

# Plymstock School



## Subject Information Booklet

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2015 to 2017

This booklet contains:

The content of the curriculum followed in each academic year for every subject.

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# Art, Craft and Design

We are proud of our exciting, relevant and coherent Art, Craft and Design curriculum here at Plymstock School. It has been created to ensure a carefully structured learning journey that runs from Year 7 all the way through to Year 13 and beyond, forming a powerful first step on the path to a career in the visual arts.

## Years 7, 8 and 9

In the first three years of the course our projects cover a wide range of themes, techniques and processes. In a typical year a student will engage with two projects, each lasting a term and a half. One of these projects will be fine art in focus, the other centred around either a craft or design process. We also try to give one of the two projects a 2-D outcome, the other being 3-D in resolution. Each project is planned to develop skills in four different areas – drawing and observation, artist studies, development of ideas and experimentation with processes, and, of course, creation of a personal outcome.

Themes vary according to the member of staff teaching them and include; design and sculptural responses to the murder mystery game *Cluedo*; installation work inspired by the 'Shoes on the Danube' holocaust project; ceramic interpretations of traditional Staffordshire Pew Figures; and surfboard designs relating to the graffiti artist Jean Michel Basquait.

## Years 10 and 11

The GCSE Art and Design course builds directly on the skill sets developed at KS3. Students study for 5 hours over the two week timetable, and learn how to develop their ideas in relationship to the work of other creative practitioners. As the course progresses students are encouraged to become more independent, and to work increasingly from their own directives. They benefit from the continuity of having the same teacher in both Year 10 and Year 11, and also from opportunities to study art, craft and design at first hand on our school trips.

Project themes at GCSE include; *Spirit Masks*, a ceramics and textile project inspired by ritual and by tribal traditions, *Ocean*, a mixed media response to Plymouth's defining geographical resource - the sea, and *Explode/Contract*, a new figurative project working with photography, graphic illustration and painting.

## Years 12 and 13

At KS5 we offer two A levels, one in Art, Craft and Design, the other in Photography. In Art, Craft and Design, once more, we build directly upon the GCSE experience, deepening and enhancing engagement with processes, artists and the development of personal ideas. We are extremely proud of the range of work our students create – we do not have a 'house style' and the exam boards seem to really appreciate our diverse approach.

As we do not offer Photography at GCSE the start of the Year 12 Photography course offers a fast paced, modular introduction to technique, ideas and different ways of working. The Year 12 Art course similarly begins with a broad skills-based introduction. Both of them progress to a deeper, self-directed exploration in Year 13.

# Careers Education

## Information, Advice & Guidance

At Plymstock, we consider a young person's career as their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices which are right for them and enable them to have the necessary skills to be able to manage their careers throughout their lives. Through our impartial Careers Education, Information Advice & Guidance (C.I.A.G) programme we aim to promote equality of opportunity, inclusion and anti-racism; comply with the disability and discrimination acts, celebrate diversity and challenge stereotypes.

Schools have a statutory duty to provide careers education in Years 8-11 and to give students access to careers information, advice and guidance. Here at Plymstock we extend our impartial Careers provision from Year 7 to Year 13. Careers Education, Information Advice & Guidance is delivered in Key Stage 3 as one of the 3 key strands in our Life Education programme (1 hour per fortnight) and also through 3 'Collapsed sessions' of 2/3 hours each. Through the "Real Game" activity in Year 7, "Aspirations" programme in Year 8 and the "Futures & Option Choices" sessions in Year 9. (Including a visit to our own careers Fair)

At Key Stage 4, the focus in Year 10 is firmly on Work Experience. All students are placed in a suitable and safe work placement during July of Year 10. Through this week at work, we aim to use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about working practices, and learning the skills for work. The process of informing students about their post 16 choices and guiding them to make the best choice starts in Term 2 with a visit to our Careers Fair and supported by a one-on-one careers interview for all students, from our own impartial Careers Advisor, Mrs Tiffanie Rickard (based full time in the well-resourced Careers Centre)

During the November "Collapsed session" of Year 11 all students visit our own Careers Fair with over twenty exhibitors from local employers, Colleges and approved trainers to the Armed Forces and volunteer services. In addition, each student has allocated time on our Careers software (J.E.D & Higher Ideas) and time to record their thoughts and ideas about their most appropriate Post 16 choice. During terms 3 & 4 we organise various College visits and activities alongside "National Apprenticeship Week" to offer students a wide variety of impartial careers information and experiences. By term 5 we will have identified any students who need further support to ensure their smooth transition onto their next step after Year 11.

Sixth Form Careers Education, Information Advice & Guidance continues where Year 11 Careers left off. Students follow a Careers programme during "Collapsed Sessions" which is geared towards making an informed, impartial and appropriate Post 18 Choice. All students are offered the opportunity for an individual guidance interview with Mrs Kris Warren which may cover Higher & Further Education, employment & training or Gap Year opportunities. There are a number of Careers activities during Collapsed days that provide our sixth formers with the necessary skills, knowledge and understanding to help motivate and guide them to their best post 18 choice. There are visits to Higher Education conventions, employer "mock interviews", work placements, use of Careers software, and Careers tutorials.

# Dance

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team work skills. Effective performance requires physical effort and the determination to succeed and improve.

As choreographers, students employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students develop their interpersonal and communication skills. As critics, students make an informed decision about the dances they see, whether that is their own work or that of professional dancers/choreographers. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfils students' cultural entitlement and broadens their artistic experience.

Extra-curricular activities and opportunities are extremely important in the Dance Department and include Cheerdance, Contemporary Dance, Parkour, Hip Hop and Street Dance.

Our Key Stage 3 curriculum is reviewed termly and varies to suit the needs of our students and the changing world we live in.

## Key Stage 3 Dance

### Year 7

- Sport Dance – Using prior sports knowledge and the use of gesture and basic dance skills to choreograph and develop movement
- Contact e.g. lifts and counter balances – exploring different relationships and building trust and confidence
- Swan Song – and professional work by Christopher Bruce linked to the ideas of oppression and bullying and then showing these ideas to an audience through movement

### Year 8

- Action and Reaction – using contact and non-contact movement to develop and create duets that travel
- Contact – extension of the prior knowledge that both challenges their ideas of dance and their personal skills
- „Stomp“ – developing movement through the use of music and beats

### Year 9

- Art and choreography – using paintings by Kandinsky to invoke ideas about movement creation and development and how you portray these ideas to an audience
- Contact - extension of the prior knowledge that both challenges their ideas of dance and their personal skills
- 'Parkour' – using jumps, vaults and challenging movements to create a dance for outside the classroom

## Years 10 and 11

### GCSE Dance – AQA

- **Unit 1** – Written Paper: Students look at and answer a written paper focusing on critical analysis and perceptive understanding of two professional works. Questions also refer to the students' own experiences of performance and choreography.
- **Unit 2** – Set Dance: Students perform a solo dance that is choreographed by a professional dancer. Students will need to demonstrate their physical competence and effectiveness as performers and their knowledge of safe working practice.
- **Unit 3** – Performance in a Group: students perform in a group dance that relates to a professional dance work they have been studying in their theory lessons. Students will need to demonstrate their physical competence and effectiveness as performers and their knowledge of safe working practice.
- **Unit 4a** – Solo Composition: Students create and perform a solo which has been developed from three motifs. Students will be assessed on their effectiveness as a choreographer and their ability to appreciate dance.
- **Unit 4b** – Choreography: Students create and perform a group/solo dance which shows any of the following starting points - words, a poem or piece of text, a photograph or a piece of 2-D or 3-D art, a prop, accessory or object, a feature of the natural world, a piece of music composed before 1970 or an everyday activity, topical or historical event. Students will be assessed on their effectiveness as a choreographer and their ability to appreciate dance.

## Year 12 AS Level Dance – AQA

**Unit 1 DANC1 - Understanding Dance (Written Paper):** Knowledge and understanding of performance and choreography and the ability to recognise the significance of the outcome (own work and professional repertoire) are central to this unit.

The subject content of this unit links directly to the practical presentations of Unit 2.

**Unit 2 DANC2 - Choreography and Performance:** Students choreograph and perform a solo dance, between two and three minutes' duration which is based on a starting point that is given to the students by the AQA.

Students also have to perform a group dance. Students are assessed on their own individual performance within the context of a duo/trio.

# Design and Technology

Design & Technology aims to provide career and life skills for students; it encourages creativity, practical skills and knowledge. All students study Design & Technology in Years 7 & 8 for two periods a week. They move around three different material areas; product design, graphics and catering. They learn and develop their skills over the year through two units for each material area, each taught by a subject specialist in specialist workshops & kitchens. Year 9 have three lessons over the fortnight's timetable and rotate to each material area once, studying a project over a longer period of time.

**Year 7 Catering:** Students are prepared with „life skills“ which in catering includes teaching them the basics such as using an oven, hob, peeling, chopping, slicing, dicing and of course, food hygiene. The students learn how to make fruit salad, pizza toast, flapjack, fruit crumble, salad, granola bars, oatly cookies, cheese scones and cheese & onion triangles all of which use a variety of different skills.

**Year 7 Graphics:** Students learn graphical skills that they apply to the design of their dream home. They develop drawing, sketching and rendering skills. They then model a room from their dream home in a variety of materials. The students then move onto the second unit which develops their CAD skills using Photoshop & Publisher to create a leaflet for the National Marine Aquarium in Plymouth. Prior to the project the students are given the opportunity to visit the aquarium where they can gather information and photos for the task. They will also be given a brief from the client.

**Year 7 Product Design:** In the first unit the students research the life and work of Antonio Gaudi, they use this as the theme to guide them through the stages of designing, modelling in card and then production of a coat peg. They will learn how to use a variety of hand tools, the powered fret saw, spindle sander, belt sander and pillar drill as they decorate their personalised design. The second unit focuses on the topic of retro design and uses the 1980's as a theme for the design and manufacture of a drinks coaster.

