



**NEWQUAY TRETHERRAS**

**KEY STAGE 4 CURRICULUM  
PATHWAYS BOOKLET  
2022-2024**

**Options Evening  
17<sup>th</sup> February 2022**

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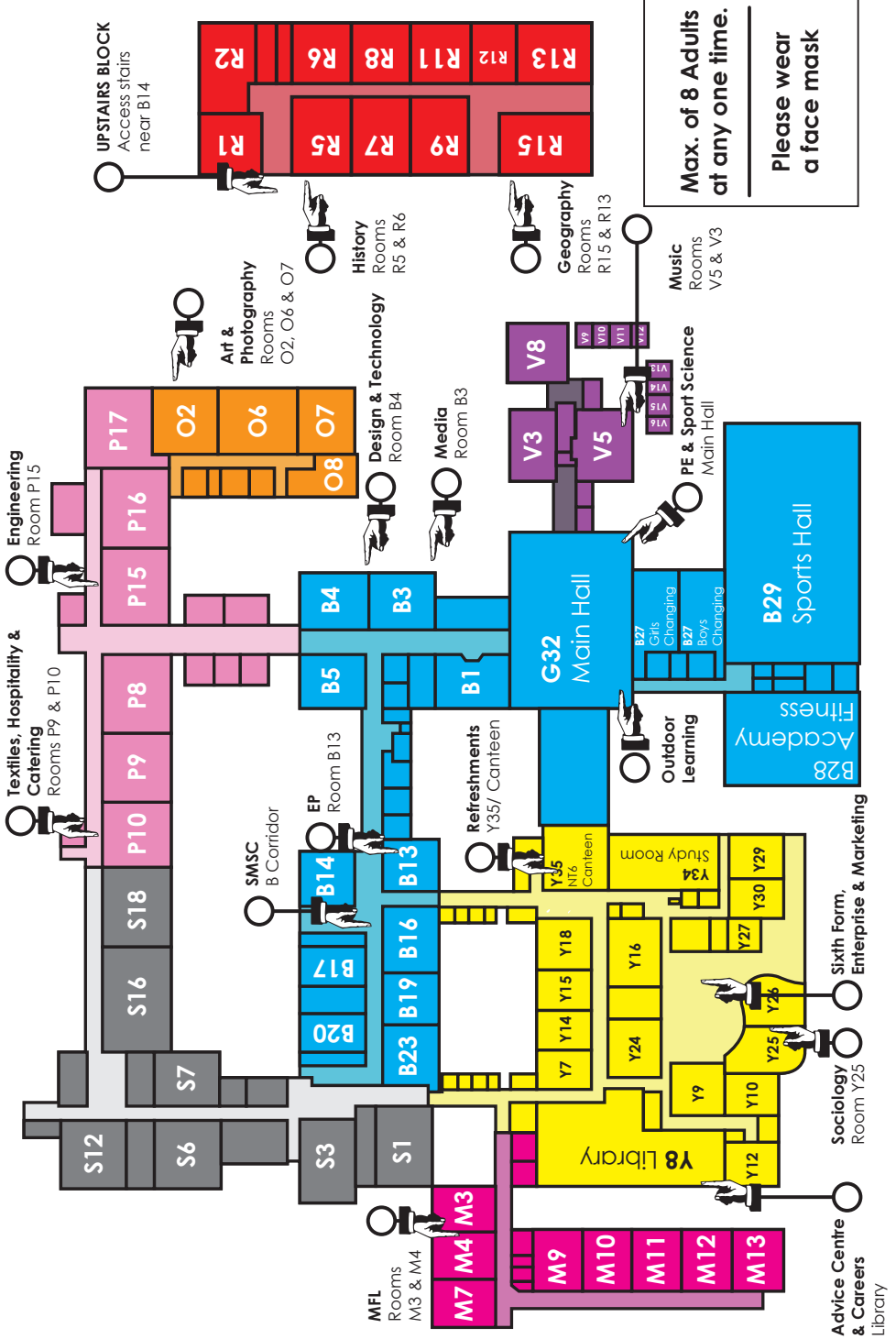
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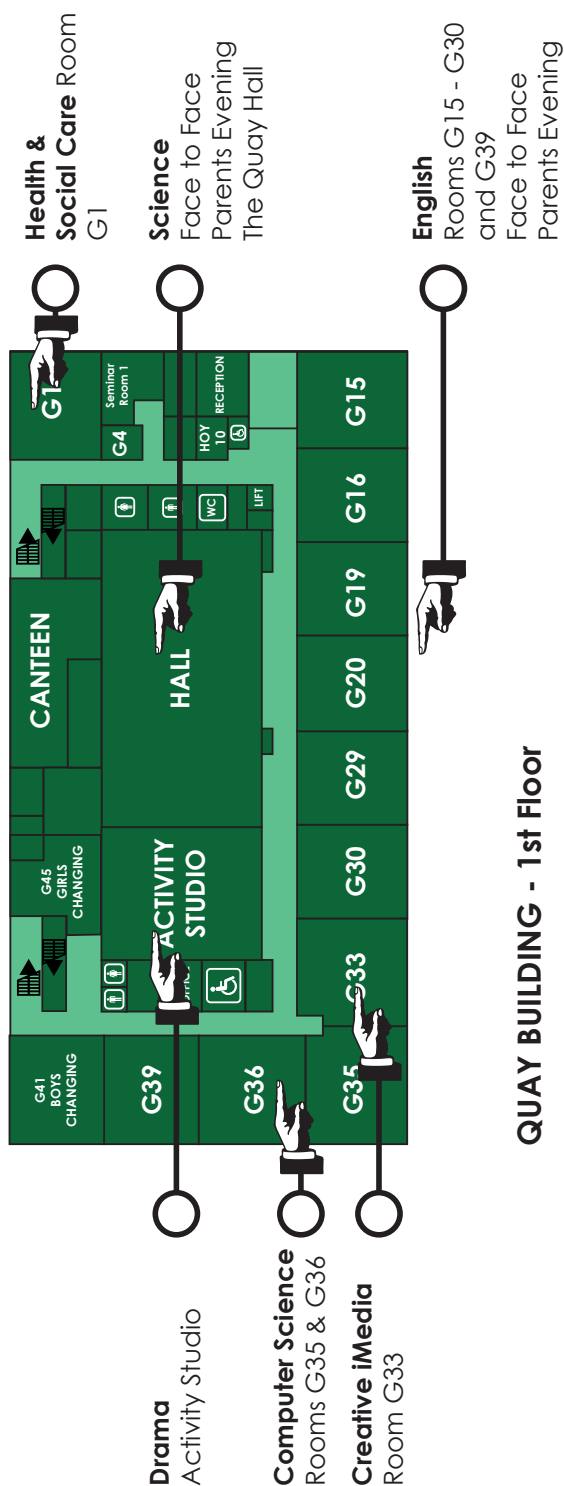


