



# KEY STAGE 4 CURRICULUM PATHWAYS BOOKLET 2025-2027



# NEWQUAY TRETHERRAS

ACHIEVE HIGHLY, COMMUNICATE CONVINCINGLY,  
ENGAGE FULLY AND DECIDE WISELY

# GUIDANCE FOR STUDENTS: YOUR KEY STAGE 4



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 Personal Social Health and Education (PSHE) which includes Careers Guidance & Citizenship, and a course in Religion, Ethics & Philosophy.

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

**The Key Stage 4 Curriculum Evening on Wednesday 12th February 2025** plays a vital role in helping you tailor your future learning

pathway. You will be able to discuss your courses with subject staff in the 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 parents/ carers and have started to narrow your option choices down to 6/7 subjects. You will be asked to make a choice of options depending on the pathway we have placed you on. More information on the pathways can be found on page four 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. After the Easter holidays students in Year 9 will have an interview with senior leaders to ensure that their choices of subjects are well matched to their 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 will ask you to select reserve choices. Please ensure you are prepared to study any of your chosen option choices. If we cannot provide first choices, we will discuss alternative options with the students and their parents/carers before a final decision is made.



# GUIDANCE FOR PARENTS AND CARERS



Our ambition for students is simple. We want students to become confident and resilient young adults who: **Achieve Highly, Communicate Convincingly, Engage Fully and Decide Wisely.** A key priority for our Key Stage 4 curriculum is to provide all learners with access to an ambitious and engaging curriculum that motivates them to achieve their best. At the core is a strong foundation in the basic skills of literacy and numeracy through GCSE English Language and Literature, GCSE Mathematics and GCSE Science (double or triple award). Alongside this, students will develop their understanding of what it means to be physically and mentally healthy, and their understanding of a variety of cultures through Core PE, PSHE and RE.

Students will have the opportunity to choose additional qualifications to complement their core studies and to provide them with a broad and balanced curriculum which will support their progression to post-16 learning and a solid foundation for future study and employment.

We want all our learners to gain qualifications that will give them as much flexibility and choice beyond secondary education and allow them to adapt to a rapidly changing world of work. Most importantly, we want all students to become confident and inspired life-long learners. All Year 9 students have

recently participated in Taster Lessons for all available Key Stage 4 option subjects which will have given them an idea of what to expect from each course.

When making decisions it is important that students ask lots of questions to help them to find out as much as they can about each course. They should also think about:

A good balance of subjects so that they avoid narrowing future choices The subjects they show an interest in and enjoy the most. They will often be more successful at what they enjoy!

It is important that students **do not** choose courses because:

- Their friends have chosen it as they may not end up in the same class as their friends
- They like the teacher—they may have a teacher for KS4 that is new to them

There are three different pathways that we are recommending, based upon prior attainment at KS2 and our detailed knowledge of them. Parents and carers will be emailed a bespoke letter ahead of the Year 9 options evening, which will give details on our recommendations.

# GUIDANCE FOR PARENTS AND CARERS- Continued



Scan QR Code to go the year 9 option page

## Pathway 1

- English (compulsory)
- Mathematics (compulsory)
- Science (compulsory)
- a Modern Foreign Language (French or Spanish)
- a traditional option (Computer Science, Geography, History or Separate Sciences)
- Two additional choices, chosen from the selection within the KS4 Options Guide.

## Pathway 2

- English (compulsory)
- Mathematics (compulsory)
- Science (compulsory)
- At least two traditional options (Computer Science, French, Geography, History, Separate Sciences or Spanish)
- Two additional choices, chosen from the selection within the KS4 Options Guide.

## Pathway 3

- English (compulsory)
- Mathematics (compulsory)
- Science (compulsory)
- GCSE Geography
- WJEC Hospitality and Catering
- OCR Cambridge National Health and Social Care or OCR Cambridge National Sport
- One additional qualification of their choice, chosen from the selection within the KS4 Options Guide.

All the GCSEs and Vocational Courses on offer are Level 2 qualifications and will allow access onto Post 16 Level 3 qualifications and Level 2 Apprenticeships.

When completing the option form students will be asked for their first and reserve choice for each option block. The school will then design each students' programme of study based on their options. We can not guarantee, but will endeavour, to ensure they will be able to study all of their first choices. There are a multitude of factors that may inhibit all four first choices, however, if that is the case we will speak Individually to the students and parents. We hope you find the course descriptions in this booklet helpful. If you or your child would like to talk through your choices with a member of staff following the Year 9 options evening, please contact Mrs Kellow (Deputy Headteacher) and/or Miss Barber (Director of KS3) via [enquires@tretherras.net](mailto:enquires@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 several 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 in to 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 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 tutor 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 Miss H Bray & Mr J Hammersly 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 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.