**Year 8 Catering:** Students study bread making, cake making and pastry making. By the end of the unit they will have made, shaped, proved and cooked dough several times with different outcomes such as Chelsea buns & pizza, to ensure they have the independence to make it again. They will have learnt how to make Swiss roll, Dutch apple cake, rolls, loaves, pizzas, quiche & bakewell tart. As part of the 2 units they will also be given a 'Plymstock Bake-Off' brief where they have to research and develop their own products using the skills that they have developed.

**Year 8 Graphics:** During the first unit, the students study confectionary packaging and develop design ideas for a promotional chocolate bar for Cadburys. The project is themed to tie in with a major event; the theme for 2014/15 is the Rugby World Cup. The second project allows students to show some flair and creativity through a 'real' brief; a small designated area of the school site needs development. They will produce a range of ideas for the area; produce detailed architectural plans and a scale model of their submission.

**Year 8 Product Design:** Using Quicksilver and Roxy as a brand, the students develop a range of ideas for a pendant suitable for a selected target audience. Using CAD, 2D design, they create a mould design and cut it from MDF on the laser cutter. They then cast an aluminium alloy to create the pendant. A variety of finishing techniques are used to polish the pendant up to a suitable standard. The second unit in Year 8 focuses on the important topic

of recycling and the 6R's. The students study eco-designs and designers and develop ideas for a wind chime or mobile. The aim of the project is to creatively use discarded or unwanted materials to design and manufacture a product.

The Year 9 Design & Technology course builds on the skills developed in Years 7 & 8 and allowing more time per unit to develop an understanding of each material area for option choices.

**Year 9 Catering:** Students study the importance of food sources as well as a greater in-depth knowledge of food hygiene. The whole unit is themed around healthy meals and cultural variety. The students make a variety of meat dishes including spaghetti bolognese, sweet & sour chicken and Thai green curry. They then have the opportunity to explore recipes of their own and plan their own practicals.

**Year 9 Graphics:** the students are given the freedom to develop their own brief given a starting point of festivals. They devise their own festival and create a brand and promotional material including posters, T-shirts and mugs.

**Year 9 Product Design:** after studying the current trends for technology-based products and researching a popular international brand the students design and develop ideas for a boom box. They have to consider all of the constraints and make their own decisions on materials and methods of manufacture. They then manufacture the design and solder all of the components to make a finished, working product.

## Years 10 and 11

### WJEC GCSE Hospitality & Catering

#### CATERING (SINGLE AWARD)

ASSESSMENT	Weighting
<p><b>UNIT 1: Catering skills related to food preparation and service</b></p> <p>Controlled Task 120 marks (120 UMS) Two practical tasks selected from a bank of six WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated.</p> <p>45 hours in total.</p>	60%
<p><b>UNIT 2: Catering, food and the customer</b></p> <p>Written Paper 1 ¼ hours 80 marks (80 UMS)</p> <p>One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content.</p> <p>This examination will be available either as an electronic assessment or as a traditional written paper.</p>	40%

### AQA GCSE Product Design

Unit 1: Written Paper (45551) **40%** of total marks, 2 hours, 120 marks. Candidates answer all questions in two sections, pre-release material issued.

Unit 2: Design and **Making** Practice (45552) **60%** of total marks, approximately 45 hours, 90 marks. Consists of a single design and make activity selected from a range of board set tasks.



# Drama

The Drama Department is a lively and energetic place, with opportunities to develop skills in many areas of performance. We work hard to ensure that all learners have the freedom to express their creative talents in an environment where they feel safe, included, and respected. Our curriculum has been designed to develop key performance skills through a variety of topics which link to other subject areas. Our schemes of work empower students with the performance skills needed to progress through to the next Key Stage and into further education if they wish. We do this by setting challenging topics which allow students to explore the world around them, developing understanding and empathy, whilst enhancing skills through storytelling.

Extra-curricular activities and opportunities are extremely important in the Drama Department. We run a Whole School Production once a year, as well as GCSE and A Level performances. Students have full use of the fully equipped Drama studios outside of lesson time where they can rehearse, prepare and develop in the lead-up to practical assessments. All learners participate in Drama throughout Key Stage 3 and all lessons are differentiated to include everyone. No matter what ability, pupils can make rapid progress.

Here are some examples of the topics we cover in Key Stage 3

## Year 7

**Maurice 'King of the Toilets'** – A poem based on the issue of bullying, acts as a starting point for basic dramatic skills such as mime, tableau and flashback.

**Fairy-tales** – A study of a variety of different fairy-tales focusing on storytelling, narration, physical theatre. We use Roald Dahl's Revolting Rhymes as a starting point for devised dramas.

**Greek Theatre** – We look back at how Drama originated. Here, we focus on script work through the legend of *Odysseus* bringing in skills such as chorus, blocking and narration.

## Year 8

**Silent Movies/Melodrama** – Different styles and genres of performance. Students create their own silent movies/melodramas based on video clips of *Charlie Chaplin* and *Maria Marten – Murder in the Red Barn*.

**Darkwood Manor** – Learners explore ghost stories and how tension is built through pace, atmosphere, sound and lighting.

**Music and Movement** – Students focus on music and its power to change the meaning of a scene. Students use the music to help conjure up imagery from which they devise new scenes using symbolism.

## Year 9

**Improvisation** – Here we allow students to study the genre of comedy through a range of improvisation exercises such as Park Bench and „*Who's Line is it Anyway?*“

**The Reflection** – We start this topic with the introduction of GCSE performance techniques such as thought-tracking, counterpoint and synchronised movement. Students devise a performance to tell of a story of a teenager with an eating disorder.

**Freedom to explore** – This final unit gives students the opportunity to devise a piece of drama on whatever theme or topic they wish to explore. Here, groups will choose a wide range of all the skills learnt in Key Stage 3 to create a performance to an audience.

## **Years 10 and 11**

### **In GCSE Drama we cover –**

Scripted work – ***Blue Remembered Hills*** by Dennis Potter and ***Teachers*** by John Godber  
Devised work – ***The Star*** and ***Secrets***

Throughout all of these performances pupils have to study the plays, develop their personal performance skills to create an appropriate character and perform to a live audience.

## **Years 12 and 13**

### **We also run A-Level Theatre Studies where students cover -**

AQA Unit 1 – **Live Theatre Seen** and the **Study of a Prescribed Play** AQA Unit 2 – **Presentation of an Extract of a Play** AQA Unit 3 – **Further Study of a Prescribed Play including pre-Twentieth Century** AQA Unit 4 – **Presentation of Devised Drama**

Throughout A Level Theatre Studies, learners explore the works of successful playwrights and theatre companies, including Frantic Assembly, Kneehigh, Steven Berkoff, Henrik Ibsen and Dario Fo.

# English

## KS3 English

Students will study a broad range of classic and contemporary texts from literature during KS3. Over the three years, a variety of genres and writers are studied, in addition to developing literacy skills in the areas of spelling, punctuation and grammar. Students learn to both analyse and create texts of their own, aimed at specific audiences and written for precise purposes. The importance of language as a tool for communication but also as a means for enjoyment is at the heart of English learning and teaching.

### Year 7

- **Poetry** – study of poetic devices with a focus on narrative poetry. Assessment is in the form of an essay, where PEA is a necessary component.
- **Grammar** – study of sentence structures, punctuation and developing accuracy in writing. The final written pieces are designed to assess students' competency in using a range of grammatical features and structures appropriately.
- **Narrative Writing** – students study myths and legends and the summative assessment involves the creation of their own myth / legend.
- **Shakespeare** – students study short extracts from a selection of plays and learn about the historical context of Shakespeare's work. Essay / writing assessment.
- **20<sup>th</sup>/ 21<sup>st</sup> Century Prose (Novel)** – students read a contemporary novel, learning about aspects of character, plot and narrative structure. They then complete a piece of writing based on one of these elements.

### Year 8

- **'Dracula'** – students read the play and may also study extracts from the original text for points of comparison. The assessment requires them to write in role from the perspective of a character from the story.
- **Nature in Poetry** – study of a variety of poetry with the shared theme of „Nature“. The poems generally range from 18<sup>th</sup> century texts to those from the modern day. Students complete a comparative essay on two or three poems, again following the PEA format.
- **19<sup>th</sup> Century Short Stories** – Students compare two short stories, analysing features such as language, tension, voice, structure, theme etc. and write an essay as the final assessed piece.
- **Shakespeare** – students read *The Tempest* and write an essay on a specific aspect of the play as their final assessment.
- **Narrative Writing** – to include a strong descriptive component. The genre focus here may be horror, leading to students writing their own horror story / extract.

### Year 9

- **20<sup>th</sup> Century Prose** – Study of a novel; typically *To Kill a Mockingbird* or *Of Mice and Men*. Students then complete a creative writing assessment from a selection to include book review, descriptive task or writing from the perspective of a character. □
- **ELH Poetry and *King Lear*** – Study of a selection of poems from the English literary heritage, which are linked to aspects of Shakespeare's play. Assessment is in the form of an analytical essay.
- **Non-fiction Reading and Writing** – study of a variety of non-fiction texts, which lead to students analysing and writing their own for specific audiences and purposes.
- **Exam Preparation** – Leading on from the previous unit, students prepare for the Yr9 exam, held in May.

- **19<sup>th</sup> Century Novel** – Study of a novel from this era; typically *Frankenstein* or *The Strange Case of Dr Jekyll and Mr Hyde*. The final assessment is essay-based on a specific aspect of the novel.

## Years 10 and 11

### KS4 English Language and Literature

#### AQA GCSE English (4700) /English Language (4705) and Literature (9710)

All Year 10 students will either be studying for a GCSE in English or two GCSEs in English Language and English Literature.

#### GCSE English course outline:

##### **External Examination (Unit 1 60%):**

##### **Understanding and Producing Non Fiction Texts 2 hours 15 minutes**

**Section A** Four compulsory questions based on three reading sources. **(30%)**

**Section B** Two compulsory writing tasks- one shorter and one longer. **(30%)**

(The shorter task will be more informative or descriptive and based on personal details. The longer task focuses on arguing and persuading.)

##### **Written Controlled Assessments (Unit 3 40%):**

**Part A: ‘Understanding Creative Texts’ 3-4 hours (1600 words) 20%**

Students produce three written response based on tasks from the task bank.