Department	Location/Room
Art	O2, O6 & O7
Photography	
Enterprise and Marketing	Sixth Form
Computer Science	G35 & G36
Creative iMedia	G33
Drama	The Quay Building - Activity Studio
Design Technology	B4
Engineering	B5
Hospitality and Catering / Textiles	P9 & P10
English Language and Literature	The Quay Building - G Rooms
Ethics & Philosophy	B13
SMSC	Display on B Corridor
Geography	R13 & R 15
Health & Social Care	G1
History	R5 & R6
Maths	The Quay Building - N Rooms
Media	G3
Modern Foreign Languages (French & Spanish)	M3 & M4
Music	V3 & V5
PE / Sport	Main Building - Main Hall
Science	The Quay Building - Quay Hall
Sociology	Y25
Outdoor Learning - DofE	Display in Main Hall
<b>Refreshments</b>	Sixth Form Canteen Y35
<b>Advice Centre</b>	Library
<b>Careers Guidance</b>	
<b>Sixth Form Information Stand</b>	Sixth Form

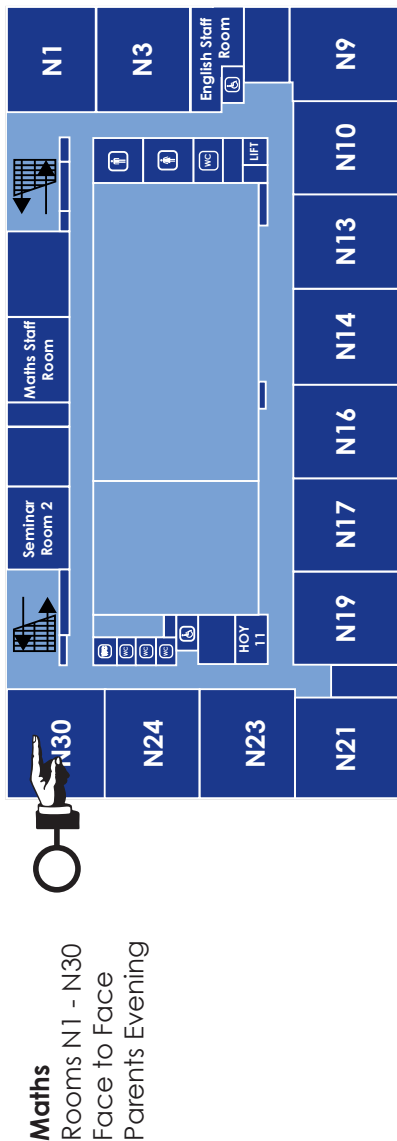
## MAIN BUILDING



## QUAY BUILDING - Ground Floor



## QUAY BUILDING - 1st Floor



**Max. of 8 Adults  
at any one time.**

**Please wear  
a face mask**

# GUIDANCE FOR STUDENTS



As you start the next stage of your school journey, this Key Stage 4 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.

You will follow a core curriculum which includes English, Mathematics and Science. In addition, you will 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 Key Stage 4 Curriculum Evening on Thursday 17th February 2022** plays a vital role in helping you tailor your future learning pathway.

