
Mrs R Trevarthen

**General Certificate in  
Secondary Education**  
AQA

English as a subject is an essential qualification for most careers and is a core National Curriculum subject. All students will sit examinations in both English Language and English Literature and are taught in ability groups.

As part of the course, students will develop numerous transferable skills, such as communication, creativity, analysis and written expression. Classes are lively and engaging, and students are encouraged to develop their independent ideas.

## Course Structure:

From 2015, English will be assessed via examination only. Students will sit all of their exams at the end of Year 11. Student begin to prepare for these exams in Year 9.

## GCSE English Language

All texts within these examinations are unseen.

**Paper 1: Explorations in Creative Reading and Writing (50%)**

Reading of an unseen literature text.  
Descriptive and narrative writing.

**Paper 2: Writers' Viewpoints and Perspectives (50%)**

Reading of one non-fiction and one literary non-fiction text.  
Writing to express a viewpoint.

*Students will also be assessed for their speaking and listening skills as part of this course, but this will be certified separately to the GCSE.*

## English Literature

**Paper One: Shakespeare and the 19th Century Novel (40%)**

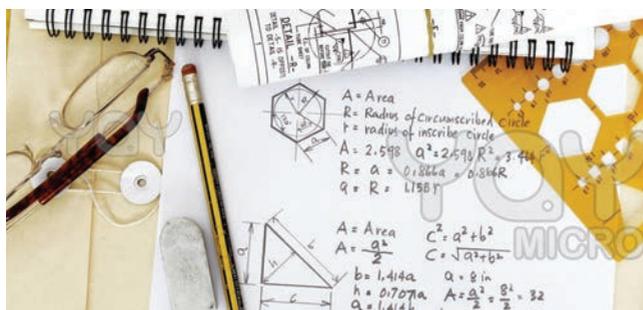
**Paper Two: Modern Texts and Poetry (60%)**

It is advised that students purchase copies of texts to support their preparations. These can be purchased via Parent Pay. More details about text bundles can be found at:

[www.tretherras.net/text-bundles/](http://www.tretherras.net/text-bundles/)

# MATHEMATICS

COMPULSORY SUBJECT AREA



**Maths Department:**

**Director of Mathematics**  
Ms R Roelofse

**Lead Teacher**  
Mr P Dixon

**General Certificate in  
Secondary Education**  
OCR Higher  
AQA Foundation

**The course aims to:**

- Develop a student's mathematical knowledge, oral, mental and practical skills
- Apply Mathematics in everyday situations
- Solve problems
- Use Mathematics as a means of communication
- Develop an ability to apply Mathematics to other subjects in the curriculum
- Appreciate patterns and relationships in Mathematics
- Acquire a foundation appropriate to further Mathematics and other disciplines.

**Course Structure:**

Students at Newquay Tretherras have a continuous learning path from Year 7 to Year 11. They will sit an official GCSE exam at the end of Year 11. All students will study those aspects of the GCSE course specification that are appropriate to their ability and will be given the opportunity to access harder work according to their progress.

Higher students will follow the new OCR 9-1 specification at GCSE. Foundation students currently follow the new AQA 9-1 specification at GCSE. From 2017, all students will be awarded a grade 9-1 in the place of the old A\* - G at GCSE. All students entered for Maths will have access to a Grade 5 which will be the new national benchmark.

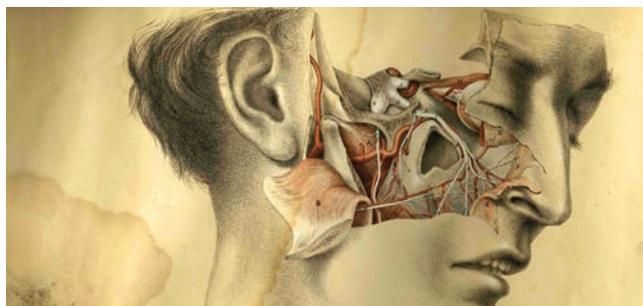
High achieving students may have the opportunity to study for a Certificate in Further Maths alongside their GCSE Maths. This will offer them stretch and challenge and prepare them for Post-16 Maths. There may also be the chance to sit GCSE Statistics.

Homework will be set regularly, usually once a week and most of the work set will be online using MyMaths. Parents can access this themselves at home and it is hoped that parents will support the department in seeing that homework is completed on time and to a high standard.

In order to take full advantage of their Maths lessons, students must make sure they are fully equipped. The GCSE now consists of two calculator papers and one non-calculator paper. The extra focus on calculator techniques that is now a part of the new 9-1 Maths GCSE emphasises the importance of all students having a scientific calculator for all lessons. Calculators and maths sets can be purchased from the Maths Department at a reduced rate.

# COMBINED SCIENCE

COMPULSORY SUBJECT AREA  
Ebacc SUBJECT



Through Science, students understand how major scientific ideas contribute to technological change impacting on industry, business and medicine and improving the quality of life.

They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

## Teaching & Assessment:

Students start their GCSE Science course in Year 9 and continue their studies until the end of Year 11 when they will then gain two GCSE qualifications.

The course is divided into 3 sections, for each of the sciences: Biology, Chemistry and Physics. Students will be taught by specialist teachers for each science subject.

Students will be examined in 6 externally set papers at the end of Year 11. The assessments are tiered so that students can be entered for the level which best suits their ability. The external exams are set and marked by the exam board.

Investigative skills will be developed by embedding practical work in the teaching of the theory and students will be assessed on these skills within the 6 examinations at the end of Year 11.