Tasks will draw on candidates’ study of the following texts.

- A play by Shakespeare (drama)
- A text from the English Literary Heritage (poetry)
- A text from a different culture or tradition (prose)

**Part B: ‘Producing Creative Texts’ 3-4 hours (1600 words) 20%**

Students must complete two tasks from the following:

- Moving Images (writing for or about moving images/film)
- Me, Myself and I (responding to a brief and writing a personal account)
- Prompts and Re-creations (taking a text and turning it into another)

#### GCSE English Language and Literature Course Outline:

##### English Language

##### **Written Controlled Assessments (Unit 3 40%):**

**Part A: ‘Extended Reading’ 3-4 hours 1200 words 15%**

**Part B: ‘Creative Writing’ 3-4 hours 1200 words total 15%**

Students must complete two tasks from the following:

Moving Images (writing for or about moving images/film)

Commissions (responding to a brief e.g. newspaper writing)

Re-creations (taking a text and turning it into another)

**Part C: ‘Spoken Language Study’ 2-3 hours 800-1000 words 10%**

##### **External Examination (Unit 1 60%):**

**Understanding and Producing Non Fiction Texts 2 hours 15 mins 60%**

**Section A** Four compulsory questions based on three reading sources.  
**Section B** Two compulsory writing tasks- one shorter and one longer.  
 (The shorter task will be more informative or descriptive and based on personal details.  
 The longer task focuses on arguing and persuading.)

## English Literature

### Written Controlled Assessments (Unit 3 25%):

**'The Significance of Shakespeare and the English Literary Heritage'** 25%  
 Comparative reading assessment comparing a Shakespeare text and any other text of any genre from the English Literary Heritage (3-4 hours).

### External Examination (75%):

<b>Unit 1 'Exploring Modern Texts'</b>	<b>1 hour 30 minutes</b>	<b>40%</b>
<b>Part A: 'Modern Prose or Drama'</b>	<i>one question from a choice of two</i>	<b>(20%)</b>
<b>Part B: 'Exploring Cultures'</b>		<b>(20%)</b>
<i>a- will require students to respond to a passage from the text</i>		
<i>b- will require students to link this passage to the whole text</i>		
<b>Unit 2 'Poetry Across Time'</b>	<b>1 hour 15 minutes</b>	<b>35%</b>
<b>Section A: Poetry Cluster from the AQA Anthology</b>	<i>one question</i>	<b>(23%)</b>
<b>Section B: Responding to an unseen poem</b>	<i>one question</i>	<b>(12%)</b>

## Years 12 and 13 Key Stage 5 English

### English Language and Literature AQA Specification B

#### Unit 1 - ELLB1F

Introduction to Language and Literature Study 60% of AS, 30% of A Level  
 1 hour 45 minutes written examination (96 marks). Two questions: one on an unseen text(s) related to the theme(s) of the Anthology, produced by AQA as a set text; the second on the Anthology itself.

#### Unit 2 - ELLB2

Themes in Language and Literature 40% of AS, 20% of A Level Coursework  
 Unit (64 marks).  
 Two-part assignment on chosen pair of texts: discussion of a set theme in relation to the texts; a piece of creative writing, demonstrating understanding of texts as a whole.

#### Unit 3 - ELLB3

Talk in Life and Literature 30% of A Level  
 2 hour written examination (96 marks).  
 Two questions: one based on extract from prescribed play; one requiring comparison of unseen texts.

#### Unit 4 - ELLB4

Text Transformation 20% of A Level  
 Coursework Unit (64 marks). Coursework folder of transformed texts and associated commentary or commentaries.

## English Literature AQA Specification B

### Unit 1- LITB1

Aspects of Narrative

60% of AS, 30% of A level

Two hour written paper. Open book (84 marks). Four texts for study: two novels (at least one post 1990) and two poetry texts 1800- 1945. The paper has two sections. Candidates answer one question from each section

### Unit 2 - LITB2

Dramatic Genres

40% of AS, 20% of A level.

Coursework (60 marks). Minimum of two texts for study within dramatic genre of Comedy. A portfolio of two pieces of written coursework (one may be re-creative) each 1200-1500 words.

### Unit 3 - LITB3

Texts and Genres

30% of total A level.

Two hour written paper. Closed book (80 marks). Minimum three texts for study including at least one text 1300-1800. Candidates choose one topic area for study: Elements of the Gothic, or Elements of the Pastoral. For each topic there will be two sections. Candidates answer one question from each section.

### Unit 4 - LITB4

Further and Independent Reading

20% of A level

Coursework (60 marks). Minimum of three texts for study including one pre-released anthology of critical material. A portfolio of two pieces of written coursework: comparative study of an aspect of two texts (1500-2000 words); an application of an aspect of pre-released critical anthology to a literary text (1200-1500 words).

# Geography

Geography is a subject which covers everything which connects people to their environments. It is a journey which takes us on a voyage of discovery from the planet's natural and extraordinary beauty to its terrifying power, weaving through this narrative is the human story of how humans have coped and managed our own needs and desires without destroying the planet that sustains us. Geography examines and analyses the real evidence behind the issues that face us in building a sustainable future. Geography informs, challenges and prepares young people for the world they will inherit.

## **Year 7**

Our planet Earth/Maps and Mapping – essential Geography skills/Exploring Britain/Countries and Continents

*Fieldwork* – Annotated Field Sketch

## **Year 8**

Energy and the issues around global warming and renewable energy/ Weather and climate/ Ecosystems in our living world/Tourism

*Fieldwork* – The Eden project - an investigation of human and climate impacts on an ecosystem

## **Year 9**

Hazardous Earth/Population change and its impact/Our coasts and rivers/Our global world

*Fieldwork* – Newquay- an investigation of tourism and coastal processes

## **Year 10**

The Coastal Zone/ Population Change/The Living World/Tourism *Fieldwork*

- An investigation on the impact of Tourism on Looe

## **Year 11**

The Restless Earth/Globalisation

## **Year 12**

Population change/Rivers, floods and management/Coastal Environments/Energy Issues

*Fieldwork* - *Population analysis in Plymouth/ River study in the South Hams*

## **Year 13**

Ecosystems: Challenges and Change/Plate Tectonics and associated hazards/ World Cities

# Health and Social Care

Health & Social Care is the study of people and the services and support available to keep them well and have a good quality of life.

## GCSE Health & Social Care

### Year 10

#### Understanding Personal Development & Relationships

The focus of this unit is to develop an awareness of the development of individuals in the different life stages from infancy to old age. We then move on to look at the factors that can affect human growth and development and contribute to the development of self-concept. Finally, we look at the major life changes and sources of support. This is an Exam Unit worth 40% of the final mark.

### Year 11

#### Health, Social Care and Early Years Provision

This year we look at the different types of services available to individuals and how these are organised. We consider the different job roles and the skills and qualifications needed to do these jobs. We then identify the different clients who use these services and the barriers that can prevent people from accessing services. Assessment is by a series of Controlled Assessment tasks focussing on an Early Years Setting. The Controlled Assessment is worth 60% of the final mark.

## AS Health & Social Care

### Year 12

#### Promoting Quality Care (Exam unit)

In this unit we look at attitudes and prejudices and their impact in health and social care settings. We then go on to consider the rights and responsibilities of service users and providers. We also focus on the values of care and how organisations promote quality care.

#### Communicating in Care Settings (Coursework unit)

This unit investigates the different types of communication skills used in care settings and their purpose. This includes oral, non-verbal, computerised and special methods in care settings. Learners will participate in a range of practical communication activities.

#### Promoting Good Health (Coursework unit)

This unit investigates the range of lifestyle choices which influence health and well-being. We investigate the ways in which ill-health can be prevented and the methods that are used by health and social care practitioners.

## A2 Health & Social Care

### Year 13

#### Anatomy & Physiology (Exam)

This unit enables learners to develop their knowledge and understanding of the structure and function of the major body systems. We also focus on the symptoms of a range of common human diseases and dysfunctions including their causes, care and treatment.

#### Social Trends (Pre-release exam)

This unit develops skills in analysing demographic data to understand social trends that will affect the family and individuals. We develop skills in analysing and evaluating secondary sources to explore a range of social trends including divorce, remarriage and the changing concept of childhood.

#### Care Practice & Provision (Coursework)

In this unit we look at how all workers in the health, social care and early years setting, understand their role in meeting individual needs and how they work in partnership. We go on to consider national policy and legislation and how it impacts on provision locally.



# History

The History Department at Plymstock School is a thriving, creative and ambitious environment where students are supported and encouraged to achieve their full potential. Nurturing a collegiate approach between all stakeholders has seen our department thrive across all Key Stages. First and foremost, we continually challenge ourselves and our students to be effective learners. Consequently, we take risks and thrive in an environment that encourages respect, tolerance, creativity and aspiration.

**All of our curriculum is supported on line through our website: [www.historynetwork.co.uk](http://www.historynetwork.co.uk)**

**Year 7 Skills Support:** Initial studies are based around the acquiring of the basic skills of a Historian and applying them to different times and places. Once grasped, students will routinely revisit these skills within the context of the chronological narrative of British, European and Global History, working towards the requirements of both the GCSE and A Level syllabi as well as the transferable and highly employable skills that make History such a desirable skill to master

**Year 7 Medieval Realms:** How was modern Britain formed? The causes and consequences of the Norman conquest of 1066 and the evolution of the English State and control

**Year 7 Religion:** How did the religious struggles of the Reformation affect the lives of both Monarchs and subjects during the Tudor and Stuart periods? How did religion hold such influence that it led to war and civil war?

**Year 8 Power:** How did our country transform itself from country with powers vested in a monarch to one vested in Parliament? What changed in the United Kingdom to bring about a war between King and Parliament?

**Year 8 The Industrial Age:** What factors and individuals contributed to turning the United Kingdom into the world's first industrialised society? How did our country change and how did the people change with it? How do economics, social conditions and politics all combine and interlink?

**Year 8 The Imperial Age:** How did the United Kingdom turn its newly acquired industrial power into the world's greatest empire? Was the Empire a force for good or bad?