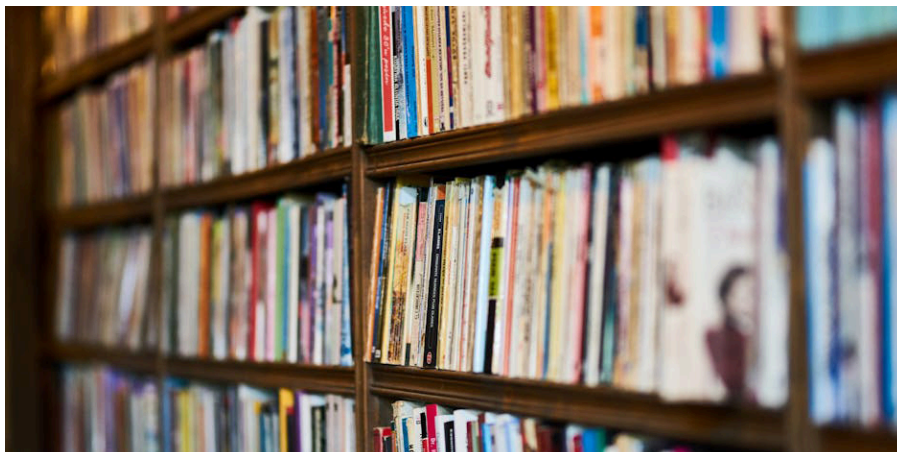
In preparation for Work Experience, students will be able to take into account their possible career path when deciding on a suitable placement. For students unsure of their career plans at this stage, there will be guidance and counselling to help them identify an appropriate type of placement. The 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 Councils 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.



# PERSONAL, SOCIAL AND HEALTH EDUCATION



Compulsory Subject



**PSHE Department Lead  
Teacher:**  
Mr G Jones

The PSHE 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 PSHE 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 and 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 Policy on Relationships and Sex Education, which can be found on our website

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, 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.

Year 10 also 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.

## **Teaching & Assessment:**

This course is delivered as part of the school's overall outstanding programme in Personal, Social and Health Education 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



**P.E. Department Lead  
Teacher:**  
Mr D Bowden

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.

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

# RELIGIOUS EDUCATION

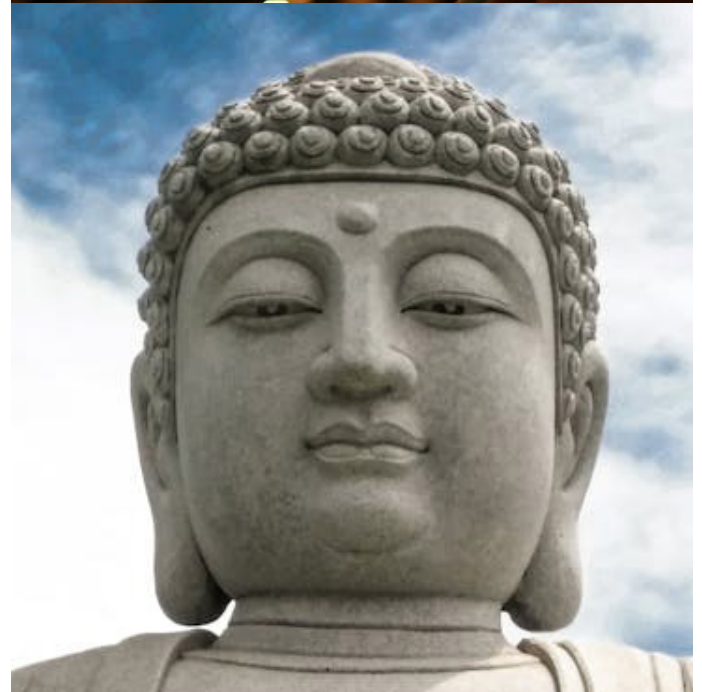
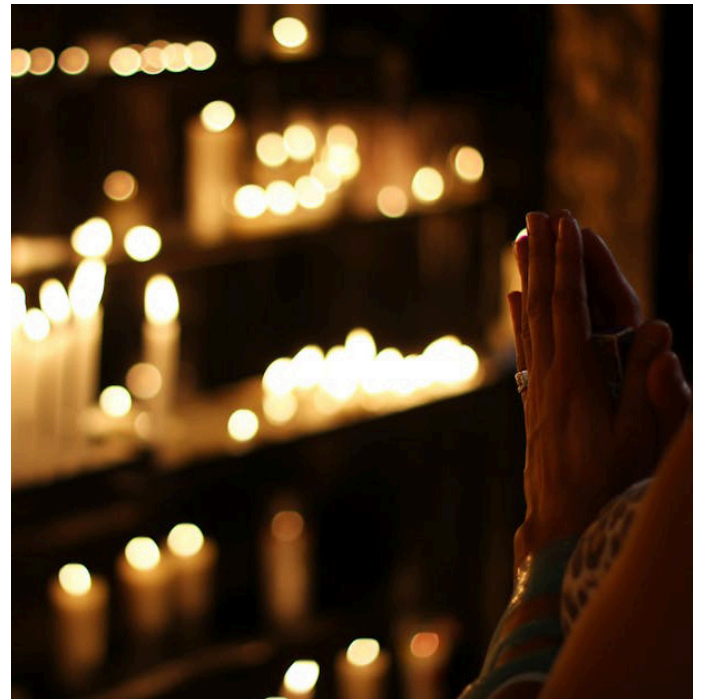
Compulsory Subject