Director of Science  
Mr A Saundry

**General Certificate in  
Secondary Education  
EDEXCEL**

External Assessments (All 1  
hour 10 minutes – 60 marks)

**Paper 1:** Biology 1

**Paper 2:** Biology 2

**Paper 3:** Chemistry 1

**Paper 4:** Chemistry 2

**Paper 5:** Physics 1

**Paper 6:** Physics 2

Following on from GCSE, these courses lay an appropriate foundation for further study of Science subjects Post-16: Subjects such as AS/A Level in Biology Chemistry, Physics and Applied Science.

# THE THREE SEPARATE SCIENCES: Biology, Chemistry & Physics

COMPULSORY SUBJECT AREA  
Ebacc SUBJECT



The course offers students an opportunity to study further topics in each of the 3 subjects and is designed for learners who are identified as having a high aptitude and work ethic within science.

## Teaching & Assessment:

Biology, Chemistry and Physics are three separate GCSEs and this will NOT affect option choices. Students will be identified and selected to sit exams covering a wider range of content, which will then give them a separate GCSE grade for each Science subject.

The course is divided into 3 sections, for each of the Sciences: Biology, Chemistry and Physics. Students will be taught by specialist teachers for each science subject. Students will be examined in 6 externally set papers at the end of Year 11. The assessments are tiered so that students can be entered for the level which best suits their ability. The external exams are set and marked by the exam board.

Investigative skills will be developed by embedding practical work in the teaching of the theory and students will be assessed on these skills within the 6 examinations at the end of Year 11.

**Director of Science**  
Mr A Saundry

**Lead teacher of Biology:**  
Mr B Preston

**Lead teacher of Chemistry:**  
Mr S Riley

**Lead teacher of Physics:**  
Mrs K Barnes

## External Assessments (All 1 hour 45 minutes – 100 marks)

### Biology

Paper 1: Biology 1  
Paper 2: Biology 2

### Chemistry

Paper 1: Chemistry 1  
Paper 2: Chemistry 2

### Physics

Paper 1: Physics 1  
Paper 2: Physics 2

The terminal examinations are externally set and marked by the exam board. The three Sciences are an excellent foundation for AS/A Level studies in Biology, Chemistry, Physics and all other scientific disciplines.

# COMPUTING SCIENCE

COMPULSORY SUBJECT AREA  
OPEN OPTION



**Computing**  
**Lead Teacher**  
Mr E Attwell

**General Certificate in  
Secondary Education  
Computing**

**Why choose OCR GCSE  
Computing?**

**A modern course for a  
modern world.**

Learners will no doubt already have some knowledge of computers and related areas. As a Science EBacc subject, the course will give them an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, they will investigate computer programming, which many learners find interesting.

**The fun of computing.**

Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many it will be a fun and an interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

**Looking to the future.**

There is very high demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken GCSE Computer Science and then progress to study the subject at A Level or University will have sound underpinning knowledge of this subject area. Excellent well paid opportunities exist within the Industry, with a massive shortage of skilled staff. Qualified Computer Science graduates are able to choose exciting careers within areas such as Investment Banking, Finance, Artificial Intelligence, IT Project Management, Cyber Security and Business Analysis.

**The OCR GCSE in Computing  
comprises three units:**

**Unit 01**

**Computer Systems  
40% (External Exam)**

Systems Architecture; Memory; Storage; Wired and Wireless Networks; Network topologies; protocols and layers; System security; System software; Ethical; legal; cultural and environmental concerns

**Unit 02**

**Computational Thinking,  
Algorithms and Programming  
40% (External Exam)**

Algorithms, Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages; Data representation.

**Unit 03**

**Programming Project  
20% (Non Exam Assessment)**

Programming techniques; Analysis; Design; Development; Testing and evaluation and conclusions

# GEOGRAPHY

COMPULSORY SUBJECT AREA  
OPEN OPTION



**Geography**  
**Lead Teacher**  
Mrs J King

**General Certificate in  
Secondary Education**  
Eduqas

## **Eduqas GCSE (9-1)**

### **Geography Specification**

A offers an enquiry-based approach to contemporary geographical and environmental issues ranging from a local to global scale. This course will allow you to develop as an independent learner, and a critical and reflective thinker.

### **The course covers 3**

#### **Geographical Components:**

#### **1 Changing Physical and**

**Human Landscapes:** Studying ideas such as Landscapes and Physical Processes (including Rivers and Coasts), Rural-urban Links (including population and global cities) and Tectonic Landscapes and Hazards (Volcanoes, Earthquakes and Tsunamis).

#### **2 Environmental and Development Issues:**

Investigating concepts such as Weather, Climate and Ecosystems (including Climate Change, Hurricanes and Tropical Rainforests), Development and Resource Issues (Inequality, Globalisation, Fair Trade and Water Security) and Social Development (including Child Labour and Health Issues: HIV and Malaria)

#### **3 Applied Fieldwork and**

**Decision Making:** Applying your knowledge and understanding of the fieldwork enquiry process and applying these concepts to new situations, including a Decision Making activity linked to topics from Components 1 and 2.

#### **Take your Learning Outdoors**

Fieldwork is at the heart of this specification. You will carry out a minimum of 2 full days of fieldwork: one Human (Urban/Rural) and one Physical (Coasts/Rivers), with the additional option to go on a longer residential fieldtrip. You will follow an enquiry process to explore a range of Fieldwork methods and concepts. This will enable you to apply your learning to the real world through out-of-classroom learning.

#### **Geographical Skills**

Throughout the course you will develop a range of skills; selecting and interpreting maps, graphs and information, as well as using numerical and statistical techniques to explore Geographical data.