You will be able to discuss your courses with your individual subject staff in those subjects you are considering opting for.

We would encourage you to discuss each subject in greater detail once you have read the online option booklet with your parent/carers and have narrowed your option choices down to 6/7 subjects. You will then be asked to make a choice of either 3 options or 5 depending on whether you are on the 'Red' or 'Green' pathway. More information on the 2 pathways can be found on the next page titled 'Guidance for Parents and Carers'.

When you have decided which courses you would like to follow in Years 10 and 11, you will complete an online Microsoft 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. We will do our best to give students their first choices but cannot guarantee this which is why we ask you to make 3 or 5 choices. Please ensure you are prepared to study any of your choices. If we cannot provide you with 4 of your 5 choices, we will discuss alternative options with you and your parent/carers before a final decision is made.

# GUIDANCE FOR PARENTS/CARERS



Students are put either on a 'Red' or 'Green' pathway for the option process based on their prior attainment at Key Stage 2. Both pathways provide all students with an equitable choice of subjects but the 'Red' pathway directs those students to follow the full English Baccalaureate (Ebacc) whilst the 'Green' pathway only stipulates that a student needs to opt for just one Ebacc subject.

The government have imposed an expectation on all schools that 75+% of students follow an Ebacc curriculum which requires students to opt for a Humanity and the Modern Foreign Language they have been studying since Year 7, along with their Core subjects of Maths, English and Science.

At Tretherras we encourage our '**Red**' pathway students to follow the Ebacc as it still gives each student 2 other subjects to opt for. The Ebacc consists of GCSEs that are considered to be rigorous courses, which provide a strong academic foundation for future study and with their other 2 options provides each child with a broad and balanced curriculum pathway through to Post 16 education and potentially onto higher education at Russell Group universities.

For students who are on the '**Green**' pathway they also could follow the full Ebacc by choosing a Humanity and the Modern Foreign Language they have been studying since Year 7, along with their Core subjects of Maths, English and Science and we actively encourage this.

If, however, students on the '**Green**' pathway would prefer to not follow the full Ebacc then they only must choose 1 Ebacc subject from the choices of either: History, Geography, Modern Foreign Language, Computer Science. Students must select one of these subjects and then make 4 other choices.

We also actively encourage all students to **consider at least one vocational course** as one of their options which provide a different assessment format to the traditional GCSE's.

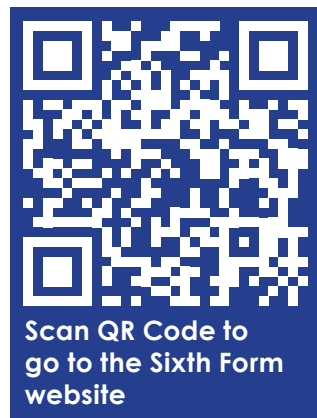
All students will follow a Combined Science course but for those students wishing to study the **3 separate Sciences** they must use one of their options in order to do this.

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.

When completing the option form you will be asked to rank order their choices 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/carer as soon as possible.

We hope you find the course descriptions in this booklet useful. If you or your child would like to talk through your choices with a member of staff following the 14-19 Curriculum Evening, please contact Mr Higginson (Deputy Headteacher) initially who oversees the option process via [enquiries@tretherras.net](mailto:enquiries@tretherras.net).

# 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 Vocational 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.

Our Futures Programme gives every Sixth Form student the chance to follow extra-curricular courses which are 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 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.

# CAREERS GUIDANCE

Careers Lead Teacher Mrs S Henry



The Careers provision for Years 10 to 13 aims to give all students opportunities to develop high aspirations and consider a broad and ambitious range of careers, whilst also allowing them to develop their enterprise and employment skills. This is achieved through:

- Assemblies and form time activities where students discuss and analyse career ideas, write CVs and complete short employability skills modules
- Annual careers events such as careers fairs which all students are encouraged to attend to allow them to talk to prospective employers from a wide range of different careers
- Apprenticeship workshops & university visits
- Work Experience in Year 10 & 12

During Year 11, students will be given a mock interview with an external employer to give them an experience of interviews. We also work closely with Careers4U, Careers South West, Real Ideas Organisation, Newquay Orchard, and Job Centre Plus, to offer all students a one to one interview with an independent Careers Advisor, where they will come up with an individual action plan for their future.

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. The school Library also has an extensive selection of books and other resources about Careers.

For any individual queries relating to careers, students are encouraged to see Mrs Henry in room G10 for specialised and tailored advice.

Questions relating to the Sixth Form and specific queries relating to Higher Education should be referred to Mr A Booth Head of Sixth Form.

## Careers Lead Teacher – Mrs S Henry

**We believe that high quality, independent careers guidance is crucial in helping pupils emerge from school more fully rounded and ready for the world of work.**





# WORK EXPERIENCE

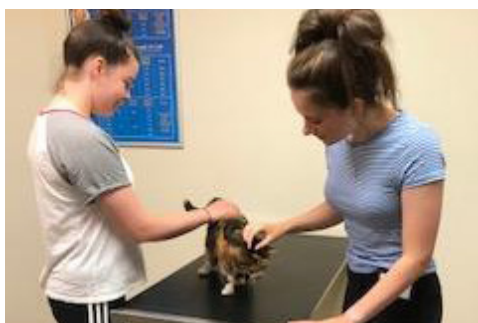


**Work Experience  
Coordinator**  
Mrs N Nicholas



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 is an important element of our Personal Development programme; including the whole school Tutorial Programmes, our NT Wellbeing scheme and our NT Character work.