REP Department Lead  
Teacher:  
Mr T Fern

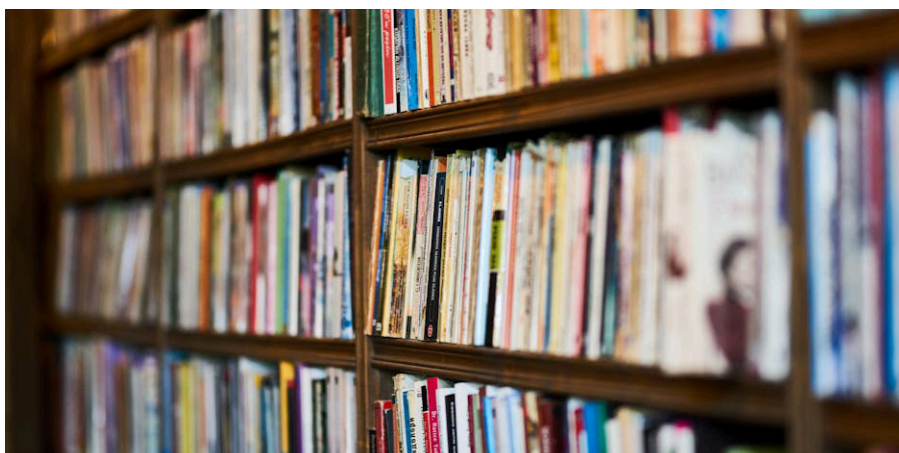


As part of their compulsory Secondary education, students are required by law to study religious beliefs and practices throughout their time in school. We live in a diverse society with hundreds of different cultures, faiths and belief systems and these lessons aim to improve our student's understanding of some of these beliefs to better prepare them for life here or abroad. At Newquay Tretherras this is undertaken via dedicated timetabled lessons, in a similar way to PSHE. This course follows the Trust's Religious Education syllabus and students will study Christian and Islamic beliefs in Yr10 and two Ethical Themes in Yr11, these being Relationships & Family and Peace & Conflict. These topical themes are considered from a range of different religious perspectives as well as giving students an opportunity to discuss their own perspectives on them. In addition to developing core literacy skills, Religious education will improve a student's ability to evaluate ideas, consider different points of view, discuss, debate and develop a greater understanding for the beliefs and behaviours of different people. All of which will support learning in other subjects and provide a better grasp of the make up of our multicultural society.





# ENGLISH LANGUAGE & LITERATURE



Compulsory Subject  
Exam Board: AQA



English Department Lead  
Teacher:  
Mr D Templeton

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 purposeful 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 - all students sit the same exam.

## AQA 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.

## 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/)



# MATHEMATICS



Compulsory Subject  
Exam Board: Edexcel



**Maths Department Lead  
Teacher:**  
Mr P Dixon

This 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.

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.

All students will follow Edexcel 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 once a week online (using SPARX Maths). Parents can access this themselves at home and it is hoped that parents will support their child 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 consists of two calculator papers and one non-calculator paper. The extra focus on calculator techniques emphasises the importance of all students having a scientific calculator for all lessons. Calculators and maths sets can be purchased from the Maths Department via parent pay.





# COMBINED SCIENCE



Compulsory Subject  
Exam Board: AQA



Science Department  
Head of Science:  
Dr C Stewart

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 10 and continue their studies until the end of Year 11 when they will then gain two GCSE qualifications.

The course is divided into 3 parts, one for each of the sciences: Biology, Chemistry and Physics.

Students will be examined in six externally set papers at the end of Year 11, two for each of the three sciences. 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 examinations at the end of Year 11.

Following on from GCSE, these courses provide 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



Exam Board: AQA



Science Department  
Head of Science:  
Dr C Stewart

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

## Teaching & Assessment:

Biology, Chemistry and Physics are the three separate GCSEs.

The course is divided into three 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 six 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.