**You will enjoy this course if you want to study a subject that:**

- Is modern and forward thinking
- Gets you outdoors!
- Develops a full range of skills that will be useful in your other subjects you study e.g. Science and Maths
- Helps you make decisions

**How will I be assessed?** There are 3 examinations.

#### **Component 1:**

Written examination:  
Changing Physical and Human Landscapes  
1 hour 30 minutes 35%

#### **Component 2:**

Environmental and Development Issues  
Written examination:  
1 hour 30 minutes 35%

#### **Component 3:**

Applied Fieldwork Enquiry  
Written examination:  
1 hour 30 minutes 30%

There is no Controlled Assessment (Coursework) in this subject

## History Department Lead Teacher

Mrs S Scherewode

## General Certificate in Secondary Education EDEXCEL

### Teaching & Assessment:

#### Exam Paper 1:

30% 1h 15mins  
Warfare and Society and  
London Blitz - Sources and  
Knowledge

#### Exam Paper 2:

40% 1h 45 mins  
Superpower Relations  
Anglo-Saxon and Norman  
England - Significance and  
Evaluation

#### Exam Paper 3:

30% 1h 20 mins  
Weimar and Nazi Germany -  
Interpretations



GCSE History covers a wide period of History that encourages students to better understand the modern world, and develop skills to consider and challenge different interpretations of the past, giving them confidence and the ability to consider different interpretations of the present.

Students have the opportunity to explore a wide range of concepts and ideas to evaluate their significance including the role of Nazi Germany; the impact of Warfare on Britain; the tension between USA and the USSR after WW2 and the impact of the Norman Conquest on England. GCSE History explores the impact of individuals, events and ideologies and their significance in shaping and explaining the world today. Students will develop their skills of critical evaluation of sources and use ideas to reach considered judgments and conclusions. The course will suit students with an enquiring mind, interested in the world around them and explore world changing ideas.

### The course looks at four topics:

1. Warfare and British Society 1250-present AND London in Second World War 1939-45: (Source based)
2. Superpower Relations and the Cold War 1941-1991 (Berlin Wall and Cuban Missile Crisis, Fall of communism)
3. British Depth Study of Anglo Saxon and Norman England 1066-88
4. Weimar Germany and Nazi Germany 1918-39

# MODERN FOREIGN LANGUAGES

## French & Spanish

COMPULSORY SUBJECT AREA  
OPEN OPTION

MFL Department  
Lead Teacher  
Miss E Powell

General Certificate in  
Secondary Education  
AQA



When you study a GCSE language you build on the four key skills which are developed in KS3: Speaking, Reading, Listening and Writing. However, at GCSE students will have the opportunity to use language more creatively and independently. We study a variety of topic areas and incorporate the teaching of grammar to boost students' knowledge of the language structure and ability to use it more independently.

Languages are not just a school subject; they are a life skill that can be put to good use for work and leisure in the future. A language qualification is also generally very well thought of by colleges, universities and employers.

In choosing a language at GCSE, students will need to opt for the language they are currently studying in Year 9, unless they have attended the After School Spanish option in which case, they can choose between the 2 languages or can opt to study both.

### Course Structure:

The 3 broad topic areas studied are titled:

- Identity and culture
- Local, National and Global areas of interest
- Current and future study and employment.

A number of topics within these broad areas are things we have touched upon in KS3 such as sports, food and drink and school life so students will be able to use their current knowledge as a basis for further learning. The skill areas are assessed individually and have equal weighting.

### Teaching:

As the topic areas are delivered all four skills will be taught and practised in lessons and through homework tasks. Students will develop their grammatical knowledge and will be consistently working to broaden their vocabulary. Lessons are a similar style to KS3 with students being encouraged to take an active role in lessons. Regular learning of vocabulary will be a vital part of the course to ensure students are well prepared for the exams. Teaching aims to give students

the necessary skills to produce and adapt language for themselves which will be vital in the final exams.

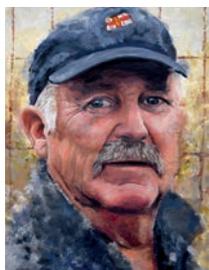
### Assessment:

Each of the skill areas are tested through separate assessments. There will be separate exams for each of the 4 skill areas in the Year 11 summer exam period. Each skill provides 25% of the final grade awarded. Students can be entered for either Foundation or Higher Tier exams according to their ability and target grades.

Speaking will be assessed in April / May of Year 11 in a one to one oral exam with the class teacher in exam conditions. The writing exam will require students to produce some short responses but also extended pieces of writing of up to approximately 150 words in response to prescribed tasks such as letter writing, emails, web pages or promotions. The use of dictionaries is not permitted in any element of the exam. Students will also be taught to develop their translation skills in order to complete translations from the foreign language into English and vice versa.

# ART

OPEN OPTION



**Art Department**  
**Lead Teacher**  
Mr P Strugnell

**General Certificate in**  
**Secondary Education**  
AQA - Art & Design

Here at Tretherras we offer a wide range of opportunities and experiences for students within Art. We believe it is important to offer a range of processes and techniques for students to explore everything from traditional Drawing and Painting, Ceramics, Sculpture, Print making, Photography and Digital Art.

Underpinning our courses and projects is the importance of introducing students to the multitude of influences out there in the world of Art today: from historical to contemporary, local to global, the world of Art is changing and evolving. We want our Art Department and our students' work to reflect that.

### Course Structure:

Coursework Unit = 60% marks. Produced in class and homework time during Year 10 and 11. From September 2017 through to January in 2019.