**Year 8 The Twentieth Century – World War One:** A study of the optimism of the new century and the causes and consequences of the Great War

**Year 9 The Twentieth Century – Democracy & Dictatorships:** This unit will allow students to compare their evolving understanding of the British system of government with three contrasting and significant nations representing the two major political systems of the Twentieth Century: The USA, USSR and Nazi Germany

**Year 9 The Twentieth Century – World War Two:** How did the events of the most recent global conflict affect the lives of those still with us today in both the long and short term. Is how we have learnt our History of this period accurate?

**Year 9 The Twentieth Century – Aspects of the Modern World:** This unit will bring students understanding of History up to contemporary events which have shaped both the

lives of their Grand Parents and Parents. From the Cold War to 9-11 and the role of ideology we aim for students to grasp the complexity and interrelated nature of the sweep of History.

### **Year 10 - GCSE – Edexcel SHP B**

**Life in Nazi Germany 1918-45:** How did the flawed peace of 1919 lead to the emergence of the most liberal of countries in the short term and the descent into the totalitarianism of Nazism in the 1930"s?

**Vietnam War Controlled Assessment:** How was the world's most powerful superpower lured into South East Asia to be humbled by an Asian's country's desire for independence?

### **Year 11- GCSE – Edexcel SHP B**

**Medicine Through Time:** A broad sweep though the progression, regression and continuity of medicine from the Ancient World to the modern day. What factors makes change happen?

**The Transformation of Surgery c.1845-1918:** From the screams of 19<sup>th</sup> Century surgical theatres to the silence of the modern operations; how did surgery overcome and progress so spectacularly and pass the barriers of pain, infection and blood loss?

### **Year 12 - AS/A2 Unit 1 Britain Transformed - 1917-1997 - Edexcel**

The first AS unit is a study of British history from the end of the First World War in 1918 to the election of Tony Blair as prime minister in 1997. During this time Britain was challenged by war, fluctuations in the economy, technological advancement and the desire for greater social equality. The response to these challenges has in many ways created the political, social and economic climate of the twenty-first century today.

### **Year 12 - AS/A2 Unit 2 The USA: Boom, Bust 1917- 54 - Edexcel**

In the eighteenth and nineteenth centuries, steam power and new technology had made Britain the workshop of the world: electrical power and the assembly line did the same for American industry in the early twentieth century. Compounded by a war that destroyed the status quo that the USA had habitually shunned and social revolution that challenged the very ideas of what America was, an age of mass production, consumption, hysteria and hatred was ushered in, transforming the United States.

### **Year 13 -A2 – Unit 3 Britain: losing and gaining an empire, 1763–1914 - Edexcel**

The examined part of the A Level will study the British Empire and the part played in this by the Royal Navy and merchant marine. Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.

### **Year 13 -A2 – Unit 3 - Course work**

# ICT and Computing

The ICT and Computing Department aims to provide high quality teaching and learning for students in not just how to use computers, networks and application software (digital literacy), but to understand how computers and networks actually work (the science of computers) and how to create their own applications (computer programming). Students will also look at how information technology (IT) is used in real-life situations and how to use IT safely and responsibly (e-safety)

In KS3 (Years 7-9) all students will have one lesson of ICT/Computing per week. In KS4 students can choose to study either ICT or Computer Science at GCSE. Both of these courses are also available at A-level.

## Key Stage 3

In **Year 7** students have a series of short units covering:

- e-safety
- using computer models and databases
- binary numbers and data representation
- components of computer systems and their function
- algorithms and basic programming techniques
- creating web pages and animated content
- recording and editing audio and video

In **Year 8** student have longer units based on a theme:

- Computer Games
- Modelling the costs of a new game
- Using a games database
- Creating their own computer games
- How networks and the Internet work
- Safe and responsible use of social networking
- Creating their own phone app
- Control technology
- Programming control systems (e.g. traffic lights, burglar alarms, etc.) □  
Robotics

In **Year 9** we begin to introduce the two courses available at GCSE. Students will complete sample tasks for GCSE ICT controlled assessment (using a database, making a logo and digital advert) and then move on to GCSE Computer Science topics (text-based programming languages and how computers store and process data). This should enable them to make an informed choice between these two courses for KS4.

For the remainder of the year, we give students the opportunity to develop their digital literacy skills in a wide range of packages, from spreadsheets and presentations, to graphics and 3D modelling. Students who have chosen GCSE Computer Science will also get further opportunities to develop their programming skills.

We also offer a range of **extra-curricular activities** for Key Stage 3 students ranging from lunchtime or after school clubs, to taking students to compete in programming competitions at Plymouth University.

## Years 10 and 11

### GCSE courses

At KS4 we offer two GCSE courses:

**GCSE Computer Science** covers programming and how computer systems actually work. We use the AQA course which is made of three components: two projects worth 30% of the final mark each and a final exam worth the remaining 40%. The projects are chosen from four possible areas: web-technology, mobile phone apps, game development and traditional programming. Each involves designing, creating, testing, documenting and evaluating a programmed solution to a given problem.

**GCSE ICT** teaches students how to design, create and test digital solutions to real world problems and how IT devices and networks are used. We use the Edexcel course which is made up of two components: a controlled assessment brief (CAB) worth 60% of the final mark and a final exam worth the remaining 40%. The CAB tasks include research and investigation, making a logo, digital advert and web pages, using a database and creating a spreadsheet model. Each task is reviewed using a series of guided questions.

## Years 12 and 13

### A-level courses

At KS5 we offer two A-level courses:

**A-level Computing** covers the theories behind computers and how computing devices work, as well as more advanced programming techniques in a variety of languages. A good level of Maths is very important for computing, usually at least a B at GCSE. In Year 12 there are two exams, a 2 hour on-screen practical and a 1 hour written paper. In Year 13 there is one 2 hour exam and one extended project, where students develop a programmed solution for a client.

**Cambridge Technical in IT** is a level 3 vocational qualification that allows students to study a range of practical skills suitable for working in IT or going on to further study. The qualification provides the full range of grades up to A\* and carries full UCAS points. There are two compulsory units on Communication and Employability Skills in IT and Information Systems. Students then take a further four units from Computer Systems, E-Commerce, Computer Networks, IT Technical Support, Developing Computer Games, Website Production, Computer Animation, Interactive Media Authoring, IT Systems Troubleshooting and Repair and Client Side Customisation of Web Pages. All assessment is through completion of assignments or tasks, supported by written or digital evidence. The course is also available at level 2 and can be studied over one year.

# Life Education

The Life Education curriculum covers the statutory and non-statutory guidance for:

- *Careers Information, Advice and Guidance*
- *Citizenship*
- *Financial Education*
- *PSHE*
- *Relationships & Sex Education*

The Life Education curriculum is reviewed annually to ensure relevance.

## KEY STAGE 3

### Years 7-9

At Key Stage 3 Life Education is delivered through the „Plymstock Strands“

- *Careers and the Wider World*
- *Democracy and Diversity*
- *Relationships and Wellbeing*

At Key Stage 3 students are taught Life Education once a fortnight. The curriculum is also „collapsed“ three times per annum and students focus on specific areas in tutor groups, over two to three periods, depending on the collapsed session.

### Year 7

Term	Strand	Content
1	Relationships and Wellbeing	<ul style="list-style-type: none"> <li>• Identity and Diversity and the London Olympics</li> <li>• Going to school in Plymouth</li> </ul>
2	Relationships and Wellbeing	□ Bullying
3	Democracy and Diversity	<ul style="list-style-type: none"> <li>• What is Citizenship?</li> <li>• Learning More About Politics □</li> <li>What does an MP do?</li> </ul>
4	Careers and the Wider World	□ Careers & the Real Game
5/6	Relationships and Wellbeing	<ul style="list-style-type: none"> <li>• Body Image</li> <li>• Diet</li> <li>• Personal Hygiene</li> <li>• Relationships</li> </ul>
Collapsed Session – September		„Getting to know you“ - Teambuilding
Collapsed Session - November		Anti-Bullying Week Activities
Collapsed Session - March		Court Case Roleplay

## Year 8

Term	Strand	Content
1	Democracy and Diversity	<ul style="list-style-type: none"> <li>Political Parties</li> <li>Voting</li> <li>Contemporary Issue-What should be done about Islamic State?</li> </ul>
2	Relationships and Wellbeing	<ul style="list-style-type: none"> <li>Sex Education</li> <li>Gender and Stereotyping</li> <li>Image and Self-Image</li> </ul>
3	Democracy and Diversity	<ul style="list-style-type: none"> <li>Racism-Stephen Lawrence</li> <li>The Sophie Lancaster Story</li> </ul>
4	Careers and the Wider World	<ul style="list-style-type: none"> <li>Personal Finance</li> </ul>
5/6	Democracy and Diversity	<ul style="list-style-type: none"> <li>Rights and Responsibilities</li> <li>Child Soldiers</li> </ul>
Collapsed Session – September		Mock Election Campaign
Collapsed Session - November		Cyber-Safety and Online Bullying
Collapsed Session - March		Careers & Aspirations

## Year 9

Term	Strand	Content
1	Democracy and Diversity	<ul style="list-style-type: none"> <li>Political Leaders</li> </ul>
2	Careers and the Wider World	<ul style="list-style-type: none"> <li>Careers</li> </ul>
3	Democracy and Diversity	<ul style="list-style-type: none"> <li>Sexism</li> <li>Attitudes towards Travellers and Gypsies</li> <li>Should Abu Qatada have been deported?</li> </ul>
4	Careers and the Wider World	<ul style="list-style-type: none"> <li>Personal Finance</li> </ul>
5/6	Relationships and the Wellbeing	<ul style="list-style-type: none"> <li>Sex Education</li> </ul>
Collapsed Session – September		Young People & Crime
Collapsed Session - November		Careers & Aspirations – Careers Fair
Collapsed Session - March		British Values Day

## KEY STAGE 4 - Years 10-11

At Key Stage 4 Life Education is taught through the subject of Life: Philosophy, Culture and Ethics. In addition, the curriculum is collapsed three times per annum to deliver the Careers and Wider World strand.