Students opting to study separate science will have two additional lessons of science a fortnight. They will also be able to choose to study for an additional qualification, such as:

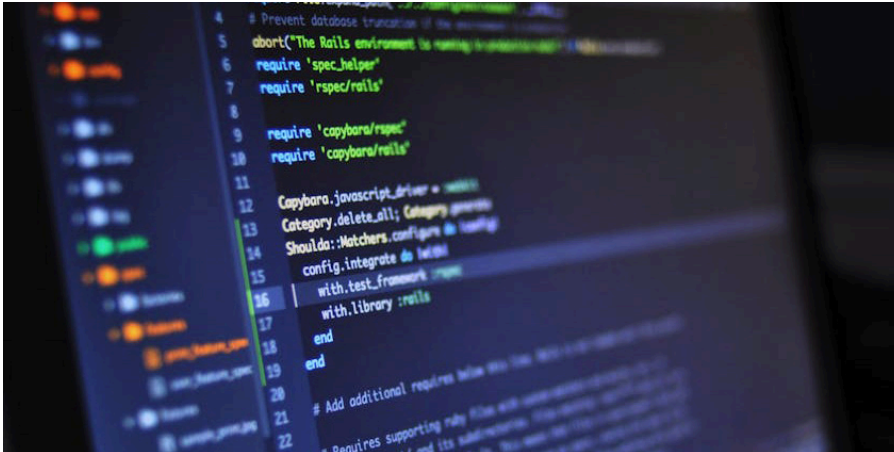
- Further maths
- GCSE Statistics
- GCSE Astronomy
- Level 2 certificate in Further Mathematics

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





# COMPUTER SCIENCE



Exam Board: OCR



**Computing and Applied Learning Lead Teacher:**  
Mr T Platts

## 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. 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. 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 secure foundations 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 Computer Science comprises two units:

### Unit 01

#### Computer Systems 50% (External Exam)

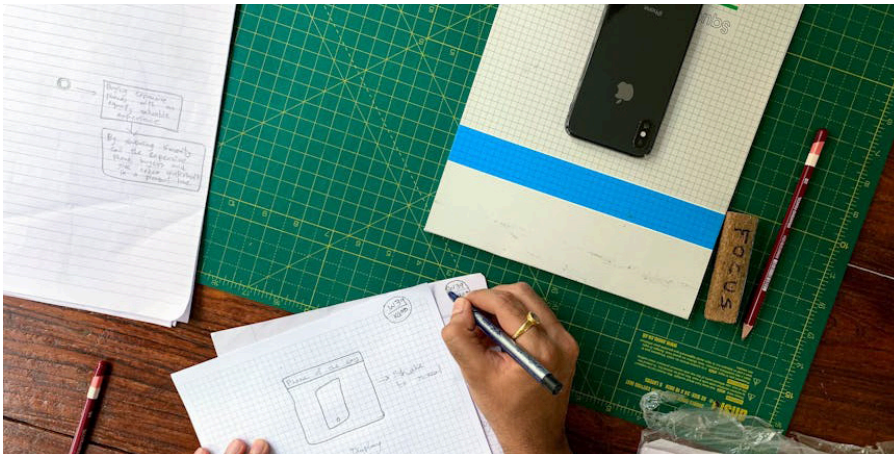
Systems Architecture; Memory; Storage; Wired and Wireless Networks; Network topologies; protocols and layers; System security; System software; Ethical; legal; cultural and environmental concerns.

### 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.

# DESIGN & TECHNOLOGY



Exam Board: AQA

# NT

**Computing and Applied  
Learning Lead Teacher:**  
Miss D Maunder

GCSE Design & Technology (DT) is an exciting and creative subject that combines practical skills with problem-solving and innovation. Here are some key reasons why students should consider choosing GCSE DT:

### **Develops Practical and Creative Skills**

- Learn how to design, prototype, and create real-world products.
- Use a range of materials (wood, metal, plastics, electronics, textiles) and modern technologies such as CAD (Computer-Aided Design) and 3D printing.

### **Prepares for Future Careers**

- Useful for careers in engineering, architecture, product design, graphic design, fashion, and manufacturing.
- Helps develop technical knowledge and transferable skills valued in many industries.

### **Encourages Problem-Solving and Innovation**

- Learn how to think critically, solve real-world problems, and innovate.
- Encourages creativity by designing solutions for modern challenges, such as sustainability and user-friendly products.

### **Builds Confidence and Independence**

- Work on independent projects, developing ideas from concept to completion.
- Gain confidence in using tools, software, and manufacturing processes.

### **Links to STEM and Other Subjects**

- Strong connections with Maths, Science, Engineering, and Art.
- Helps in understanding real-world applications of these subjects, making learning more engaging.

### **Engaging and Hands-On Learning**

- Less theory-heavy than some subjects, with a balance of coursework and exams.
- Ideal for students who enjoy practical, hands-on work rather than purely written subjects.

