



# Curriculum Booklet for 2018/19

**CHOOSING  
THE WAY FORWARD**

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# Introduction

This Key Stage 4 Curriculum booklet is designed to provide you with the information and process that finalises your daughter's or son's choices for their GCSE subjects. My colleagues have been busy preparing all the Year 9 students for these choices and it is now time to decide on their actual subjects for Key Stage 4.

We are pleased with the curriculum on offer as we believe it is both broad and balanced. This was celebrated in our OFSTED inspections, in 2006, 2009, 2013 and 2017. The breadth of the curriculum enables students to work towards the equivalent of nine qualifications. Balance is ensured by requiring that each student studies the Core subjects of English Language and Literature, Mathematics, Science, Physical Education, Religious Studies (EPiC) and Life Education (Personal, Social, Health & Economic Education). Most students then choose a Humanity subject and a Modern Foreign Language from the Extended Core. Their other choices are from a wide range of subject areas, which include both the Arts and Technology. For a minority of students the right choice will be to replace their Modern Foreign Language (MFL) with a Technical Award. I hope that we will be able to tailor a KS4 curriculum to meet your child's individual strengths and needs.

We offer two meetings over the next few weeks to help you and your son / daughter finalise these choices.

**Thursday, 25 January**

**Year 9 Options Evening at 6.30pm**

This evening is an opportunity for you to gather further information about the Options process and the subjects available to choose from.

**Wednesday, 31 January**

**Year 9 Parents' Evening from 3.45pm**

This meeting is an opportunity for you to discuss your son's/daughter's progress with their individual subject teachers.

The completed options form must be signed and handed in to form tutors, by 9.00am, on **Monday 5 February**.

This is a time of considerable change in the English education system, however our curriculum has been developed over a long period of time to support our

students to take their place in the work environment and is not reactive to political agendas. An example of this change is the new 9 to 1 grading system which has been introduced for GCSEs. Full details are included in this booklet and I will talk about these changes on the Options Evening too.

Another significant change is the English Baccalaureate (EBacc). This is a measure which has been introduced by the current government to demonstrate a breadth of study. Our Core and Options A and B enable all students to study the English Baccalaureate (EBacc), which includes the following GCSE subjects: English Language or Literature, Mathematics, Science (2 GCSEs) or Computer Science, Geography or History and a Modern Foreign Language.

It is worth bearing in mind that courses will only run when sufficient students wish to take them. Some of these qualifications can involve non-examination assessments (NEA), which are pieces of coursework carried out under fixed guidelines in the classroom and contribute to the final subject grade. As always, we urge you to take an active interest in your child's studies and to encourage them to produce the best work possible.

I am sure your son or daughter will enjoy extending their studies.

Yours sincerely



Ms A M Perry  
DEPUTY HEADTEACHER

# Key Stage 4: Years 10 & 11

## Core Subjects

All students of Year 10 study a core of subjects, comprising:-

### ENGLISH, MATHEMATICS and COMBINED SCIENCE

In addition Physical Education, Religious Studies (EPiC) and Life Education (Personal, Social, Health, & Economic Education) are mandatory.

## Reform of GCSEs started in September 2015

In September 2015 English Language, English Literature and Mathematics GCSEs were completely reformed. The next phase, which started in September 2016, included the following GCSEs: Art & Design; Sciences (Combined & Separate Sciences); Computer Science; Dance; Drama; Food Preparation & Nutrition; French; Geography; German; History; Music; Sports Studies (PE GCSE) and Religious Studies. From September 2017 all GCSEs will have been reformed.

These new GCSEs will be graded on a 9 to 1 scale. The following table shows the comparison between the new number grades and the traditional lettered grades.

The reform of GCSEs was rolled in steadily and by September 2017 all GCSE courses were reformed to the new 9 to 1 grade scale or discontinued.