<b>Year 10</b>	
Collapsed Session – September	Work Experience
Collapsed Session - November	Anti-Bullying Week Activities
Collapsed Session - March	Financial Education
<b>Year 11</b>	
Collapsed Session – September	Work Experience Follow Up
Collapsed Session - November	Careers & Aspirations – Careers Fair & Post 16 Choices
Collapsed Session - March	Revision Planning and Revision Skills

# Mathematics

Mathematics from Years 7 to 11 consistently builds on prior knowledge and stretches students to develop both their theoretical understanding of Mathematics and its relevance to the world around them.

We follow the Edexcel GCSE linear course at both GCSE and post-16. We strive to offer a bespoke pathway for all students to follow, from those who wish to achieve a grade C at GCSE, through to those who wish to study Mathematics at university.

## Year 7

Number – calculations using all four operations, the order of operations, fractions, decimals and percentages, rounding.

Shape – using angle facts, finding the perimeter and area of polygons, units of measurement.

Algebra – forming and simplifying expressions, substitution, solving equations.

Data handling – drawing basic charts, finding and calculating averages, surveys and questionnaires, finding probabilities.

## Year 8

Number – rounding numbers including using significant figures for estimating answers, ratio, squaring and cubing numbers, finding the square and cube root of a number.

Shape – further angle work using properties of polygons and parallel lines, using  $\pi$ , symmetry and transformations.

Algebra – extending algebraic skills, forming and solving multi-step equations, finding the next term and rule for a sequence.

Data handling – further use of statistical diagrams, comparing sets of data, probability, and experimental probability.

## Year 9

Number – calculations with fractions, decimals and percentages, using a calculator, powers and rules of indices.

Shape – further angle fact using polygons, areas of compound shapes, Pythagoras' Theorem and introduction to trigonometry.

Algebra – extending algebraic skills, finding the  $n$ th term of a sequence, straight line graphs.

Data handling – developing the use statistical diagrams and calculations, comparing theoretical and experimental probability.

## Year 10

Number – operating on numbers including negative numbers, fractions, decimals, percentages and powers. Calculations with standard form. Types of numbers and finding the HCF and LCM.

Algebra – substitution, simplifying, solving multi-step equations, expanding brackets and factorising, solving simultaneous equations.

Shape – calculating the area and volume of shapes and solids. Using Pythagoras' Theorem

a

nd trigonometry to solve problems in context, transformation geometry.

Data handling – collecting data and sampling. Representation of data including pie charts, stem & leaf diagrams, scatter graphs, cumulative frequency.

## **Year 11**

Number – further manipulation of indices, surds, direct and inverse proportion.

Algebra – factorising, solving and rearranging algebraic expressions and equations, solving inequalities.

Shape – cubic, reciprocal and trigonometric graphs, vectors, circle theorems

Data handling – surveys and questionnaires, box plots, calculating the standard deviation.

## **Year 12**

AS Mathematics – Core 1, Core 2 and Statistics 1

## **Year 13**

A2 Mathematics – Core 3, Core 4 and either Mechanics 1 or Statistics 2

## **Year 12 & 13**

Further Mathematics – Further Pure 1 and Further Pure 2 or 3, Decision 1 and 2, Mechanics 1 and/or 2, Statistics 2.



# Media Studies

Years 10 and 11

## GCSE Subject overview

The course is offered to those with a keen interest in the media that is all around us. The GCSE involves a range of tasks requiring a balance of analytical and practical / creative skills. Students will study existing media texts from the three media platforms (Broadcast, Print and E-Media) and evaluate how audiences are targeted, genre conventions and how representation is used by different institutions. They will then apply the knowledge and understanding gained to create media products of their own.

## SUBJECT CONTENT

**Unit 1 - Investigating the Media (40%)** This is externally assessed and requires pupils to investigate a pre-released media topic and undertake research and planning in order to respond to two or more unseen tasks. This unit is assessed under supervised conditions as a formal one and a half hour exam. The brief will be pre-released four weeks prior to the external assessment date, giving pupils time to research and plan for the test. The exam topic changes each year and examples have included Action Adventure Film, Television News, TV Crime Drama and the Music Press. Year10 are currently studying Science Fiction Film and the area for study next year is Television Game Shows.

**Unit 2 - Understanding the Media (60%)** This unit comprises three controlled assessments which require pupils to build on their understanding of the media key concepts for their own pre-production planning, leading to a practical production. The Media Forms generally studied are:

- Print and electronic publishing including newspapers, comics, magazines and advertising.
- Moving image: includes television and film, which covers features, trailers and genre study.
- Web-based technologies/new media including the internet, web design, weblogs, podcasts etc.

### Students will be required to develop the following media skills:

- Pre-production/planning skills: storyboarding, poster design, print advertising design, scripting, flat plans for magazines etc.
- Production skills: drawing / photography to create still image work, digital camera work, etc.
- Evaluation: pupils are expected to be able to effectively evaluate their production work in the light of media practices.

For the practical element to the course, pupils may use digital cameras, their own smart phones, camcorders and editing equipment to produce their own media products. Both individual and group work will be involved in the practical element of the course. It must, though, be stressed that there is a strong theoretical basis to the course, and pupils must expect to spend time and effort in writing about the key concepts of audience, institution, representation and media language.

**Progression:** Options for further study are available including „A“ level Media Studies and degree level courses are increasingly popular. This GCSE is a helpful, though not essential, progression to post-16 studies. Careers related to media include: advertising, journalism, public relations, film, TV broadcasting, marketing and publishing.

## Years 12 and 13

### POST-GCSE

As with the GCSE course, students will study a variety of texts across the media platforms, so the ability to formulate opinions and reason carefully are essential skills. More theory is integrated into the KS5 syllabus and as such, students will be expected to do a substantial amount of reading and have an interest in the media and all its forms of communication such as film, the internet, television and the press. There is also a practical element where students will be required to produce their own media texts, so ICT skills and a creative approach would be definite advantages.

### AS Modules

#### **MEST 1: Investigating Media, 2 Hour Written Paper**

Students are introduced to a conceptual framework for reading and understanding media texts. Cross media studies from broadcast fiction, documentary, music, news and sport are selected and studied for this unit.

#### **MEST 2: Creating Media Coursework**

Students will use one or more media technologies to produce two finished pieces of practical coursework, accompanied by a 1500 word written evaluation.

### A2 Modules

#### **MEST3: Critical Perspectives, 2 Hour Written Paper**

Students will study pre-set topic areas starting with identities and the Media and the impact of new/digital media. They will also cover recent media debates and media theory.

#### **MEST4: Research and Production Coursework**

Students undertake research into a media text or topic and produce a 2000 word research essay and then link this to a practical production piece.

#### **Career paths & degree courses**

Media Studies provides a useful foundation for any Arts degree and provides a good background for a large number of careers such as: Journalism, Advertising, Marketing, Television, PR, Teaching and many others.

# Modern Foreign Languages

	French	German
<b>Year 7</b>	Basics School life Family and friends What I like doing Animals Where I live	Basics Family and friends School life What I like doing Where I live Food and drink
<b>Year 8</b>	Holidays Sport Daily Life France Media Technology	Berlin Shopping Holidays Personality description Daily life Festivals
<b>Year 9</b>	Media and film World of work Health Tourism Arts and Society	Music and technology Film World of Work My world Berlin history

## Years 10 and 11

### GCSE French (4655), German (4665) and Spanish (4695)

#### Lifestyle –

- Healthy and unhealthy lifestyles ☐
- Relationships and Choices ☐
- Future plans regarding: marriage/partnership
- Social issues and equality

#### Leisure

- Free Time and the Media ☐      New technology

#### Holidays-

- Plans, preferences, experiences, what to see and getting around

#### Home and Environment -

- Special occasions celebrated in the home
- Home, town, neighbourhood and region
- Environment and current problems facing the planet
- Being environmentally friendly within the home and local area

#### Work and Education

- School/College (pressures and problems) and Future Plans
- Current and Future Jobs

## Years 12 and 13

### AS French and German (AQA)

- MEDIA – Television, Advertising and Communication
- POPULAR CULTURE - Cinema, Music and Fashion/trends
- HEALTHY LIVING/LIFESTYLE - Sport/exercise, Health and well-being and Holidays
- FAMILY/RELATIONSHIPS - Relationships within the family, Marriage/partnerships

### A2 French and German (AQA)

- ENVIRONMENT - Pollution, Energy and Protecting the plane
- THE MULTICULTURAL SOCIETY – Immigration, Integration and Racism
- CONTEMPORARY SOCIAL ISSUES - Wealth and poverty, Law and Order and Impact of scientific and technological progress
- CULTURAL TOPICS (2) – Usually 1 film and 1 book

# Music

## Year 7

### **Reading Music:** (*Singing the “Music Reading” Song*)

- Using voice to differentiate in pitch and intervals and understanding the shape/direction of treble clef notated melody applied to pitch in voice and instrumentally, and applied to direction of notes on the keyboard

### **Performing Classical Music:** (*Instrumentally performing an extract of Beethoven’s 9<sup>th</sup> Symphony*)

- Knowledge of Beethoven as an “absolute” composer and his inspiration from the “Ode to Joy” poem to include in his 9<sup>th</sup> symphony
- Read and perform the treble clef melody on keyboard, using right hand and all fingers, understanding how phrasing works and understanding of ‘accompaniment’ and how this can be played as basic block chords / split triads / alberti bass chords / dotted rhythmic versions

### **Composing Programmatic Music:** (*Using Saint-Saens “Carnival of the Animals” as stimuli*)

- Establishing through listening / performance the musical elements DURATION, DYNAMICS, PITCH, TEMPO, TEXTURE, TIMBRE
- Establishing and recognising “programmatic” classical Music (Saint-Saens)
- Improvising and composing programme music with a specific focus on inclusion of the musical elements, plus performance of this
- To understand and create graphic score for programme music composition