### **Helps with Sustainability and Environmental Awareness**

- Learn about eco-friendly materials, sustainable design, and the impact of products on the environment.

### **A Good Foundation for Further Study**

- Leads into A-Level DT, Engineering, Product Design, Graphic Design, or vocational courses such as BTECs in Engineering or Construction.

GCSE DT is a great choice for students who are creative, enjoy practical work, and want to develop skills for future careers in design, engineering, or technology-related fields.

### **What's assessed?**

- Core technical principles
  - Specialist technical principles
  - Designing and making principles
- In addition for the written exam:

- at least 15% of the exam will assess maths
- at least 10% of the exam will assess science.

### **How it's assessed?**

Written exam: 2 hours

- 100 marks
- 50% of GCSE

Non-exam assessment (NEA): 30–35 hours

- 100 marks
- 50% of GCSE



# GEOGRAPHY

Exam Board: Eduqas



**Geography Lead  
Teacher:**  
Mrs C Hughes



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

**The course covers three 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 field trip. 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 e.g. Science and Maths
- Helps you make decisions

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

### **Component 1:**

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

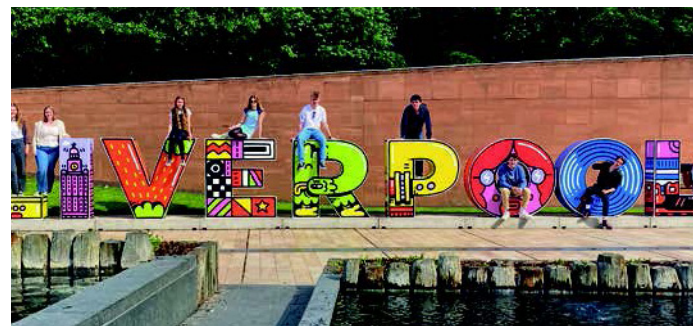
### **Component 2:**

Environmental and Development Issues  
Written Examination  
1 hour 30 minutes 35%

### **Component 3:**

Written examination  
1 hour 30 minutes 30%

There is no Controlled Assessment (Coursework) in this subject



# HISTORY

Exam Board: Edexcel



History Lead Teacher:



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 changing nature of treatment, prevention and cure of illness and disease from medieval Britain to modern times, with a case study of medicine in WW1. exploring American expansion and decline of the plains Indians. The impact of Anglo-Saxon and Norman England on the development of English and British history. 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 enduring mind, interested in the world around them and explore world changing ideas.

### The course looks at four topics:

- Warfare and British Society 1250-present AND London in Second World War 1939-45: (Source based).

- Superpower Relations and the Cold War 1941- 1991 (Berlin Wall and Cuban Missile

Crisis, Fall of communism).

- Anglo-Saxon and Norman England 1060-1088

- Weimar and Nazi Germany 1918-39

### Teaching & Assessment:

**Exam Paper 1:** 30% 1h 15mins Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

**Paper 2 P4:** 20% The American west

**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



Exam Board: Edexcel



**MFL Department Lead  
Teacher:**  
Mrs R Cuéllar-Flores

### 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 six main themes.

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

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 skill to produce and adapt language for themselves.

### 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.



# ART



Exam Board: AQA



**Art Department Lead  
Teacher:**  
Mr P Stugnell

Here at Tretherras we offer a wide range of opportunities and experiences for students within Art. We believe it's 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 in January in the second year of study, concluding in a 10 hour practical exam sat over two 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 four 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 digital outcome, etc.)

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

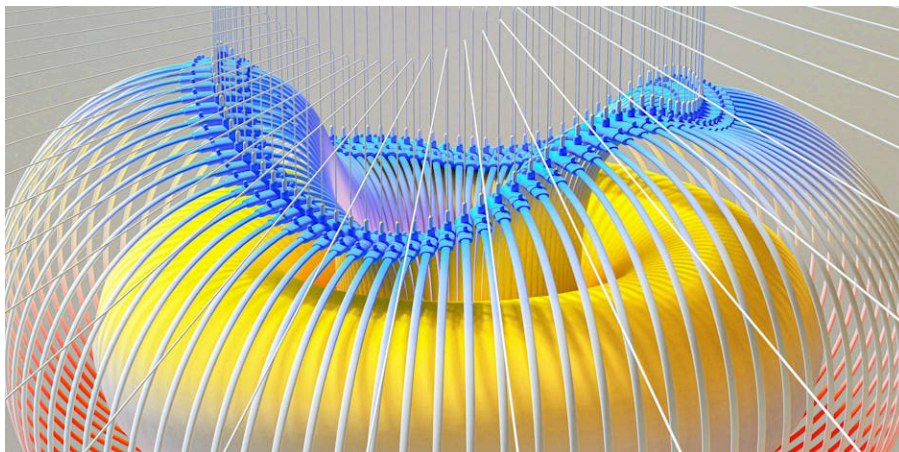
All classwork and homework set is assessed as part of the student's coursework or exam work and overall grade.