## **Course Content:**

Year 10 students engage with two statutory programmes of study in their weekly SMSC lessons: Relationships and Sex Education (RSE); and Health Education (HE).

In their RSE module, students undertake a range of lessons that explore a variety of relationship based issues such as traditional monogamy, same-sex marriage and alternative relationship ideas such as polyamory. They will also explore different ideas concerning gender identity. Students will also explore a range of issues relating to sexual health and legal factors such as consent, contraception, pregnancy, sexting and revenge pornography.

RSE lessons are taught by fully trained, specialist members of staff and are taught in line with the school's written Policy on Relationships and Sex Education.

Lessons about Health Education follow two primary strands: Drugs and Alcohol Education (DAE) and Mental Health Education. DAE lessons build upon lessons in previous years that have built up a level of general understanding about different types of legal, illegal and medical drugs. In Year 10, each lesson will focus upon a specific substance, which substances chosen due to their relevance

in a local context; for example, Alcohol, Cannabis, Tobacco, Ecstasy and Heroin are included in our focus list. Mental Health lessons are designed to build awareness and understanding of a range of identifiable and diagnosable mental health conditions, and we aim to signpost our students to sources of further help and support.

They final term in Year 10 have lessons that focus on exploring living in the reality of a Digital World, building their vital knowledge and understanding of social media, scams, digital footprints, cyber-bullying etc. – leading into their continuing work on understanding our five national fundamental British Values. They also explore a range of international issues as part of the school's Anti- Extremism work.

Year 11 lessons continue to explore these core issues – working to build a greater depth of knowledge and understanding of all study areas. The SMSC team is dedicated to build our students' preparation for the next phase of their lives.

## **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.

We have an established reputation for working with reputable outside agencies, such as the Brook Advisory Service and Barnardo's, 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.

## 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
- Trampolining
- Rock Climbing
- Volleyball
- Yoga
- Indoor Bowling.



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.

# ENGLISH LANGUAGE & LITERATURE

COMPULSORY SUBJECT AREA



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.

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:

English is assessed via examination only. Students will sit all of their exams at the end of Year 11. Students begin to prepare for these exams in Year 9 through the study of poetry. It is a non-tiered exam - no foundation or higher paper.

## 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 Department:  
Lead Teacher**  
Mrs T Wilson

## General Certificate in Secondary Education AQA

## English Literature

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

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

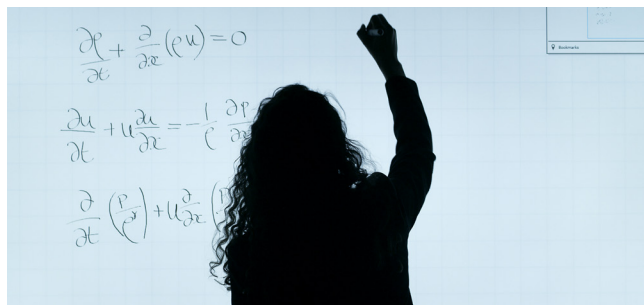
It is advised that students purchase copies of texts to support their preparations. These can be purchased via Parent Pay. More details about text bundles can be found at:

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



**Maths Department:  
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.

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 this will be based around the school SORT policy as well as online tasks 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



**Science Department:  
Head of Science**  
Mr MacQueen

**General Certificate in  
Secondary Education**  
AQA

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.

**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.

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.

**Lead Teacher of Biology:**  
Mr A MacQueen

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

**Lead Teacher of Physics:**  
Dr C Stewart

**General Certificate in  
Secondary Education AQA**

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

### Biology

Paper 1: Biology 1  
Paper 2: Biology 2

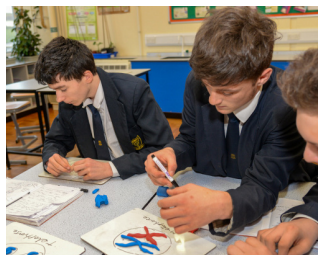
### Chemistry

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.



# COMPUTER SCIENCE

Ebacc  
SUBJECT

OPEN  
OPTION



## Why choose OCR GCSE Computer Science?

### 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.

## Computing and Applied Learning Lead Teacher Mr E Attwell

## General Certificate in Secondary Education Computer Science OCR

## The OCR GCSE in Computer Science comprises two units:

### Unit 01

**Computer Systems 50% (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 50% (External Exam)** Algorithms, Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages; Data representation.



## 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:

#### 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 Coastal Hazards and their Management (including Future Sea Level Rise).