Exam Unit of work - 40% marks, 10 weeks of preparation, starting 1st January 2019 concluding in a 10 hour practical exam sat over 2 days at the end of April 2019.

### Teaching & Assessment:

Students will initially be led through a series of skills based lessons teaching them how to research artists and explore ways of recording through Drawing, Painting, Photography and other appropriate techniques.

They will be taught how to develop their initial ideas through a range of creative processes, to produce a personal outcome. As the course progresses students will have more freedom of choice in their own creative practice, whilst working within the structure of the 4 assessment objectives.

### A01:

Artist research. Develop ideas informed by the work of others.

### A02:

Explore ideas and art materials, experiment and refine

### A03:

Record from observation. (Drawing, Photography, annotations, etc.)

### A04:

Produce a personal outcome (Painting, Sculpture, Print etc.)

Each assessment objective accounts for 25% of the student's grade.

All classwork and homework set is assessed as part of the student's coursework or exam work and overall grade.

Work is assessed throughout both coursework and exam units internally by department staff with opportunities for students to respond to the feedback and improve their grades. A sample of the work is then moderated by AQA.

# DRAMA

OPEN OPTION

**Drama Department  
Lead Teacher**  
Mrs C Halford

**General Certificate in  
Secondary Education**  
AQA Drama



Drama allows students to develop critical skills in collaboration and communication whilst working in a creative environment. Students get to develop their own piece of theatre as well as exploring different texts. We explore a wide range of topics and styles from farce to issue based drama. There is also the option to develop skills as a theatre technician if students choose to do so. It is an opportunity for students to learn in an active way, exploring and analysing with their peers and creating performances.

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course.

## Subject content:

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for GCSE Drama is divided into three components:

1. Understanding Drama
2. Devising Drama
3. Texts in practice

Guidance is also provided on the theatrical skills students will need to work on.

In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

## Assessments:

### Component 1: Understanding Drama

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

### Component 2: Devising Drama (practical)

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

### Component 3: Texts in practice (practical)

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

*Our results for drama were in the top 10% of the country according to ALPS.*



# MEDIA

OPEN OPTION

Media Department  
Lead Teacher  
Mr G Butterworth

General Certificate in  
Secondary Education  
EDUQAS



The media is an ubiquitous part of modern society.

The average teenager will spend around six hours per day consuming media of one form or another.

Media Studies provides an opportunity for pupils to develop their understanding of the media landscape and analyse how a range of media texts are constructed, including; music videos, advertisements, television programmes, magazines, news media, computer games and web content. Media Studies is designed to widen the intellectual horizons of the learner through the analysis of a wide range of media forms and contexts. It will enable students to develop a wider understanding and appreciation of the media in both historical and contemporary contexts.

The course also offers students opportunities to develop practical media skills with a range of digital technologies; video editing and advertisement design being just two examples.

## Teaching & Assessment:

### Unit 1

#### Exam 70%

A range of media industries and media texts will be studied. Learners will explore the range of media forms to exemplify media industry issues demonstrating their knowledge and understanding of the theoretical framework (media language, representation, audiences and media industries) as it applies to each form.

### Unit 2

#### Controlled Assessment 30%

Creating Media. Learners will create media products through applying knowledge and understanding of media language and representation to express and communicate meaning to an intended audience.

# MUSIC

OPEN OPTION

**Music Department  
Lead Teacher**  
Mrs R Knight

**General Certificate in  
Secondary Education**  
AQA



GCSE Music is suitable for any student who enjoys making music whether it is rock, classical, jazz or any other style. Enthusiasm for the subject is the number one priority!

The GCSE course continues to develop students' skills in the areas of performing, composing, listening and appraising. Much of the course is based on practical work where students develop their skills within Popular, Classical and Traditional music.

Although it is not essential to receive instrumental lessons on your own instrument, they are extremely beneficial as they provide additional support for the performance side of the course.

Students on the course will be expected to be involved in regular musical activities outside of the classroom and may be asked to support musical ensembles within the department.

## **30% - Performing Music**

Candidates offer one individual solo performance on their instrument (or voice) and one group performance. The recordings can be made at any time during the course.

## **30% - Composing Music**

Candidates compose two pieces. One linked to a brief and one free composition. This is the main coursework element to the course.

## **40% - Understanding Music** (1 hour 30 minute Written Examination)

This is the listening exam set in the summer of Year 11. Students must respond to questions based on short musical excerpts drawing on music from Popular, Classical and Traditional music.

# PHOTOGRAPHY

## Lens Based Media

OPEN OPTION



**Art Department**  
**Lead Teacher**  
Mr P Strugnell

**General Certificate in  
Secondary Education**  
AQA - Art & Design

Here at Tretherras we offer a wide range of opportunities and experiences for students within Photography. We believe it is important to offer a range of processes and techniques for students to explore. Students will use Digital SLRs, Apple Mac computers and Photoshop, Darkroom, Wet Based Processes and fine art mixed media techniques. Increasingly students are choosing to explore video and animation on this course also.

Underpinning our courses and projects is the importance of introducing students to the multitude of influences out there in the world of Art and Photography today: from historical to contemporary, local to global, the world of art and photography is changing and evolving and we want our art department and our students' work to reflect that.

### Course Structure:

Coursework Unit = 60% marks. Produced in class and homework time during Year 10 and 11. From September 2017 through to January in 2019.

Exam Unit of work - 40% marks, 10 weeks of preparation, starting 1st January 2019 concluding in a 10 hour practical exam sat over 2 days at the end of April 2019.