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 the exam board.



# ART

## Three-Dimensional Design



Exam Board: AQA



**Art Department Lead  
Teacher:**  
Mr P Stugnell

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 clients 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.



# PERFORMING ARTS



Exam Board: BTEC



**Drama Department Lead  
Teacher:**  
Mrs C Halford

The BTEC Performing Arts course is an exciting, practical course for students who enjoy performing and would like to develop their communication and social skills. The skills developed throughout the course are integral to roles across the creative industry.

## What will you study?

Students will have a taste of what it is like to be a professional theatre practitioner working in the performing arts industry.

- They will explore a wide range of theatre styles, creative intentions and purposes.
- They will investigate how practitioners create and influence what's performed and discover performance roles, skills, techniques and processes.
- They will also develop their performance skills through performing a range of scripted plays and devised pieces of theatre.

## How will you be assessed?

While the course is very practical and focuses on practical performance skills, written work is combined with it. This will include workshops, portfolios, presentations, and skills audits.

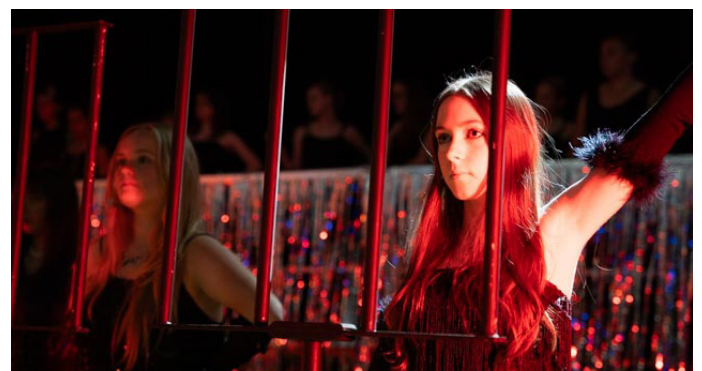
- Component 1: Exploring the Performing Arts Industry (30% assessed internally) You will study 3 styles of theatre and produce a portfolio of evidence to show your understanding of the genre, the creative intentions and creative processes within one play.

- Component 2: Developing Skills and Techniques in Performing Arts (30% assessed internally) You will rehearse an extract from a published play and perform it to a live audience. You will also produce a portfolio of evidence to show your understanding of the creative process as well as develop your ability to evaluate a performance.

- Component 3: Performing a Brief (40% assessed externally) You will devise your own piece of theatre in response to a brief. You will produce a written log that shows your understanding of the style, influences and skills and techniques within the piece and your ability to reflect on the work you have devised.

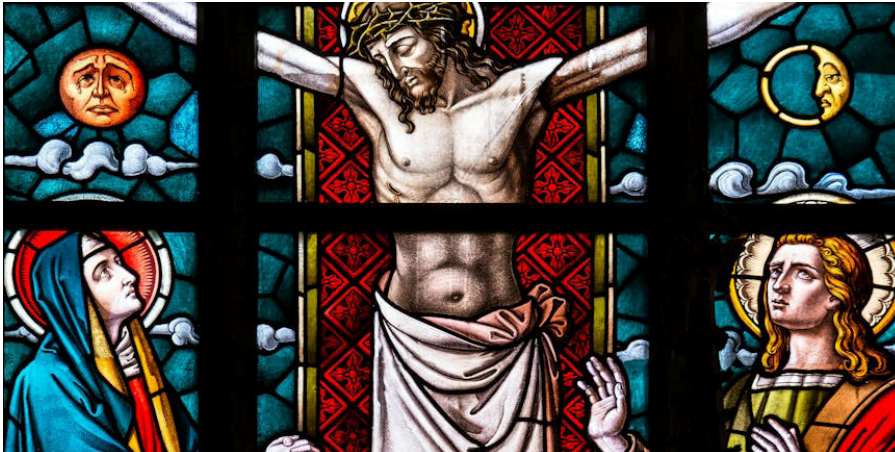
## Why Study performing arts?

- Improve your acting skills
- Communication
- Leadership
- Speak clearly and with expression to an audience
- Improve your self esteem
- Improve your confidence
- Develop your creative thinking skill





# RELIGIOUS STUDIES



Exam Board: AQA

NT

REP Department Lead  
Teacher:  
Mr T Fern

Choosing the GCSE in RS will take you on a journey into the mysteries of life, the universe and everything! We cover a raft of topics including the nature of God and the soul to our ultimate human destiny, through death, marriage, meditation, kung-fu all the way to war, sex and crime to name but a few - this is not a course for the faint hearted!