#### 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 Issue: HIV and Malaria).

### 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





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 early Elizabethan period 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. Anglo-Saxon and Norman England 1060-1088
4. Weimar and Nazi Germany 1918-39



**History Department  
Lead Teacher**  
Dr 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 P4:** 20% Superpower Relations Anglo-

**Paper 2 B1:** 20% Saxon and Norman England - Significance and Evaluation. Total exam time 1h 45 mins.

**Exam Paper 3:** 30% 1h 20 mins  
Weimar and Nazi Germany – Interpretations



# MODERN FOREIGN LANGUAGES

## French & Spanish

Ebacc  
SUBJECT

OPEN  
OPTION



### AQA GCSE (9-1) French and Spanish

When you study a GCSE language, it provides an insight into other cultures and can open the door to exciting travel and employment opportunities. Not only will languages broaden your horizons and help you to do well in new environments, they can also enhance your future prospects.

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.

All of the knowledge you have gained at KS3 will help you to take the step up into GCSE. You build on the four key skills: Speaking, Reading, Listening and Writing and you will have the opportunity to use language more creatively and autonomously.

In choosing a language at GCSE, students will need to

opt for the language they are currently studying in Year 9.

### Course Structure:

We study a variety of topic areas and incorporate the teaching of grammar to boost your knowledge of the language structure and ability to use it more independently.

The GCSE covers three main themes that are divided into four topic areas.

#### Theme 1- Identity and culture

Theme 2- Local, national, international, and global areas of interest

Theme 3- Current and future study and employment

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 essential in the final exams.

### MFL Department Lead Teacher

Mrs R Cuéllar-Flores

### General Certificate in Secondary Education AQA

### How will I be assessed?

Each of the four skill areas are tested through separate assessments in the Year 11 summer exam period.

Speaking (25%) is assessed in April / May of Year 11 in a one to one oral exam with the class teacher in exam conditions.

Listening (25%)

Reading and translation(25%)

Writing and translation (25%)

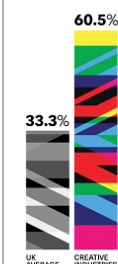
Students can be entered for either the Foundation or Higher Tier exams according to their ability and target grades.



UK Creative Industries split 2018 (£m)



GVA % change 2010-2018



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.

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

## 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.

## OPEN OPTION

**Art Department  
Lead Teacher**  
Mr P Strugnell

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

### 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 digital outcome, 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.

# ART

## Three-Dimensional Design

OPEN OPTION

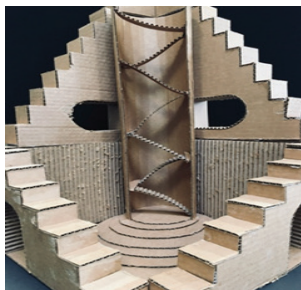
**Art Department  
Lead Teacher**  
Mr P Strugnell

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



Here at Tretherras we offer a wide range of opportunities and experiences for students within 3D Art. We believe it is important to offer a range of processes and techniques for students to explore. Students will use drawing and photography and other traditional fine art techniques, to record and explore ideas, however the focus of this course is making, modelling, sculpting towards three-dimensional outcomes.

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: 60%  
Coursework . 40 Exam  
Practical**

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

In this GCSE students will focus on developing skills, exploring ideas and learning how to make artwork that results in 3D outcomes. They will draw, design, plan and make artwork in the following 3 areas.

- architectural design
- sculpture
- ceramics

**Knowledge and understanding:**

The way sources inspire the development of ideas relevant to three-dimensional design including:

- how sources relate to historical, contemporary, cultural, social, environmental and creative contexts

- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

**Skills**

Within the context of three-dimensional design, students must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example: model making, constructing, surface treatment, assembling, modelling.
- use media and materials, as appropriate to students' personal intentions, for example: drawing materials, cardboard, clay, wood, plaster, Modroc, plastic, and found materials.



# 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.

Students will undertake their devising project at the end of year 10 and the performance and written exam in year 11 so that they have a chance to really focus on each assessment.

### 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



# ETHICS AND PHILOSOPHY

OPEN OPTION

**E.P. Department  
Lead Teacher**  
Mr T Fern

## **General Certificate in Secondary Education OCR**



As part of their Religious Education, students will be prepared for entry to AQA's GCSE full course examination.

The GCSE course covers two areas of study

### **1. Beliefs, Teachings and Practices**

Students will study two different religions: Christianity and Buddhism. Each will be worth 25% of their final grade.

#### **They will study:**

- The Nature of Belief
- Convergent and Divergent views within the religions
- Types of Worship and festivals
- Moral principles

### **2. Contemporary Ethics.**

This is worth 50% of the final grade and is made up of 4 units.

#### **They will study:**

Relationships and families.  
Religion and Life  
Peace and conflict

Crime and Punishment.