### Teaching & Assessment:

Students will initially be led through a series of skills based lessons teaching them how to research artists and explore ways of recording imagery through the digital camera. They will be taught how to develop their initial ideas and edit images through the use of digital manipulation using Photoshop. They will explore the creative process of Photography to produce a personal outcome.

As the course progresses students will have more freedom of choice in their own creative practice

whilst working within the structure of the 4 assessment objectives.

**A01:**  
Artist research. Develop ideas informed by the work of others.

**A02:**  
Explore ideas and materials, experiment and refine.

**A03:**  
Record from observation. (Taking photos, recording video, etc.)

**A04:**  
Produce a personal outcome (photographs, videos, etc.)

Each assessment objective accounts for 25% of the student's grade.

All classwork and homework set is assessed as part of the student's coursework or exam work and overall grade.

Work is assessed throughout both coursework and exam units, internally by department staff with opportunities for students to respond to the feedback and improve their grades. A sample of the work is then moderated by AQA.

# PHYSICAL EDUCATION

OPEN OPTION

**P.E. Department**  
**Lead Teacher**  
Mr C Richards

**General Certificate in**  
**Secondary Education**  
AQA



The aim of the course is to provide an insight into all aspects of sport, physical education and further develop students sporting knowledge, skills and understanding.

## **Course Content:**

The course is 60% theory and 40% practical. The theory is examined through two 1 ¼ hour written papers at the end of the course. The theory content has been extended and includes Health & Fitness, factors affecting performance, principles of training, safety, diet, and the methods of training as well as Biomechanics and the role of the major body systems in optimising performance in sport.

It also clarifies the structure of sport in our society and studies aspects such as factors affecting individual performance and participation, the role of the media and sponsorship in sport and how technological developments continue to improve performance.

As 40% of the course is assessed through practical application students' follow a detailed practical programme throughout the course. Each student will be assessed in a range of activities and roles with three selected for final submission; these will consist of one game, one individual activity and one additional. In addition students who are successfully taking part in sports outside of school may also be assessed in these.

## **Progression/Careers:**

This is an excellent introductory course to anyone who is considering a career in sport or leisure industries, as a Teacher or a Coach; Physiotherapist, professional sports person or administrative work in the leisure field. It is also a good foundation course for anyone considering A Level Sport and PE Studies in the Sixth Form.

## **Course Assessment:**

Students will be taught a range of practical activities which they can choose for their final assessment.

Students need to choose 3 activities to be assessed in. These can be from a range of practical activities that we do in lessons or from activities the students pursue.

Students will also be required to complete coursework relating to the analysis of performance in a selected sport. Theory work is continuously assessed with end of topic tests, where we can monitor students' progress towards their final examinations by AQA.

# SOCIOLOGY

OPEN OPTION

**SMSC Department  
Lead Teacher**  
Mr M Thompson

**General Certificate in  
Secondary Education**  
EDUCAS



Sociology is the study of society. It looks at how society is structured and organised and how individuals fit into this.

Sociology is a Humanities subject and requires good literacy skills and the ability to demonstrate skills of analysis, interpretation and evaluation.

Students who have an awareness of the world they live in and are interested in how people interact and function within the world will enjoy this subject.

## **Course Structure:**

### ***Understanding Social Processes***

- Families
- Education
- Sociological research methods

### ***Understanding Social Structure***

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

## **Teaching & Assessment:**

Assessment is fully based on exams students sit at the end of Year 11

Understanding Social Processes – 1 hour 45 minutes – 50%

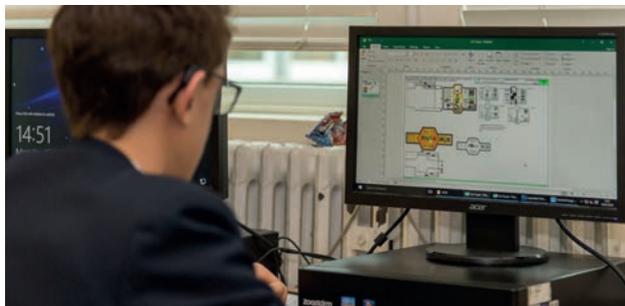
Understanding Social Structure – 1 hour 45 minutes – 50%

# DESIGN & TECHNOLOGY

OPEN OPTION

**D.T. Department**  
**Lead Teacher**  
Miss D Maunder

**GCSE**  
Design and  
Technology



Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

Candidates should have a knowledge and understanding of the processes and techniques which aid manufacture and of the commercial and industrial applications of a range of materials involved in manufacturing their products in quantity.

## **Course Outline:**

### **Core technical principles.**

Candidates will develop an understanding of the broad perspectives of the designed world. They will learn about how products are manufactured in a modern industrial setting. Students will learn how to design and create a range of products using mixed materials.

### **Designing and making principles.**

Candidates will research the work of other designers and apply the main concepts to their own design work. They will investigate the needs of others and understand the impact designs have on the environment. Design skills will include an appreciation of line, shape, form, proportion, colour, movement and texture within a critical awareness of aesthetics and ergonomics.

## **Specialist technical principles.**

The course will cover the following areas of study of materials and their properties.