Religious Studies teaches you a range of vital transferable skills including literacy, critical and lateral thinking, textual analysis, application and evaluation as well as improving the quality of your verbal communication as you debate and discuss the topics with your classmates and teachers. This will help support your English GCSEs and many other Humanities subjects.

The Religious Studies course follows the AQA specification and is divided into three sections:

- . Buddhist beliefs and practices (25% and 1x50 minute exam paper)**
- . Christian beliefs and practices (25% and 1x50 minute exam paper)**
- . Ethical Themes (50% and 1x 1h40 exam paper)**

There is no coursework but there are two exams which is something you should consider when making your decision.

You will be familiar with much of the content having done introductions to Christianity in Y17, Buddhism in Yr8 and Ethics in Yr9 - the exam will also be familiar as your in-class assessments are built around the GCSE question format,

with a mix of multiple choice, short answer and extended answer questions. You will find yourself well prepared to tackle this course!

We have recently invested in excellent resources with a host of text books, paper and digital resources at your disposal - have a look at the Student Shared area to see the sorts of things you will be able to access and also the type of content you will cover.

There is some overlap with your compulsory Religious Education lessons - you will study Christian beliefs with us and again in RE - but just think of it as revision! Additionally, you will be taught four Ethical Themes in RS and two in RE meaning that in the RS Ethical Themes paper you will be able to choose which four of the six available topics to answer - that flexibility is a real bonus!

If you have enjoyed RS so far, you are going to love RS, we hope you can join us on this amazing course next year!



# MEDIA STUDIES



Exam Board: Eduqas



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

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 students 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 and computer games,

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.

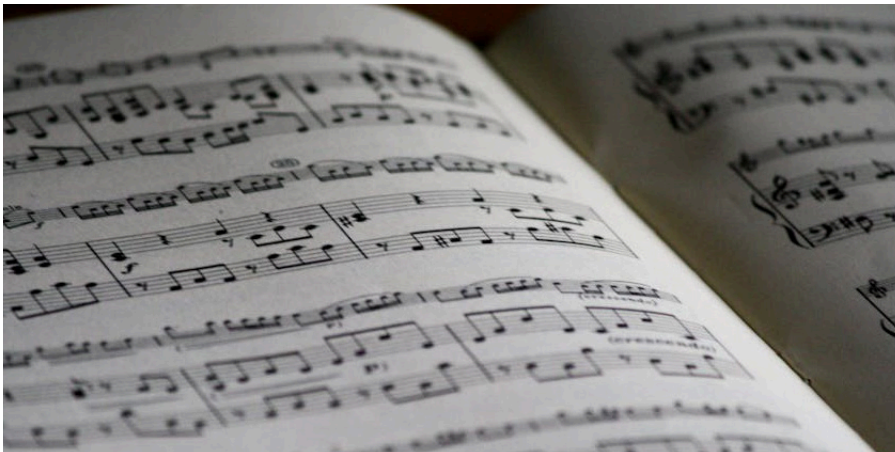
## **Unit 2 Controlled Assessment 30%**

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



Exam Board: Eduqas



**Music Department Lead  
Teacher:**  
Mrs B Wade

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**

Written exam - 1 hour 15 minutes

This is a listening exam which will test students' knowledge of the following areas, which will be taught throughout Year 10 and Year 11:

- Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

Students will also be tested on two study pieces that will link to the Areas of Study above.

The current study pieces are:

### **Study piece 1 (Western classical tradition 1650-1910)**

Badinerie by J.5.Bach for Flute and String Orchestra with Harpsichord

(Final movement, Orchestral Suite No.2 in B minor, BWV1067)

### **Study piece 2 (Popular music)**

Africa: Toto (released 1982)



# PHOTOGRAPHY



Exam Board: AQA



**Art Department Lead  
Teacher:**  
Mr P Stugnell

We offer a wide range of opportunities and experiences for students within GCSE 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.

## **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.

AO1: 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.)