### **Skills to be Gained From This Course Include:**

1. Critical Thinking
2. Evaluation and analysis
3. Written and Verbal Communication
4. Empathy
5. Cultural/Historical understanding
6. Debating
7. Moral and ethical principles
8. Self-awareness

### **How This Course Can Be Of Benefit:**

Religious studies will help you to develop a range of highly valued interpersonal and evaluative skills as well as giving you an insight to the views and beliefs of billions of people from across the globe. This understanding will help you make sense of the world and its many problems and help to broaden your cultural horizons. As you reflect on your own beliefs and those of others you will grow as a person, becoming more conscientious and self-aware.

Religious studies provides a great foundation for A-level study, particularly the Humanities subjects such as Philosophy and English where the literacy and reasoning skills we learn are required to succeed. Beyond that, there are very few professions that do not need someone who can think, analyse, discuss and evaluate ideas, all things we learn in EP!

# MEDIA

OPEN OPTION

**Media Department**  
**Lead Teacher**  
Mr G Butterworth

**General Certificate in**  
**Secondary Education**  
Eduqas



The media is a 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, social media 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 or voice, 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



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.

**Coursework Unit = 60% marks.** Produced in class and homework time during Year 10 and 11.

**Exam Unit of work - 40% marks,** 10 weeks of preparation, starting 1st

January in the second year of study, concluding in a 10 hour practical exam sat over 2 days at the end of April.

### 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.

**IMPORTANT NOTE** - Due to restriction's with resources and rooming there is only one photography class each year at GCSE. Therefore, students are asked to produce an entry project. Students who do not produce this project cannot opt for the subject. If students fulfill the brief in full, they are entered into a hat for selection. Students are not selected on ability.

# 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 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, continued performance in sport by students is vital. In lessons students' follow a detailed practical programme which includes activities such as badminton, handball and rock climbing. Each student will be assessed in a range of activities with three selected for final submission; these will consist of at least one game and one individual activity. 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 are covered in lessons or from other 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.

## **Criteria:**

The expectation for students on this course will be that they are performing regularly in 2 or more sports at a competitive level.

# SOCIOLOGY

OPEN OPTION

## Sociology Department Lead Teacher

Miss E James

## General Certificate in Secondary Education AQA



### What is Sociology?

Sociology is the study of society. It looks at how society is structured and organised and how individuals can be moulded to fit into the society that we grow up within. It looks at how we learn to fit into expected patterns of behaviour through powerful influences like family and education; and it explores why there are vast differences between groups of individuals within Society.

### Key skills required

Sociology is a Humanities subject and requires good literacy skills and the ability to demonstrate skills of analysis, interpretation and evaluation. The ability to argue a perspective on an issue, such as Feminism, through finding relevant evidence is key.

### Why study this subject?

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. Some

students may be interested in specific elements of the course, such as wanting to understand crime because they may want to follow a career in criminology or as part of the police service. Some students like to study Sociology because they are interested in very specific social theories such as Feminism or Marxism.

### What studying Sociology can lead to

Sociology supports a wide variety of career options. People who have studied Sociology have progressed on to careers within Law, Teaching, Social Work, Politics and varied careers based around understanding and interacting with people, such as counselling. Some specific elements of the course support very specific career options, such as working with the police service, in criminology and even criminal psychology.

### Teaching & Assessment:

**Paper 1:** The sociology of family and education

**Paper 2:** The sociology of crime and deviance and social stratification

Each paper is worth 50% of the GCSE (100 marks per paper) and is 1 hour 45 minutes long.

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

# DESIGN & TECHNOLOGY

OPEN OPTION

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

**GCSE**  
Design & 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.



# HOSPITALITY AND CATERING

OPEN OPTION



## D.T. Department Lead Teacher

Miss D Maunder

## WJEC Level 1 / Level 2 Technical Award Hospitality & Catering

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

### The course will cover the following areas of study:

- Knowledge of the Industry
- Nutritional Information
- Diet and Health issues, including different groups of people
- Food Commodities
- Meal Planning / Food Provenance
- Cooking Techniques and recipes
- Hygiene and Food Safety

The knowledge and skills gained will provide a secure foundation for careers in the Hospitality and Food Industry, and is also for those who just

love to cook.

### Course Outline:

Students will participate in practical tasks at least once a week. These will include making final dishes, taste testing and evaluating products. There will also be theory based lessons looking at the course content.

There will be regular written assessments culminating in the exam element of the course, and also practical assessments to prepare students for the practical exam.

### Assessment:

#### Unit 1 40% – externally assessed

A written examination (80 minutes) based on the Hospitality and Catering Industry. Students will sit this in the Summer term of Year 10

- There will be a range of question types including
- Mix and match / True or false tasks
- Definitions / descriptions of specialist terminology or knowledge of the industry.

- Interpretation of information given- eg charts, signs and symbols

- Essay style questions

#### Unit 2 60% - internally assessed:

A Plan and make task including a 3 hour practical exam.

- Students will identify the relevant facts from the brief given by the exam board.
- They will plan dishes to meet the brief and show a range of skills and cooking techniques.
- They will then make their dishes in the 3 hour practical exam



# 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 Science/Studies is an excellent practical, work related course delivered both in and out of the classroom.

**Course Structure:** Students will complete 3 units across the course on a range of sport related topics, 2 of which are mandatory and 1 which is optional. One of the mandatory units is a written exam with the other 2 coursework. Completion of these units leads to the Certificate award.