So after Summer 2019, all GCSEs awarded will be graded 9 to 1 and there will no longer be any lettered grades.

| New<br>Grading Structure | Current<br>Grading Structure |
|--------------------------|------------------------------|
| 9                        | A*                           |
| 8                        | A                            |
| 7                        | B                            |
| 6                        | C                            |
| 5                        | D                            |
| 4                        | E                            |
| 3                        | F                            |
| 2                        | G                            |
| 1                        | U                            |
| U                        | U                            |

# KS4 Qualifications Explained

## Qualifications: What the different levels mean

| National Qualification Framework Levels  | Examples of qualifications  | What do they give you?   |
|--|---|--|
| Entry Level                              | <ul style="list-style-type: none"><li>Entry level certificates</li></ul>  | <ul style="list-style-type: none"><li>basic knowledge and skills</li><li>appropriate for students who will find Level 1 courses too challenging</li></ul>  |
| Level 1                                  | <ul style="list-style-type: none"><li>GCSEs grades 3-1</li><li>Technical Award Level 1</li></ul>                    | <ul style="list-style-type: none"><li>basic knowledge and skills</li><li>ability to apply learning with guidance or supervision</li><li>may be linked to job competence</li></ul>  |
| Level 2                                  | <ul style="list-style-type: none"><li>GCSEs grades 9-4</li><li>Technical Award Level 2</li></ul>                    | <ul style="list-style-type: none"><li>good knowledge and understanding of a subject</li><li>ability to perform a variety of tasks with some guidance or supervision</li><li>appropriate for many job roles</li></ul>   |
| Level 3<br>Only available at Key Stage 5 | <ul style="list-style-type: none"><li>A Levels</li><li>Applied General Qualifications</li><li>Tech Levels</li></ul> | <ul style="list-style-type: none"><li>ability to gain or apply a range of knowledge, skills and understanding, at a detailed level</li><li>appropriate if you plan to go to university, work independently, or (in some cases) supervise and train others in their field of work</li></ul> |

## GCSEs

These are academic qualifications taken by 14 to 16 year olds. Most subjects are assessed mainly by exam, while some have a proportion of non-exam assessment (NEA) which contributes to the final grade.

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so it will be useful whatever the students are planning to do in their future.

The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are graded from 9-1 and therefore can be either Level 1 or 2 depending on the grade achieved (see page 3 for details).

## Technical Awards

These are reformed qualifications taken by 14 to 16 year olds where the qualification is awarded by using a combination of course based assessments (NEA) and examination. The proportion is normally in favour of Non Exam Assessment (NEA). Please see the individual subject pages for the specific details.

We offer these courses in Construction and the Built Environment, Enterprise & Marketing, Health & Social Care, Hospitality & Catering, iMedia, Sports Science and Travel & Tourism.

Many of these courses have been designed in collaboration with industry, so they can equip the student with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

# Possible Further Education And Career Pathways

| Core Subjects   | Option Subjects  | Post 16 Choices   | Beyond Post 16                          |
|---|--|---|---|
| English Language<br>English Literature<br>Mathematics<br>Combined Science | History or Geography,<br>Modern Foreign Language<br>and two other subjects                             | Sixth Form<br>A Levels (Level 3)<br>(3 or 4 subjects)                         | University*                             |
|   |  |   | Higher Apprenticeship                   |
|   |  |   | Work Place                              |
| English Language<br>English Literature<br>Mathematics<br>Combined Science | History or Geography and<br>three other subjects,<br>which should include a<br>Modern Foreign Language | Sixth Form<br>A Levels, including Applied courses (Level 3)<br>(3 subjects)   | University*                             |
|   |  |   | Higher & Intermediate<br>Apprenticeship |
|   |  |   | Work Place                              |
| English Language<br>English Literature<br>Mathematics<br>Combined Science | History or Geography and<br>three other subjects,<br>which may include a<br>Modern Foreign Language    | Sixth Form  | University*                             |
|   |  | Apprenticeship  | Apprenticeship                          |
|   |  | College (Level 1, 2 or 3)   | Work Place                              |
| English Language<br>English Literature<br>Mathematics<br>Combined Science | History or Geography and<br>three Technical Awards   | Apprenticeship  | Work Place                              |
|   |  | College (Level 1, 2 or 3)   |   |
|   |  | Work place which includes training, this<br>would usually be the armed forces |   |

\* Many Russell Group Universities require GCSE Modern Foreign Languages for a variety of degrees, please check carefully if your child is sure about which degree course they wish to study.

If your child has a particular career path in mind, please take advantage of the school career advisor and the following website: <https://nationalcareersservice.direct.gov.uk/pages/Home.aspx> which will help inform you of the subjects that need to be chosen at this point of their education. Please see page 6 for details of the CEIAG at Plymstock School

# Careers Education, Information, Advice and Guidance (CEIAG)

In Years 9-11 we provide a bespoke Careers programme delivered as part of our pastoral curriculum. Our students work with their Life Education Teachers and their Tutors to develop employability skills, careers research skills, and a clear understanding of Post-16 pathways. Our Annual Careers Fair is attended by all students from Years 9-13.