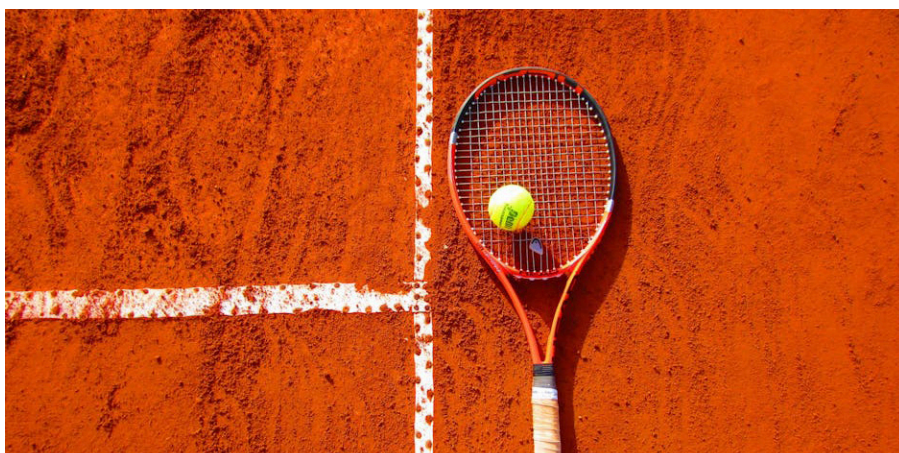
Each assessment objective accounts for 25% of the student's grade.

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



Exam Board: AQA



**Music Department Lead  
Teacher:**  
Mrs B Wade

The aim of GCSE PE 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 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 for 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 three 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 two or more sports at a competitive level.



# HOSPITALITY AND CATERING



Exam Board: Edquas



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

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. 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
- 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





# SPORT SCIENCE



Exam Board: OCR  
Cambridge Nationals



**P.E. Department Lead  
Teacher:**  
Mr D Bowden

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

During the course students will complete three units which look at a variety of different aspects surrounding sport and performance. Students will learn about the Principles of Training, Sports Nutrition and Sports Injuries in the three units they cover. Principles of Training and Sports Nutrition

are coursework based units which contribute to 60% of their final grade and Sports Injuries is a terminal exam at the end of year 11 which is worth 40% of their final grade. Throughout each unit there is a combination of both practical and classroom based learning.

## **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 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.

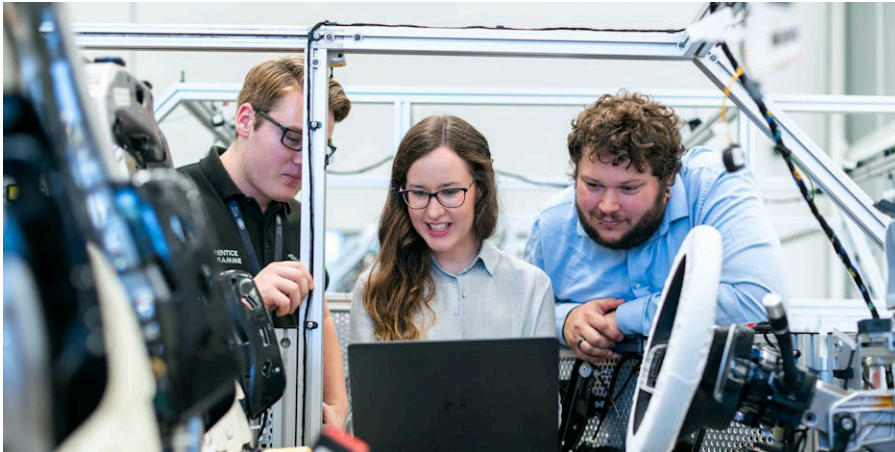
- Develop students' ability to work independently and effectively in a sporting context.

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, coach, lifeguard or gym/fitness assistant  
~ Progress on to the level 3 OCR Sport course in the Sixth



# ENGINEERING



Exam Board: Eduqas



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

## **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?**

- 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 - engineering, planning, making and evaluation.
- Unit 2 - 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



Exam Board: OCR  
Cambridge Nationals



**Computing and Applied  
Learning Lead Teacher:**  
Miss D Maunder

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 learn 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. You will also complete two further units, both of which are coursework based. These will focus on:

- R08 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 are graded pass, merit or distinction. 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.

# CREATIVE iMEDIA



Exam Board: OCR  
Cambridge Nationals



**Computing and Applied  
Learning Lead Teacher:**  
Mr J Wotherspoon

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. The qualifications are recognised by Ofqual, DE 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 three 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.

## **R095: Characters and Comics:**

In this unit, Students will learn about how to use images and characters to create their own storyboard. They will learn how to design and create original characters that convey emotion and personality.

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 Wotherspoon to discuss this excellent course further.





# HEALTH & SOCIAL CARE

Exam Board: OCR  
Cambridge Nationals



**Applied Learning Lead  
Teacher:**  
Ms S Millatt



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.

# OUTDOOR LEARNING



Head of Outdoor Learning:  
Mr J Blum

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 - skill, Volunteering and Physical Recreation. At Gold Level, E 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!

V-Inspired is a nationally recognised scheme that enables young people to develop their skills and interests providing service to the community.

Our Outdoor Leadership programme (open to students in year 10) 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.

We encourage them to get involved in climbing and kayaking. As students move into the Sixth Form, we have an established Winter Mountaineering Skills course based in the Highlands of Scotland.