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 the 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 the equivalent to a GCSE and is awarded as a Pass, Merit or Distinction at either level 1 or level 2 with a Distinction\* also awarded at level 2 . With the exception of one of the mandatory units, which is examined, units are teacher assessed and externally moderated with an overall grade awarded for the qualification upon completion of the three units. Students' evidence for assignments will include group presentations, individual portfolios, participation in practical 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.



### This course aims to:

- Develop students knowledge and understanding of a number of sport related topics.
- Develop students' skills directly related to sporting employment situations.
- Develop students' ability to work independently and effectively in a sporting context.

### Future career opportunities

- Modern apprenticeships in industries such as civil engineering, electronics, cosmetics, medicine, film, building trades. Students can learn and earn through learning in a work environment and getting formal qualifications.
- Students can work towards becoming an Engineering Technician, Incorporated Engineer or a Chartered Engineer.

In the current climate there are excellent opportunities. In particular, enticing females into Engineering is a focus point at present.

# ENGINEERING

## LEVEL 1/2

OPEN OPTION

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

**Level 1/ 2 Technical**  
**Award in Engineering**  
 WJEC Eduqas



### Aims of the course

- Develop a range of transferable engineering skills that will form a foundation for future learning.
- Engage in a range of engineering processes and develop as effective and independent pupils.
- Develop an awareness of emerging technologies and sustainable development.
- Prepare pupils for entry into the workplace

### What will I study? – Course Outline

Engineering Design  
 Producing Engineering  
 Products  
 Solving Engineering  
 problems

### How will I learn? What skills will I acquire?

Pupils learn through:

- Researching and analysing information to produce design solutions for clients.
- Developing design ideas using a range of

techniques.

- Reading engineering drawings.
- Developing practical skills to produce engineered products.
- Understanding the impact of new Technology on engineered products.

### Pupils acquire skills in:

Drawing techniques.

Use of engineering equipment.

CAD/CAM.

Communication.

Problem solving.

Application of number.

### How will I be assessed?

Unit 1 – Internal assessment, external assessment - engineering, planning, making and evaluation.

Unit 2 – Internal assessment, external moderation - product analysis and design

Unit 3 – External examination

### Progression following this course. What's next?

- Engineering level 3
- Apprenticeships
- Degree courses

### Future career opportunities

- Modern apprenticeships in industries such as civil engineering, electronics, cosmetics, medicine, film, building trades. Students can learn and earn through learning in a work environment and getting formal qualifications.
- Students can work towards becoming an Engineering Technician, Incorporated Engineer or a Chartered Engineer.

In the current climate there are excellent opportunities. In particular, enticing females into Engineering is a focus point at present.

# ENTERPRISE AND MARKETING

## OPEN OPTION

### Computing and Applied Learning Lead Teacher

Mr E Attwell

### OCR Level 1/ Level 2 Cambridge National Enterprise & Marketing



It is unlikely that you will have studied Enterprise and Marketing 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.

Enterprise and Marketing 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.

Enterprise and Marketing 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, you 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 an idea and turn it into a successful business. You will learn how to make a business effective and how to manage money, both for yourself, and within a business. You will also see how the world around us has an impact on business and the various people (stakeholders) involved within it.

#### Teaching & Assessment:

**The qualification consists of 3 units. Unit R067 'Enterprise and Marketing Concepts' is an exam of 1 hour 15 minutes duration, worth 40% of the course. It will be sat in the summer of Year 11.**

Following the exam, you will move on to completing two further units, both of which are coursework based. These will focus on:

- **R068 Design a Business Proposal (30%)**
- **R069 Market and Pitch a Business Proposal (30%)**

Throughout the coursework units, you will have the opportunity to focus on your own ideas and develop them within a business framework, crafting your own business plan and generating ideas for businesses and products which could actually work in the real world – developing your ability to progress into the world of business through an applied, hands on approach.

Cambridge Nationals are vocational qualifications at Level 1/2 for students aged 14–16. They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any students' Progress 8 and Attainment 8 approved subjects under the Technical Award category.

The qualifications are recognised by Ofqual, DfE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.



### Computing and Applied Learning Lead Teacher

Mr E Attwell

### OCR Level 1/2 Cambridge National Creative iMedia



Cambridge Nationals are vocational qualifications at Level 1/2 for students aged 14–16. They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any students' Progress 8 and Attainment 8 approved subjects under the Technical Award category. The qualifications are recognised by Ofqual, DfE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

**The qualification consists of 3 units. The exam unit R093 is an exam of 1 hour 15 minutes duration worth 40% of the course. It will be sat in the summer of Year 11.**

#### **R093: Creative iMedia in the media industry (40%)**

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

#### **R094: Visual identity and digital graphics (25%)**

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

#### **R097: Interactive digital media (35%)**

In this unit, students will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

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.

# HEALTH & SOCIAL CARE

## VOCATIONAL COURSE

### Applied Learning Lead Teacher

Mr E Attwell

Ms S Millatt

### OCR Level 1/2 Cambridge National Health & Social Care



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.