The Careers Centre (located in the ECO Block) is open to all students from 0830-1600 daily. Our Careers Advisor offers impartial advice and guidance. In Year 10 our students have an individual Work Experience/Careers Interview and a Follow-Up Careers Interview or Workshop in Year 11.

Our students are also able to access Careers Information using a range of Online Packages:

**Job Explorer Database** (JED) from Careersoft has information on 850 jobs (over 2300 career titles) presented in a clear and lively way. The package is accessible to students of all abilities.

**Higher Ideas** is a comprehensive resource for exploring Higher Education options. It is updated to include all current course information and entry requirements for all Higher Education institutions in the UK.

Log on to JED and Higher Ideas from home – [www.careersoft.co.uk/sign-in](http://www.careersoft.co.uk/sign-in) - Plymstock School Access Code – zrs3xbya

**Unifrog** is an award-winning online platform which helps students to make intelligent choices about their future. Unifrog can be used to search University, College and Apprenticeship options. It includes a section of “live local apprenticeships”.

Parents are very welcome to contact Mrs Rickard (Careers Advisor) or Mr Steward (Head of Careers) on 01752 402679 or via E-mail at [trickard@plymstockschool.org.uk](mailto:trickard@plymstockschool.org.uk) or [ps steward@plymstockschool.org.uk](mailto:ps steward@plymstockschool.org.uk) should they have any questions or queries.

# Key Stage 4

## Core Subjects

### Compulsory

‘Genius is one percent  
inspiration, ninety-nine percent  
perspiration.’

Thomas Edison

# English Language

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr G Dale  
gdale@plymstockschool.org.uk

English Language GCSE involves the study of English in a variety of written and spoken contexts. Students will explore how writers craft language for different purposes and be given opportunities to produce their own creative writing.

English Language GCSE focuses on developing written and spoken communication skills, as well as the ability to read and comprehend increasingly challenging texts.

## Areas of Study

**Explorations in Creative Reading and Writing:** Responding to extracts from literature fiction texts and producing descriptive and narrative writing.

**Writers' Viewpoints and Perspectives:** Responding to non-fiction and literary non-fiction texts as well as the production of writing to present a viewpoint.

**Spoken Language:** Oral presentation and feedback.

## Assessment Procedures Exam: 100% NEA: 0%

**Explorations in Creative Reading and Writing:** Written examination 1 hour 45 minutes 50% of GCSE.

**Writers' Viewpoints and Perspectives:** Written examination 1 hour 45 minutes 50% of GCSE.

**Spoken Language:** Non-examination assessment - is part of the course with a separate qualification but does not contribute to the GCSE.

## Examples of Assessments Used During the Course

### Explorations in Creative Reading and Writing:

In response to an extract - eg. How does the writer use language here to describe the effects of ...? How has the writer structured the text to interest you as a reader? Evaluation - write about your own impressions of the characters; evaluate how the writer has created these impressions.

Writing task - eg. Write a description suggested by this picture. Write the opening part of a story about a place that is severely affected by the weather.

**Writers' Viewpoints and Perspectives:** Response to two extracts - eg. How does the writer use language to...? Compare how the two writers convey their different attitudes to...

Writing task - eg. Write an article for a broadsheet newspaper in which you explain your point of view on...

### Spoken Language:

Spoken presentation on a chosen subject or topic.

## After Successfully Completing This Course:

Success in English Language is relevant to all career paths and is one of the key measures used by employers and educational institutions. Success in English Language is useful for further study of this subject at A Level and for a variety of arts based subjects and courses, such as History, Geography, Drama, Law, Art, Business Studies etc. Career paths could include lawyer, sports journalist, film director, public relations executive, author, politician, etc.

# English Literature

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr G Dale  
gdale@plymstockschool.org.uk

English Literature GCSE involves the study of a variety of novels, plays and poetry. Students will explore how writers craft texts to create different effects.

English Literature GCSE focuses on developing analytical skills plus the ability to read and comprehend increasingly challenging texts as well as the ideas and concepts they explore.

## Areas of Study

### Shakespeare and the 19th century novel:

Students study one Shakespeare play from a choice which includes: Macbeth; Romeo and Juliet; The Merchant of Venice and Julius Caesar, and one 19th century novel from a choice which includes: Frankenstein; The Strange Case of Dr Jekyll and Mr Hyde; Great Expectations; Jane Eyre and Pride and Prejudice.