## Year 8

### **World Traditions Part 1 – Blues** (*vocal / instrumental performance of Music using the features of Blues Music*)

- Cultural / historical awareness of Slave trade and use of Music in the context of work song, communication etc.
- Structural awareness of the 12 bar Blues and how this differs to other typical Western musical structures plus knowledge of the Blues scale (flattened 3<sup>rd</sup>, 7<sup>th</sup>, sometimes 5<sup>th</sup>)
- Vocal performance of Blues style song – call plus vocal improvisation of Blues style song – response (scat singing)
- Development of basic accompaniment triad split chords into walking bass, including use of flattened 7<sup>th</sup> plus phrased performance of the melody call and improvised response including use of the flattened 7<sup>th</sup> note

### **World Traditions Part 2 – Samba** (*instrumental improvisation / composition and performance using the features of Samba*)

- Cultural / geographical awareness of Samba and it’s role within society
- Establish and demonstrate, through visual awareness / listening / composition / performance, the use of syncopated / bi / poly rhythms, using rhythmic score
- Knowledge of the typical structure of Samba
- Knowledge of the instrumentation and timbre of Samba Batucada

## Year 9

- A deep performance study of Pachelbel's Canon with extended focus on textural layering (mono / homo / polyphonic), use of chords played in variety of ways, decorated melodic devices through improvisation (including reference to passing notes, auxiliary notes, appoggiaturas/ acciaccaturas, mordents / turns.
- A follow-on unit: this will then be recreated as a dance re-mix version using GarageBand to establish concept of looping and sampling.
- A composition project "FILM MUSIC" – the extension of basic programmatic ideas plus a focus on use of tonalities – major (including use of inversion), harmonic / melodic / natural minor, pentatonic, whole tone, chromatic, modal etc. Use of devices such as discordant vocal effects to create effect of tension etc. Study of composers such as, Williams. Using effective score of student choice to record compositions.

## Year 10 GCSE (AQA Syllabus)

- On-going study of Areas of Study for Listening Exam at the end of the two-year course (worth 20% - externally marked)
- Preparation / peer assessment / self-assessment / recording and teacher assessment of Performance Unit – one solo and one ensemble (each worth 20% - internally marked))
- Preparation and recording of free-choice composition which features two of the Areas of Study plus preparation of a score of the piece (worth 20% - internally marked)

## Year 11 GCSE (AQA Syllabus)

- On-going study of Areas of Study for Listening Exam at the end of the two-year course (worth 20% - externally marked)
- Preparation and recording of exam-board set composition task (e.g. composing a piece which includes other ethnic world musical influences) which further features two of the Areas of Study plus preparation of a score of the piece (worth 10% - externally marked)
- Preparation for / sitting of a Controlled Assessment appraisal of the composing process for the exam-board set composition task (worth 10% - externally marked)

## Years 12 and 13

A-Level music is a six-unit course; three units must be completed for AS level and all six units for the full A-level. Each level includes:

- A written examination testing listening skills, knowledge and understanding and requiring students to write in-depth about a set Classical work and music from a selected area of study – this could be Pop music from the 1960's onwards, or songs from Musical Theatre.
- The study of compositional techniques, or composition using and developing your own musical ideas, or an arrangement of a given piece of music.
- Demonstration of performing skills as soloists, in ensembles and/or using music technology.

# Physical Education

The Physical Education curriculum at Plymstock School provides a common entitlement for all pupils aged 11-16. The curriculum has been designed to allow less prescribed content in providing sufficient flexibility so that it matches the needs of the learners at Plymstock School. The design of the curriculum has combined traditional activities with innovative additional options to embrace and to allow it to be 'fit for purpose'. Additionally, the concept of language for learning underpins all activities and the introduction of GCSE examination terminology will only strengthen this aspect of the learner's skill base and also better preparation for Level 2 and 3 qualifications.

## Aims of the Physical Education Department

- a) Personalisation of the curriculum, to meet individual needs and engage all learners.
- b) Provide focused support and greater challenge where needed, helping to ensure that all learners have the opportunity to make progress and achieve.
- c) The designing of coherent learning experiences that is relevant and meaningful to learners by making connections between subjects, events and activities
- d) The use of a variety of teaching and learning approaches to engage and motivate learners, and to maximize the learning experience.

Plymstock PE Department is well resourced for delivery of the National Curriculum at all levels having two sports halls, fitness suite and a dance studio. Outdoor facilities include a state of the art 3G artificial playing surface, 1 rugby pitch, and 2 hard play areas, one which is floodlit with inset goals.

Our facilities have undergone extensive refurbishment over the past few years. The department prides itself on its total commitment to the development of each student in the school both physically and socially. In the summer there are 10 tennis courts, numerous rounders pitches and an 8 lane 300m track.

## Years 7 – 9

At Years 7 - 9 the curriculum has recently undergone an extensive review, which will allow students a greater amount of time exploring individual units of work. The revised medium schemes of work cover the main areas of the National Curriculum framework. These include athletics, adventure and challenge, games, gymnastic and health related fitness type activities. Each student receives 2 x 60 minutes of PE a week.

## Years 10 – 11

At Years 10-11 all students have 2 x 60 minutes of PE a week. At the beginning of Year 10 students select a pathway to follow for the remaining 18 months. This can either be a traditional games route or personal well-being type activities. All students who have opted for GCSE PE will follow an alternative curriculum based on their examination course.

The participation of students at all years is very high and this is testament to the varied programme on offer.

## Extra-Curricular Activities

The Physical Education Department is justifiably proud of the extensive range of early morning breakfast clubs and after school sporting activities that are available to the students. The variety of sporting activities is not entirely based around the elite performers as many of

the activities are for recreation and personal improvement.

Clubs and activities that are offered include Basketball, Breakdance/Hip Hop, Boys and Girls Football and Hockey, Cheerleading, Dance, Netball, Trampolining and many more.

## **Years 10 and 11**

### **Examination Physical Education:**

There are two different academic courses that run in Physical Education:

#### **GCSE PE – OCR Exam Board**

Written paper – divided into two parts and is worth 40% of the total grade.

Section A will contain multiple choice questions. Section B will consist of longer structured questions.

The aim of the question paper is to enable students to show their knowledge and understanding, apply theoretical knowledge to practical situations and to recall facts. Both sections cover the four units of study:

- a) Key Concepts in Physical Education
- b) Key Processes in Physical Education
- c) Opportunities, pathways, and participation in Physical Education
- d) Developing knowledge in Physical Education

2. Coursework – This is 60% of the overall mark and is divided into two parts.

Part A: 50% of the practical component. The activities covered may be from traditional game activities or from the physical education curriculum over the two year period. The best four activities are used. Areas could include Games, Outdoor and Adventurous, Swimming and Exercise activities, Athletics and Dance. Students are also tested on their ability to coach, officiate and observe and analyse performance in a practical environment.

Part B: 10% of the practical component. Two controlled assignments focussing on analysing lifestyle and performance.

## **Years 12 and 13**

### **A Level PE – AQA Exam Board**

A-level Physical Education builds on students' experience from GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in Physical Education. The qualification aims to equip students with the skills and knowledge required for higher education or the world of work. This specification gives students the opportunity to experience and develop an interest in a variety of roles in sport, such as performer, official or coach. The content addresses contemporary topics in sport, such as the impact in the use of ergogenic aids, technology and the increasing commercialisation of sport.

# Public Services

The Public Services course will give you an insight into the different Uniformed and non-Uniformed Public Services from fire-fighters, the army, the police, to mountain rescue, health services and custodial care. The delivery mode of this coursework based qualification is through both practical and theory lessons. Where possible a range of outside agencies and speakers are used to enhance the delivery and help the students apply their skills, knowledge and understanding.

## Year 12

### BTEC level 3 Certificate in Public Services

#### UNIT 1 Government, policies and the public services

Through this unit Learners will:-

- Know the different levels of government in the UK
- Understand the democratic election process for each level of government in the UK
- Know the impact of UK government policies on the public services
- Be able to demonstrate how government policies are developed

One example of the type of assignment the learners will complete in this unit:-

**Task:** *Learner is applying for an internship working for an MP. As part of the application process the Learner should prepare a Case Study to present on the Home Office and the Ministry of Defence. (Pass)*

#### UNIT 2 Leadership & Teamwork in the public services

Through this unit Learners will:-

- Understand the styles of leadership and the role of a team leader
- Be able to communicate effectively to brief and debrief teams
- Be able to use appropriate skills and qualities to lead a team
- Be able to participate in teamwork activities within the public services
- Understand team development.

One example of the type of assignment the learners will complete:-

**Task:** *Produce a detailed job description for a team leader in the Public Services (Choose your own Public Service) Make sure you include the role of the team leader and the skills and qualities required for this leadership role. (Merit)*

#### UNIT 5 Physical preparation, Health and Lifestyle for the Public Services

Through this unit Learners will:-

- Know the fitness requirements for entry into the public services
- Know the major human body systems
- Know the importance of lifestyle factors in the maintenance of health and wellbeing
- Be able to provide advice on lifestyle improvement
- Be able to plan a health-related physical activity programme in preparation for the public services.

One example of the type of assignment the learners will complete:-

**Task:** *Describe a fitness assessment for each of the major components of fitness, before carrying out each fitness test yourself. Explain your results of this fitness assessment against relevant public service tests before evaluating your results by analysing your strengths and recommending improvements in your areas of weakness. (Distinction)*



## Year 13

### BTEC Level 3 Subsidiary Diploma in Public Services

#### UNIT 3 Citizenship, diversity and the public services

Through this unit Learners will:-

- Understand the meaning and benefits of citizenship and diversity
- Know the legal and humanitarian rights that protect citizens and promote diversity
- Understand the role of public services in enforcing diversity and providing equality of service
- Be able to investigate current affairs, media and support.

One example of the type of assignment the learners will complete:-

**Task:** *As part of the Selection Process for Officer entry to Sandhurst, you are required to Research, Prepare and carry out a discussion on Human Rights and Legal Rights. (Merit)*

#### UNIT 11 Skills for Water-based Outdoor and Adventurous activities.

Through this unit Learners will:-

- Know about different water-based outdoor and adventurous activities
- Be able to manage risks in water-based outdoor and adventurous activities
- Be able to participate in water-based outdoor and adventurous activities
- Be able to review own skills development in water-based outdoor and adventurous activities.