Paper/card  
Timber based materials  
Textiles

## **Assessment:**

**Unit 1:** Written Paper 50% of total marks. 2 hours  
Candidates answer all questions in two sections using pre-release materials

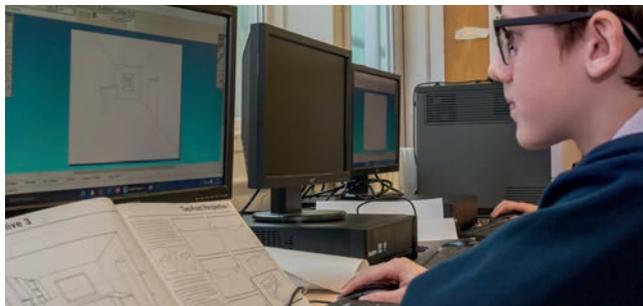
**Unit 2:** Design and Making Practice 50% of total marks  
Approximately 45 hours  
Consists of a single design and make activity selected from a range of board set tasks.

# SMART PRODUCT DESIGN & MANUFACTURE

OPEN OPTION

**D.T. Department**  
**Lead Teacher**  
Miss D Maunder

## BCA LEVEL 2 TECHNICAL AWARD



BCA Smart Product Design and Manufacture (SPDM) Level 2 Technical Award is a GCSE equivalent course. The purpose of the course is to provide pupils with practical technical knowledge, understanding and skills in designing and manufacturing products using contemporary technologies.

Smart Product Design and Manufacture integrates 3D printing, CAD/CAM, coding and microcontrollers. This course helps students to develop and apply real skills in the use of new and emerging technologies.

Students will apply STEM concepts in an engaging way which means pupils learn aspects of maths, engineering and science organically, experiencing each step of the journey from design concept to physical product

### Course Outline:

This course covers three practical units: One on modelling using CAD 2D/3D and traditional materials. One on manufacturing using 3D printer/laser/router and traditional techniques. One on Smart electronics using microcontrollers/programming and sensors.

An example product to be designed and made is an automatic light suitable for use on a bike.

### Assessment:

#### Unit 1: Product Design

Unit 1 teaches design and modelling techniques plus 2D and 3D CAD. Learners apply these skills semi-independently in their own project, which is to design and develop a Smart product prototype.

#### Unit 2: Product Manufacture

Product Manufacture teaches the use of 3D printing and other Computer Aided Manufacture (CAM) tools to produce prototypes rapidly. The unit also shows learners how to embed physical components into

a design so that they can prototype an integrated Smart product.

#### Unit 3: Smart Electronics

Unit 3 covers microcontrollers, digital and analogue inputs, outputs, and sensors. Students learn how to design and program a simple Smart system with an input and an output which they can integrate within a Smart product.

#### Exam:

Students take an exam leading to A\*-C GCSE equivalent grades.

# FOOD AND COOKERY

## Level 1 / Level 2

OPEN OPTION

**D.T. Department**  
**Lead Teacher**  
Miss D Maunder

**NCFE V Certificate**  
Food and Cookery  
Level 1 / Level 2



This qualification is aimed at students with an interest in any aspect of Food and Cooking.

The knowledge and skills gained will provide a secure foundation for careers in the Hospitality and Food Industry.

Throughout the course students will learn how to make a range of food products with an understanding of the need for good quality, well made items.

### Course Outline:

Students will participate in practical tasks at least once a week. These will include making final dishes, taste testing and evaluating products and some theory based lessons looking at the course content. Functions of ingredients and Healthy Eating will be studied.

Students will learn new skills and techniques in a practical environment developing their self-confidence. They will be looking at functions of ingredients so that they will be able to modify recipes accordingly.

### Assessment:

There is an internally assessed portfolio of evidence covering the following 3 units of study.

The course will cover the following five areas of study:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose
- Ensure a safe and hygienic environment

Unit 1- Preparing to cook

Unit 2- Understanding food

Unit 4- To plan and produce dishes in response to a brief

There will also be a written exam based on a balanced diet. (25% of final grade)

# OCR LEVEL 2 NATIONAL IN SPORT

OPEN OPTION

**P.E. Department**  
**Lead Teacher**  
Mr C Richards

## OCR LEVEL 2 NATIONAL IN SPORT



The OCR National in Sport is an excellent practical, work related course delivered both in and out of the classroom.

**Course Structure:**  
Students will complete 4 units in the Sports Science pathway across the course, 2 of which are mandatory and 2 which are optional. Completion of these units leads to the Certificate award.

### **Mandatory Units:**

**Unit RO41:** Reducing the Risk of Sports Injuries (assessed through a 1hr written exam)

**Unit RO42:** Applying Principles of Training

### **Optional Units:**

**Unit RO43:**  
The Body's Response to Physical Activity

**Unit RO44:**  
Sports Psychology

**Unit RO45:**  
Sports Nutrition

**Unit RO46:**  
Technology in Sport

This course prepares young people for careers in a wide range of sporting environments or onto Post-16 sport related courses. For example, a student achieving an OCR Level 2 in Sport may:

- Gain employment as a sports assistant, leisure attendant, coach, lifeguard or gym/ fitness assistant
- Progress on to the Level 3 OCR Sport course in the Sixth Form

### **Methods Of Assessment**

The qualification is equivalent to a GCSE and is awarded as a Pass, Merit, Distinction or Distinction\* grade. With the exception of unit RO41, units are teacher assessed and graded with an overall grade awarded for the qualification upon completion of the four units. Students' evidence for assignments will include group presentations, individual portfolios, participation in activities, witness statements from work place employers and written accounts/research. Students must be able to

work independently, in groups and must be able to meet deadlines.

The OCR Sports Aims:

- Develop knowledge and understanding of sport.
- Develop students' skills directly related to sporting employment situations.
- Develop students' ability to work independently and effectively in a sporting context.
- Enable students to demonstrate skills and knowledge of sport principles, and the practicalities of delivering sports opportunities.