### Modern texts and poetry:

Students study one modern text from a choice which includes, An Inspector Calls, Blood Brothers, The History Boys, Animal Farm and Lord of the Flies, and an anthology of poetry which includes poets such as William Blake, Robert Browning, Thomas Hardy, Carol Ann Duffy and Simon Armitage. They will also be asked to respond to an unseen poem.

## Assessment Procedures Exam: 100% NEA: 0%

### Shakespeare and the 19th century novel:

Written examination 1 hour 45 minutes 40% of GCSE

### Modern texts and poetry:

Written examination 2 hours 45 minutes 60% of GCSE

## Examples of Assessments Used During the Course

### Shakespeare and the 19th century novel:

Responding to essay questions - eg. Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman. Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father. Starting with this extract, write about how Shelley presents the importance of love and acceptance to society. Starting with this extract, write about how Austen presents attitudes towards men.

### Modern texts and poetry:

Responding to essay questions - eg. How and why does Sheila change in An Inspector Calls? How does Orwell use the character of Napoleon to explore ideas about power and control in Animal Farm? Compare how poets present attitudes towards a parent in... Compare the ways poets present ideas about power in...

## After Successfully Completing This Course:

Success in English Literature is useful for further study of this subject at A Level and for a variety of arts based subjects and courses, such as History, Geography, Drama, Law, Art, Business Studies etc. Career paths could include lawyer, sports journalist, film director, public relations executive, author, politician etc.

# Ethics, Philosophy & Culture (EPiC)

## Qualification

Non Exam - Internally assessed throughout the course

## Staff Contact

Mrs D Slade - Head of Department  
dslade@plymstockschool.org.uk

This is the compulsory element of Religious Studies. The course follows the themes of Religion, Relationships and Spirituality. The scheme of work has been developed specifically for the needs of our students helping them to develop both their knowledge and understanding in these areas of study. There will be a key focus upon contemporary issues through the use of different media including that of film. These issues can change with the current news and the schemes of work will be developed in relation to this. Throughout this journey, students 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 and ethics. They will expand and balance their evaluations of the impact of religions on the individual, communities and societies, locally, nationally and globally.

EPiC allows you to develop the following Key Skills to the highest level. This includes empathy, reflection, analysis, communication, ICT, working with others, problem solving and improving your own learning and performance.

## Areas of Study

EPiC incorporates different areas of studies that could include:

- 1: Relationships and life styles
- 2: Crime and Punishment
- 3: Medical Ethics

## Assessment Procedures

Assessment will support different skills including developing literacy through extended writing.

## Examples of Assessments Used During the Course

Students are assessed throughout the course and expected to act on written and verbal feedback given and know where to improve in relation to the assessment criteria. Students will be assessed after each topic. Students will encounter exam-style assessments during this course.

## After Successfully Completing This Course:

Students have found the subject a relevant discipline for future careers in law, the media, history, politics, health, social services and any career where philosophical and ethical issues are important.

# Life Education (PSHEE)

## Qualification

Non Exam

## Staff Contact

Mrs L Dover - Head of Department  
[ldover@plymstockschool.org.uk](mailto:ldover@plymstockschool.org.uk)

Life Education is part of the wider Pastoral Curriculum. The aim of the Pastoral Curriculum is to equip our students with the knowledge, skills and attributes to make the most of the opportunities available to them and to effectively deal with challenges they will face in the future.

Life Education encompasses the statutory requirements and non-statutory guidance for:

Personal, Social and Health Education  
Citizenship  
Sex and Relationship Education  
Careers Education  
Financial Education

PSHE and Citizenship are also delivered through the Year 10 and Year 11 Ethics, Philosophy & Culture (EPiC) programme of study.

Life Education helps to develop a range of interpersonal skills including identifying personal strengths and learning from experience and making use of constructive feedback. Interpersonal skills such as communication and teamwork are also developed as are the skills of enquiry.

## Areas of Study

Year 10:

Work Experience  
Anti-Bullying Event  
Financial Education  
Digital Citizenship

Year 11:

The Career Journey  
Sell yourself – CVs and Interview Skills  
Careers Fair  
Revision planning and revision skills

## Assessment Procedures

This programme of study is not formally assessed.

## After Successfully Completing This Course:

Students will be equipped with knowledge, skills and attributes to make the most of the opportunities available to them and to effectively deal with challenges they will face in the future .