One example of the type of assignment the learners will complete:-

**Task:** *This is a practical element of your placement as a trainee water sports instructor where you have to provide an individual demonstration of the knowledge, skills and techniques applicable to the water-based outdoor and adventurous activities. (Pass, Merit & Distinction)*

# Religious Studies

Religious Studies will provide students with a solid understanding of their beliefs and opinions while teaching them important social and religious concepts. Throughout this journey, students will analyse and interpret a wide range of religious philosophical and ethical concepts in increasing depth. They will investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics and the arts. They will expand and balance their evaluations of the impact of religions on the individual, communities and societies in a local, national and global setting.

## Year 7

Year 7 Religious Studies introduces students to ultimate questions about concepts such as humanity, good and evil, suffering, and the presence of a deity, further encouraging them to examine their own opinions on each concept and developing their sense of self. Once the students have a grounding in their own beliefs and opinions, R.S. introduces them to the key concepts, questions and figures of the six major world religions (Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism). They will begin to explore the similarities and differences between these religions and why there may be conflict between them. Furthermore, Year 7 students will explore how religious beliefs and spirituality may be expressed through artistic mediums, such as art, food, music, dress and architecture.

## Year 8

Building upon the concepts of last year and working with students' own understanding of their personal beliefs and values, Year 8 Religious Studies explores different types of relationships; the concept of beliefs, truth, morality, religious experience and the purpose of life; and further studies the relationship between art and religion. Students will also work on their own projects, focussing either on Jerusalem or Plymouth, that demonstrate that religion and culture is not a separate aspect of society, but is diverse within our local community or in the key religious city of Jerusalem.

## Year 9

Year 9 Religious Studies will build upon previous modules to further challenge and progress each student's knowledge and understanding. They will further examine human relationships and the ethics surrounding them, such as sexual and platonic relationships; contraception; sexual orientation; difficult conversations; consent; coercion; and the impact of modern media. This year will also engage students on a deep, profound and emotional level with the nature of good and evil, suffering and inequality with a heavy focus on the Holocaust.

## Years 10 and 11 – Ethics, Philosophy and Culture (No Exam)

Using up-to-date examples, this course examines the challenging concepts of our modern day society and invites all viewpoints – religious or otherwise – to be considered. In Years 10 and 11, students will continue to explore relationships, such as family structures and equality. They will also be introduced to medical ethics - tackling issues such as fertility treatment, abortion, euthanasia, suicide and the treatment of animals - and they will also have the opportunity to consider the theme of crime and punishment. This topic involves looking at our current justice system, examining the links between our justice system and religion, looking historically at how our justice system has developed over time and drawing comparisons and contrasts to the justice system in America, particularly in consideration of their use of the death penalty. Students will examine money and wealth from an R.S. perspective - such as examining the potential moral dilemmas of the use of money – and they will also take into account their own personal finances (such as managing risk, debt, gambling, tax, cost of living, mortgages, etc.). Students will also cover more philosophical

areas of thought, taking into consideration different beliefs about deity (the nature of God, the reasons for believing in God and miracles), the end of life (life after death, funeral rites, and body and soul), good and evil (natural vs moral evil, conscience, moral behaviour and God and the Devil), and religion and science (and the difference and similarities between how they view certain topics, such as how the world began, environmental issues and the relationship between people and animals).

### **GCSE Philosophy and Ethics Full Course**

The Philosophy and Ethics GCSE course aims to further build upon the religion, relationships and spirituality that have been the focus of Key Stage 3 learning. Students will cover many topics including beliefs about deity (the nature of God, why people may believe in God and the concept of miracles); the end of life (analysing the relationship between body and soul, the concept of life after death and redemption/salvation, and funeral rites); good and evil (the relationship between the two concepts, the problem of evil, how people may cope with suffering, and where moral behaviour may be inspired from, such as the Bible); and religion and science (the differing theories for the origins of the world and life, the possible relationships between people and animals, and the consideration of environmental issues and the different secular and religious responses to them). The course will also consider modules such as religion and human relationships (changing roles of men and women in the family, marriage and marriage ceremonies, and the ethics of divorce, sexual relationships and contraception); religion and medical ethics (considering different attitudes towards medical topics such as abortion, fertility treatment and cloning, euthanasia, suicide and using animals in medical research and discussing why there may be different attitudes); religion, peace and justice (assessing attitudes to war – including the Just War Theory – and the use of violence and pacifism, the concept of justice and the possible aims of punishment, attitudes towards capital punishment and the treatment of criminals, and the concept of social justice and injustice); and religion and equality (examining the principle of equality, using our understanding of this concept to analyse areas of inequality – racism, gender inequality and religious inequality – and considering the impact of forgiveness on believers). As with Ethics, Philosophy and Culture, the course will include for analysis, current events around the world. There is also a possibility that other modules could be studied dependent upon student request.

### **AS Level – Year 12 – Philosophy and Ethics**

A Level Philosophy and Ethics challenges each student with even more complex ideas about religion and culture, all while building upon the past 5 years of Religious Studies work. At AS Level, students will examine philosophical questions such as: What is meant by God? What is the problem with evil and is it necessary? Does the universe need explaining? Is there any problem between religion and science?

Questions concerning ethics will also be asked, such as: Can you measure pleasure and pain? Is war ever justified and is peace always right? When is a life no longer a life? What is so special about a human being? Is a baby a gift or a right?

### **A2 Level – Year 13 – Philosophy and Ethics**

Philosophy questions that can be asked in Year 13 include: Can we trust the Bible? Are visions and voices genuine religious experiences? What makes you „you“? What happens after death? What is the link between miracles and evil?

Additionally, ethical questions can include: Where does our conscience come from? What does it all mean? What are „Virtue Ethics“? In what ways can businesses be ethical? Why is there a need for sexual ethics? Do we have free will?

# Science

The Science Department provides a broad and balanced science curriculum that enables students to build their scientific and key skills in addition to their knowledge and understanding of the universe around them. Our programme of study is designed to inspire, engage and motivate students and enable them to become proficient and competent scientists and prepare them for life in a 21<sup>st</sup> century technological world, through a captivating and exciting education.

We follow the AQA exam board at GCSE, OCR for A-level Biology, Chemistry and Physics and Edexcel for BTEC Level 3 in Applied Science. We endeavour to provide our students with a bespoke and innovative personalised curriculum, and lead them through a journey of scientific discovery from Year 7 through to year 13.

We run a two-year Key Stage 3 (Year 7 & 8) where we introduce to students the fundamental principles of science that underpin the subject and develop their thinking, investigative and cognitive skills that are required for later years.

## **Year 7**

- Human Transport Systems
- Ecosystems
- The Particulate Nature of Matter
- Chemical Reactions and Acids
- Forces and Motion
- Energy

## **Year 8**

- Health and Disease
- DNA and Genetics
- Chemistry of the Earth and Atmosphere
- Materials and Everyday Chemistry
- Space
- Waves and Electricity

In Years 9-11 students undertake GCSEs in Science, through either the Core and Additional pathway or the Triple Science Route. Those who follow the Core and Additional pathway study Core Science during Year 9 and 10 and Additional Science in Year 11. Each course is comprised of three exams in Biology, Chemistry and Physics and a controlled assessment (ISA) element. Each exam is an hour long and contributes 25% towards the final grade.

Students who study Triple Science will study Core and Additional Science over Year 9 and 10 and Further Additional Science in Year 11 which is composed of three more examined units and an ISA.

## Years 9 to 11

### AQA GCSE Core Science (4405)/Additional Science (4408) Further Additional Science (4410)

GCSE AQA Core Science (1) and Additional Science (2) or Further Additional Sciences (3)

Biology			Chemistry			Physics		
B1	B2	B3	C1	C2	C3	P1	P2	P3
Keeping Healthy	Cells and Transport	Movement of Molecules in and out of cells	Atoms and Equations	Structure and Bonding	Periodic Table	Energy Transfer	Forces and Effects	Medical Applications of Physics
Nerves and Hormones	Tissues, Organs and Systems	Transport Systems in Plants and Animals	Limestone	Structure and Properties	Water	Energy and Efficiency	Kinetic Energy of Objects	Using Physics to make things work
Drugs	Photosynthesis	Homeostasis	Metals	Atomic Structure, Analysis and Quantitative Chemistry	Calculating Energy Change	Electrical Appliances	Currents in Electrical Circuits	Keeping things moving
Adaptation	Distribution of organisms	Humans and their Environment	Crude Oil and Fuels	Rates of Reaction	Quantitative Chemistry	Generating Electricity	Mains Electricity and Power	
Energy and Biomass	Proteins and Enzymes		Alkenes and Polymers	Exothermic and Endothermic Reactions	Ammonia Production	Waves for Communication	Radioactive Substances	
Decay and Cycling	Respiration		Plant Oils	Acids, Bases and Salts	Alcohols, Carboxylic Acid and Esters		Nuclear Fission and Fusion	
Genetic Variation and DNA	Cell division and Inheritance		Changes in Earth and Atmosphere	Electrolysis				
Evolution	Speciation							

#### **Practical ISA Controlled Assessments (25% of each GCSE):**

- Students carry out research and write a method to a given hypothesis
- Section 1 exam tests students' research and asks them to write a plan to test the hypothesis
- Practical and Graphical Analysis
- Section 2 exam tests students' analysis of data and application of data in different contexts

## Years 12 and 13

At Post 16 we offer four courses: three A-levels and BTEC level 3 in Applied Science.

### **BTEC level 3 Applied Science**

Science is crucial in life and the world of work. Your knowledge of Science may be used in the future to understand and perhaps help solve problems with important worldwide issues such as diagnosing illness, drug preparation and environmental protection. The core modules include the use of microscopes to study cell structure, energy transfer, atomic structure and a variety of complex practical chemistry techniques. Structured questions, written reports and PowerPoint presentations will test understanding of the tasks. Modules opted (by the school) for the second year of the course are; Physiology of Human Body Systems, Biochemistry and Genetics. In these units the practical and analytical techniques become more advanced and in-depth.