# ENGINEERING MANUFACTURE

OPEN OPTION



**D.T. Department**  
**Lead Teacher**  
Miss D Maunder

**Cambridge National**  
**Certificate Level 1-2**

This course is aimed at learners who wish to study the processes involved in manufacturing new engineered products. Learners are provided with the knowledge and skills required to operate manufacturing tools and equipment used to make products from the requirements of a design specification.

Students will learn the principles of CAM, developing knowledge and skills that enable them to use related software and equipment. They will acquire and be able to apply knowledge relating to the quality control of engineered products when assessing them.

This qualification provides a valuable foundation in engineering manufacture allowing students to continue their studies in engineering via apprenticeships or further education.

## Course Outline:

Each of the 3 assessment tasks will be a written report including some practical tasks.

## Engineering materials, processes and production

- Properties and uses of engineering materials
- Manufacturing processes
- Modern production technologies

## Preparing and planning for manufacture

- Planning of safe working practices
- Reviewing production plans
- Using tools and machines to make prototypes

## Computer Aided Manufacturing

- Planning to use CNC machines, milling machines and routers.
- Interpreting and transferring information from CAD packages and setting up CNC equipment
- Understanding the wider applications of computer controlled processes.

## Quality control of engineered products

- Assessing product quality and quality control
- Causes of waste in manufacturing

## Assessment:

**Written Exam.** 1 hour (25%)

- R109: Engineering materials, processes and production

**3 Centre assessed tasks which are OCR moderated. (25% each)**

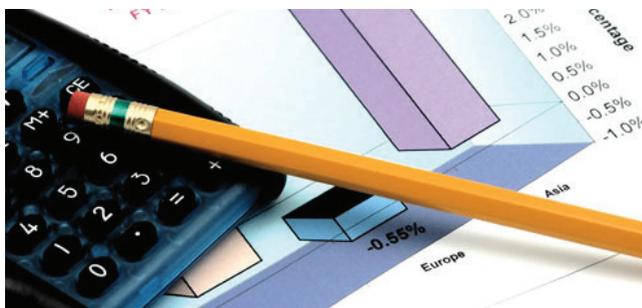
- R110: Preparing and planning for manufacture
- R111: Computer aided manufacturing
- R112: Quality control of engineered products

# BUSINESS STUDIES

OPEN OPTION

**Applied Learning**  
**Lead Teacher**  
Mr D Nicholls

**BTEC Level 1/2 Award**  
**in Business Studies**  
(NQF)



It is unlikely that you will have studied business before taking this course, but that doesn't matter. You might have an interest in business, want to start your own business one day, want to know how businesses are set up, or might want to find out what makes a successful entrepreneur.

Business Studies is both active and enjoyable. You need to be good at communicating and explaining your ideas, and not afraid of learning new things or of working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through your own research and investigation, as well as through practical, hands on tasks.

Business Studies is about more than just learning information in preparation for an exam, it's about learning real skills which will equip you with the ability to set up your own business, progress into the world of work, or simply manage your own money as you progress through life.

## Course Structure:

While studying this course you will be introduced to the world of small businesses, and will look at what makes someone a successful business person. You will find out how a business idea can be developed, how opportunities for new businesses can be spotted, and how you can take that idea and turn it into a successful business. You will learn how to make a business effective and how to manage money well, both for yourself, and within a business. You will also see how the world around us has an impact on businesses, as well as all of the various people involved within it.

## Teaching & Assessment:

During the course you will take 1 on-screen examination, which will normally take place during Year 10 with the opportunity to retake (if needed) in Year 11. The exam element will focus on Business Finance, where you will demonstrate your understanding of the finance concepts which we will cover during lesson time.

After the exam, the course is comprised of coursework assignments, which are completed during class time with the support of your class teacher. These cover a range of topics, including:

- Enterprise in the Business World
- Promoting a Brand
- Principles of Customer Service

Throughout the coursework units, you will have the opportunity to focus on businesses of your choice which you may have a personal connection with, or are simply interested in.

Each unit is weighted equally, splitting the course into 4 25% sections, providing students with a hands on and applied understanding of Business, and how the world of Business works.

# BTEC FIRST CERTIFICATE IN CHILD DEVELOPMENT

VOCATIONAL COURSE

**Applied Learning**  
**Lead Teacher**  
Mr D Nicholls

**BTEC**



This course would be of particular interest to students who would like to follow a career path involving children/early years. It builds on the knowledge, understanding and skills already acquired partly in SMSC and in some aspects of DT Food. The course looks particularly at the development of a child from conception through early years and also has some topics which deal with parenting and adult issues relating to family.

The subject has links with Science in the developmental and biological aspects. Students need to be able to study independently and work on their own initiative. With this qualification students will have access to a range of Further Education, employment and training opportunities including A Levels and other relevant courses in Early Years and Childcare. The course links well with Health and Social Care and Human Biology courses available within this programme.

**Subject Content:**

## **1 Patterns of Child Development:**

This unit aims to develop your knowledge and understanding of child development. You will learn about five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked. External exam 40%

## **2 Promoting Children's Development Through Play:**

By the end of this unit, you will have learnt that play is complex, yet very important to children's learning and development. Coursework 30%

## **3 The Principles of Early Years Practice:**

In this unit you will look at some of the key principles that are reflected in best practice in early years. Coursework 30%

# BTEC FIRST CREATIVE DIGITAL MEDIA PRODUCTION

VOCATIONAL COURSE

**Computing**  
**Head of Department**  
Mr E Attwell

**BTEC First Creative Digital Media Production**  
EDEXCEL



BTECs are vocationally related qualifications, where learners develop knowledge and skills in a work-related context. Skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

BTEC Firsts motivate learners and open doors to progression into further study and responsibility within the workplace.