#### Assessment:

**The qualification consists of 3 units. Unit R032 Principles of care in health and social care settings is an exam of 1 hour 15 minutes duration, worth 40% of the course. It will be sat in the summer of Year 11.**

#### Units Studied:

**R032: Principles of care in health and social care (40%)**

In this unit, students will learn about the importance of the rights of service users, person-centred values and how to apply them.

Students will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.

#### **R033: Supporting individuals through life events (30%)**

In this coursework unit, students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life.

Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

#### **R034: Creative and therapeutic activities (30%)**

In this coursework unit, students will learn about a range of creative activities and therapies that are available in health or social care and understand the physical, intellectual, emotional and social benefits of these.

Students will learn how to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery

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.

# BTEC TECH AWARD IN MUSIC PRACTICE

VOCATIONAL COURSE

**Music Department  
Lead Teacher**  
Mrs R Knight

**BTEC Level 1/2 Award**  
Music Practice



Firstly, you do not need to be an expert on a musical instrument or voice – you just need to have an interest in either performing, creating or producing music.

This qualification, is the same size and level as a GCSE. It is ideal for you if you would like to learn about the different types of music practice – from composition and performance, to songwriting – and the various musical styles and techniques that are required to create them. You will also develop important practical skills that are vital in the modern music industry, from rehearsing to experimenting with technology, equipment and instruments. The qualification is also for you if you would like to understand more about the music industry. This qualification will offer you the opportunity to build the skills and knowledge needed to progress to further learning, and will also give you an engaging and stimulating introduction to the world of music practice.

## How will I be assessed?

You will carry out tasks and mini-projects throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. Towards the end of the course, your knowledge and skills of either music creation and production or music creation and performing will be assessed through a task that is set and marked by the exam board. All of the work that you do throughout the course will prepare you for this final task.

## Where will this take me?

When you have completed the qualification, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. You will be developing skills across a number of disciplines – such as creation, production and performance.

The practical skills and knowledge you gain will provide a sound basis for progression to further study of this sector. At level 3, this could be to A level music or A level Music Technology or even a level 3 Btec music course. The best option for you will depend on the grades you achieve in this and other qualifications you have taken, what you enjoy doing and any advice you can access about the further learning and training opportunities available at Tretherras.

## What other subjects go well with music?

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It particularly complements GCSEs in EBacc subjects (including computer science), non-core GCSEs (e.g. drama) and/or other Technical Awards (e.g. a BTEC Tech Award in Creative Media Production) to provide both curriculum breadth and the skills needed to make informed choices about study post-1

# TEXTILE DESIGN

OPEN OPTION

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

**GCSE**  
Textile Design



This course is aimed at students who want to explore the world of textiles in a creative and individual way. The course will develop a wide range of practical skills and allow each student to investigate and explore areas they find inspiring. It will be a 'hands on' and experimental course with many outcomes produced.

The students will be able to build up a portfolio of work and sketch book that represent their creativity and area of interest.

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

**Course Outline: The students will be able to investigate the following areas of Textile design.**

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

**Skills within the context of textile design,** students must demonstrate the ability to:

Use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods, printing.

Use media and materials, as appropriate to students' personal intentions, for example: inks, yarns,

threads, fibres, abrics, textile materials and digital imagery.

## Assessment criteria

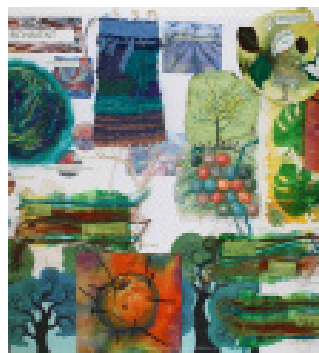
Student **must** complete both.

### Component 1: Portfolio

- No Time limit
- 96 marks
- 60% of GCSE

### Component 2: Externally set assignment

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE



# 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.

Our Outdoor Leadership programme teaches the skills required for leaders of the future. 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.

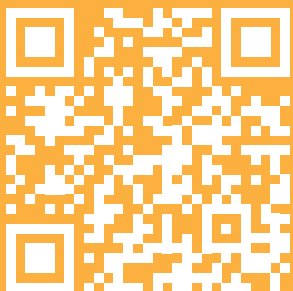


# YEAR 9 OPTION 2022

## Useful Resources and Links



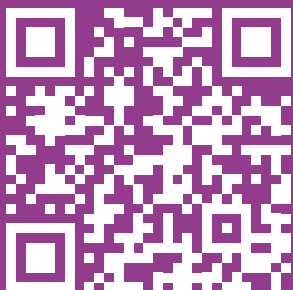
Year 9 Option Page



Year 9 Option  
Subject Podcasts



Year 9 KS4 Option  
Form



NT Careers Page



Mr Higginson's  
Presentation



Choosing Your  
Options Presentation



Newquay Tretherras  
Sixth Form



Pixel FUTURES  
Presentations



New KS4 subjects for  
Year 9 Options

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