## AS/A2 Sciences

OCR AS Biology	OCR AS Chemistry	OCR AS Physics
Cells, Exchange and Transport	Atoms, Bonds and Group	Mechanics
Molecules, Biodiversity, Food and Health	Chains, Energy and Resources	Electrons, Waves and Photons
Practical skills in Biology	Practical Skills in Chemistry	Practical Skills in Physics
OCR A2 Biology	OCR A2 Chemistry	OCR A2 Physics
Communication, Homeostasis and Energy	Rings, Polymers and Analysis	The Newtonian World
Control, genomes and Environment	Equilibria, Energetics and Elements	Fields, Particles and Frontiers of Physics
Practical Skills in Biology 2	Practical Skills in Chemistry 2	Practical Skills in Physics 2

From September 2015, with the changes to the curriculum, the A-level science courses will be assessed as follows:

### GCE Biology

#### AS Units

Breadth in Biology - 1 hour 30 min written exam - 50%  
 Depth in Biology - 1 hour 30 min written exam - 50%

#### A-level Units

Biological Processes - 2 hour 15 min – 37%  
 Biological Diversity - 2 hour 15 minute – 37%  
 Unified Biology - 1 hour 30 minute 26%  
 Practical Endorsement in Biology - Reported separately

### GCE Chemistry

#### AS Units

Breadth in Chemistry - 1 hour 30 min written exam - 50%  
 Depth in Chemistry - 1 hour 30 min written exam - 50%

#### A-level Units

Periodic Table, Elements and Physical Chemistry - 2 hour 15 min – 37%  
 Synthesis and Analytical Techniques - 2 hour 15 minute – 37%  
 Unified Chemistry - 1 hour 30 minute 26%  
 Practical Endorsement in Chemistry - Reported separately

## **GCE Physics**

### **AS Units**

Breadth in Physics

- 1 hour 30 min written exam - 50%

Depth in Physics

- 1 hour 30 min written exam - 50%

### **A-level Units**

Modelling Physics

- 2 hour 15 min – 37% Exploring

Physics

- 2 hour 15 minute – 37%

Unified Physics

- 1 hour 30 minute 26%

Practical Endorsement in Physics

- Reported separately

# Social Sciences

The social science faculty is made up of Key Stage 4 and Key Stage 5 Business and Key Stage 5 Psychology and Sociology. Social Sciences is housed in a new Eco block at the school which has classrooms dedicated to the subjects as well as a large computer suite. Social science is a generic term that covers subjects that look at the way in which society works and the influence that people can have on society. As the Economic and Social Research Council states on their website:

*“It tells us about the world beyond our immediate experience, and can help explain how our own society works - from the causes of unemployment or what helps economic growth, to how and why people vote, or what makes people happy. It provides vital information for governments and policymakers, local authorities, non-governmental organisations and others.”* <http://www.esrc.ac.uk/about-esrc/what-is-social-science/>

## Years 10 and 11

### Business Studies

This can be studied from Year 10 onwards, covering topics such as human resources, marketing, production, finance and accounting. Business Studies qualifications encourage the application of theory to the workplace - although it does not necessarily mean that a candidate is qualified for a particular role, it should prepare candidates for their future. Ultimately, it prepares students for all aspects of the workplace as well as roles in leadership and management.

#### **WJEC: GCSE Business Studies (4080)**

All students will cover a two year course with the GCSE assessment in Year 11. The course is designed to give the student an insight into the business world. All aspects of business are covered so that the student can use the subject as a platform for the world of work. The course provides a basic understanding of business start-up through to financial management.

#### **External Examination (75%):**

Students will cover the following topics:

- Business Environment
- External Factors
- Business and their Customers
- Production
- Finance
- Human Resources (year 11)

#### **Written Controlled Assessments (25%)**

#### **External Examination (75%):**

This will be in Year 11 and will either be „Marketing a Product/Service“ or „Developing a Business in the Local Area“.



## Years 12 and 13

### GCE Applied Business

The course will provide the student with the dynamic skills a manager would require in order to be successful in the business world. Employers who seek out leaders with up to date management skills will not be disappointed with a student who has completed this course. There will be scope to run a small enterprise in order to gain real life experience. There will be numerous business visits to local businesses. There will also be use of Skype calls to engage with employers, as well as visits to the school from managers and employers. There will be two exams that cover the two AS units (1st year) which provide a solid grounding of business. If a student decides to undertake A2 (2 years) there will be three final exams, the first of which covers the two units covered in the AS option.

#### Course Outline:

AS	A2
Unit 1 : Investigating People at Work (exam)	Unit 8: Business Development
Unit 2 : Business Planning	Unit 9: Managing and Developing People
Unit 3 : Investigating Marketing	Unit 13: Organising and developing an Event

The course is predominantly made up coursework and portfolio work with one exam. The content is knowledge and understanding with application at AS but then develops students further to analysis and evaluation at A2.

## Psychology

This is the scientific study of behaviour and experience. It takes a scientific approach based on experimentation and you must be prepared to learn how to design experiments yourself (including how to analyse material using statistics) as well as reading about and evaluating the work of others and writing essays. We look at topics such as memory, addiction, relationships, attachment etc. It is an excellent subject to study if you are considering a career working with people such as nursing, social work, teaching, medicine, the police, clinical psychology, management, personnel, advertising, speech therapy, business etc.

### Examination Board – AQA (A)

#### Specification/Syllabus, Assessment & Activities

There is no coursework. The course will involve applying the knowledge and understanding of psychology to different questions and then being able to thoroughly evaluate these explanations. Psychology is the science of the mind and psychologists use human behaviour as a clue to the workings of the mind. At AS there are two examinations. At A Level there are three examinations.

#### Modules

There are two routes through the course:

1. To just do the AS examination at the end of Year 12 and then leave the course.
2. To do the full A Level over two years.

The AS Modules include the following subject areas:	The A Level Modules include the following subject areas:
<ul style="list-style-type: none"> <li>• Social influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Approaches in Psychology</li> </ul> Psychopathology <ul style="list-style-type: none"> <li>• Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Social influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Approaches in Psychology</li> </ul> Psychopathology <ul style="list-style-type: none"> <li>• Research Methods</li> <li>• Biopsychology</li> <li>• Issues &amp; Debates</li> <li>• Relationships</li> <li>• Stress</li> <li>• Addiction</li> </ul>

## Sociology

This is the study of society, people as individuals and in groups. It is a good subject to study if you are considering a career working with people such as social work, housing, social services, nursing, child-care, the armed forces, the police, personnel management, business, advertising, teaching, medicine, probation, occupational therapy, the law, town planning etc. It is also a fantastic foundation for any degree. It is a stimulating subject that encourages people to look at the world in a different way. We study topics such as gender, crime and deviance, the role of the mass media, changes in families in society and so on.

### Examination Board - AQA

#### Syllabus, Assessment & Activities

There is no coursework. The course will involve applying the knowledge and understanding of sociology to everyday life. You will develop an awareness of cultural diversity, including national and regional differences. You will also explore the processes of differentiation and stratification which are central to an understanding of the contemporary world. At AS there are two examinations. At A Level there are three examinations.

#### Modules

There are two routes through the course:

- To just do the AS examination at the end of year 12 and then leave the course.
- To do the full A Level over two years.

The AS Modules:	The A Level Modules:
Education Methods in Context Research Methods Families and Households	Education Methods in Context Research Methods Families and Households Media Crime & Deviance Theory & Methods

# Travel and Tourism

## What courses do we follow?

Travel and Tourism is currently an option subject at Key Stage 4 and Key Stage 5. We currently follow the BTEC courses. The BTEC First Travel and Tourism in Years 10 and 11 (Level 1 and 2) and the BTEC Advanced Subsidiary Diploma in Years 12 &13.

## Why Travel & Tourism?

Choosing to study Travel and Tourism is a great decision to make for a number of reasons. The sector offers a wide variety of careers and there are lots of opportunities to work abroad. It will allow students to broaden their knowledge of the sector as well as developing key skills both specific to the industry and generic skills. Students benefit from working as a team and also improving research and independent learning. ICT is developed during the courses.

## BTEC First Travel & Tourism

### Year 10

During Year 10 two units of study are completed.

#### Unit 2: UK Travel & Tourism Destinations

This unit is in the form of a series of assignments. Students need to be able to identify and locate tourist destinations, gateways and transport routes. They also need to understand the appeal of different destinations to different types of visitors and use different sources of information to plan UK holidays and produce itineraries.

#### Unit 6: The Travel and Tourism Customer Experience

This is also in the form of a series of assignments. Students are expected to understand what customer service is, what the aims of organisations are and how delivered. They will also need to understand the needs and expectations of different types of customer. Customer service skills are also covered as well as the impact poor and excellent customer service can have on an organisation.

### Year 11

Two units are completed in Year 11.

#### Unit 4: International Travel and Tourism Destinations

This unit is assessed by a series of assignments.

Students will be required to show knowledge of different travel routes and destinations and explain the appeal for different visitor types. They will also produce an itinerary for their dream destinations.

#### Unit 1: UK Travel & Tourism Destinations

This unit is assessed by external exam.

Students will identify the importance of the sector to the economy, the reasons why people travel and all the different industries that make up the sector.

## **BTEC Level 3 National Travel & Tourism Advanced Subsidiary Diploma**

### **Year 12**

Three units are studied in Year 12.

1. Investigating the Travel & Tourism Sector, which provides an introduction to the course. (Unit 1)
2. The UK as a destination, which looks at the importance of tourism to the UK and focuses on holidays in this country. (Unit3)
3. Retail Travel Operations, which focuses on the provision of Travel Agencies. (Unit 9)

These units are all assessed by assignments.

### **Year 13**

Three units are studied in Year13.

1. The business of Travel & Tourism - students identify their own business plan for Travel & Tourism. (Unit 2)
2. European Travel Destinations - students find out about and plan holidays for European holidays. (Unit 7)
3. Customer Service in Travel & Tourism - working on skills and situations required when dealing with customers. (Unit 4)