**The qualification consists of 4 units of equal weighting.**

**Unit 1: Digital Media Sectors and Audiences** – in this unit learners will explore the digital media industry and all five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

**Unit 2: Planning and Pitching a Digital Media Product** – in

this unit learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.

The optional specialist units allow flexibility, as they can be approached in a holistic way. While core units embed the key skills required to produce a digital project, the optional specialist units complement each other alongside this. For example, a learner could plan a production in Unit 2: Planning and Pitching a Digital Media Product, produce a TV commercial in Unit 3: Digital Moving Image Production, and produce an audio soundtrack to go over the TV commercial in Unit 4: Digital Audio Production.

**Unit 4: Digital Audio Production** – in this unit, learners will explore techniques and procedures for recording digital audio in different locations and under different conditions. They will then record audio for a particular digital media product, edit it and review the work.

**Unit 6: Website Production**

– in this unit, learners will explore the technical requirements for website production: how to organise and manage the production of a website, plan and prepare suitable content, and create hyperlinks between Pages.

The qualification has career pathways via apprenticeships and university for further study. IT degrees which this course provides excellent preparation for typically show (upon graduation), near 100% employment for students and average starting salaries of circa £28,000. The course prepares students for exciting, in demand careers such as Graphic Designer, Website Designer, IT Network Professional and IT Security Analyst. Students and parents are welcome to speak with Mr Attwell to discuss this excellent course further.

# LEVEL 2 HEALTH & SOCIAL CARE

VOCATIONAL COURSE

**Applied Learning**  
**Lead Teacher**  
Mr D Nicholls

**Level 2 OCR**  
**Technical Certificate**



This course is designed to develop the knowledge and skills needed in the help and care of people, such as the elderly, children and people with learning disabilities.

The course looks at a variety of care settings including residential homes, schools, day centres and nurseries.

Students need to be able to study independently and work on their own initiative as well as being able to work in a team and have good interpersonal skills.

#### **Units Studied:**

#### ***Unit R021: Essential values of care for use with individuals in care settings.***

The focus of recruitment to the health and social care sector is values. Applicants must demonstrate they can apply values in their professional practice. This unit introduces students to these core values and the rights of individuals accessing health and social care services. It also introduces some of the legislation that students should be aware of and ways in which individuals that use services are protected. This unit is externally assessed through an OCR set and marked 1 hour examination.

#### ***Unit R022: Communicating and working with individuals in health, social care and early years settings***

Communication is an essential skill for all individuals working in health, social care or child care/early years settings. Developing their

communication skills will enable students to understand how to work effectively with individuals in these settings. Students will be introduced to a range of different communication methods and factors that affect communication. They will also explore the impact of personal qualities that contribute to the delivery of effective care, such as patience, empathy and respect. This unit is assessed through an assignment in which students must not only explain communication techniques to others, but demonstrate these in action.

#### ***Unit R023: Understand body systems and disorders.***

This unit will build on the student's knowledge of human biology and develop their understanding of three major systems. They will understand how body systems work, the disorders which affect them and the measurements which are taken and how this data can be interpreted. This unit is assessed through an assignment where students explain how these systems function and also take measurements and interpret the data.

#### ***R029: Understand the nutrients needed for good health.***

You are what you eat and good health is impacted by diet and nutrition. In this unit students will find out about the dietary needs of individuals in different life stages and how to meet the needs of different conditions, including the function that nutrients play. They will also learn about other factors that influence diet such as income,

lifestyle or religion and understand the importance of hygiene in food preparation. As part of their assessment, students will create a dietary plan for individuals with specific dietary needs and prepare an appropriate meal.

#### **Assessment:**

You will complete three pieces of coursework and one, one-hour exam in two years. You can sit the exam in January of Year 11.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The full award from this qualification is graded as Pass, Merit or Distinction.

Your course tutor will set you tasks to complete i.e. investigations. During the course you will need to develop and use your research skills and work independently to ensure that work is completed to deadline.

#### **Progression:**

After successful completion, students may wish to gain employment in the Caring Sector or go into an Apprenticeship Scheme. On achieving a Merit or Distinction students can progress onto a Level 3 OCR Technical in Health and Social Care.

# OUTDOOR LEARNING



Newquay Tretherras has a department dedicated to the provision of Outdoor Learning. We provide opportunities for students to learn through exciting adventurous activities in the great outdoors, strengthening our students' personal development.



The Duke of Edinburgh's Award is a voluntary, non-competitive programme of practical, cultural and adventurous activities. We offer all three progressive levels at Bronze, Silver and Gold, providing challenging expeditions, including by canoe, and provide support with the other sections - Skills, Volunteering and Physical Recreation. At Gold Level, participants also complete a Residential project.

The Duke of Edinburgh's Award is widely regarded as the UK's top non-academic qualification employers and universities will look for!



Head of  
Outdoor Learning  
Mr C Lucas

**V** inspiring a new  
generation of  
young volunteers

V-Inspired is a nationally recognised scheme that enables young people to develop their skills and interests providing service to the community. We are constantly developing new ways for our students to learn from and enjoy the outdoors.

We encourage them to get involved in climbing and kayaking. We have an established Winter Mountaineering Skills course based in the Highlands of Scotland.

Increasingly popular is the Outdoor Leadership programme that teaches the skills of leadership. It provides an ASDAN qualification and demonstrable experience delivering outdoor learning to younger students throughout the year, which has been of significant benefit in University applications.







# NEWQUAY TRETHERRAS

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