# Mathematics

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Miss K Marshall - Head of Department  
kmarshall@plymstockschool.org.uk

Mathematics is a compulsory subject for all students. Students will develop their basic numeracy skills and their knowledge and understanding of mathematical methods and concepts. The work at GCSE level will build on studies undertaken so far in their mathematics lessons.

Students will strengthen their skills to select and apply mathematical techniques to solve problems. The GCSE will require students to reason mathematically, solve problems with a mathematical context and draw conclusions on their findings. Students will need to be able to communicate their work fluently and efficiently.

## Areas of Study

The content of the GCSE syllabus will cover topics under the key headings of:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

## Assessment Procedures Exam: 100% NEA: 0%

Students will be assessed for their GCSE in mathematics through external formal assessments (examinations) taken at the end of their studies. All students will have to sit three examinations each 1 hour and 30 minutes. Paper 1 will be non-calculator. Calculators are allowed for papers 2 and 3. All papers are equally weighted. In assessments students will be required to memorise and recall a large number of the key formulae needed.

## Examples of Assessments Used During the Course

Assessments will be undertaken in mathematics frequently throughout the course. These will be in the form of formal half term assessments which include questions in the style of the final GCSE examination questions. Students will also complete examinations at the end of Year 10 and during the Year 11 mock sessions, which include a wide range of topics. All of these formal assessments will be used to assess progress towards their target grades.

Informal assessments will also take place through homework tasks, in class activities and staff questioning.

## After Successfully Completing This Course:

Results students achieve for their mathematics GCSE will be a key piece of information for future job applications, as well as for further study. This qualification also prepares students for progression to further study of mathematics at A Level, and many other A Level subjects. These Level 3 qualifications prepare students for a variety of further progression routes.

# Physical Education

## Qualification

In-house award

## Staff Contact

Mrs K Tyrrell - Head of Department  
ktyrrell@plymstockschool.org.uk

An in-house award which recognises your performance levels through the 'Accredited Plymstock Physical Education Certificate' where at the end of the two years you will be awarded with either a Gold, Silver or Bronze award depending on your overall competence and skill level.

PE is compulsory for all students, and will be a non-examination subject. The course is structured to allow students to improve their overall knowledge and performance in their chosen activities and to appreciate the necessity for a sound understanding of the principles, practice, training and coaching which underpins improved performance.

Physical Education is learnt through a range of different contexts, skills and the impact it has on our everyday lives and those of other people. You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will have the opportunity to develop a wide ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, as well as analysing and evaluating performance so improvements can be made.

## Areas of Study

You will select a personalised pathway which suits your individual strengths. These pathways are:

1. Traditional Games – traditional activities including invasion, net and striking games.
2. Personal Well Being – concentrating on the individual. Activities include the fitness suite, rowing and trampolining.
3. GCSE PE Extension.

Once you choose a particular pathway, you will stay on this journey for the rest of KS4 in all four lessons.

## Assessment Procedures

Over the next two years you will be assessed in a number of activities and your best three marks will be selected. The assessment of each activity is divided as follows:

1. (a) Personal performance of individual/group skills and the ability to apply them in the activity/game situation;  
(b) Application of skills in an activity situation;
2. An understanding of the application of the rules and regulations;
3. The ability to evaluate and make judgements of their own and others' performance and the ability to make some suggestions to improve performance;
4. Understanding of the principles used to prepare and carry out an exercise/fitness training programme taking into account health and safety aspects of Physical Education.

## Examples of Assessments Used During the Course

Direct teacher observation for evidence in the following areas: increased knowledge e.g. umpiring; competence and safety in performance; the ability to understand and undertake different roles; the ability to appraise and review their own performance and that of others and the ability to develop a healthy and enjoyable lifestyle.

## After Successfully Completing This Course:

Students can go onto higher coaching awards such as Community Sports Leader and Higher Sports Leader, study for a Level 3 qualification such as the OCR Cambridge Technical Award in Sport or follow a career path in areas like Leisure and Recreation Management and the leisure industry.

The skills learnt from this course include verbal communication; using appropriate language; dealing with pressure; split-second decision making and analysing and evaluating performance. These skills can be easily transferred to many other subject and discipline areas.

# Science: Combined Science

## Qualification

Two GCSEs Graded 9 to 1, U

## Staff Contact

Miss B Evans - Head of Department  
bevans@plymstockschool.org.uk

Science is a compulsory subject. In an increasingly technological world, everyone needs a working knowledge of science – modern life depends on science. We have worked hard to ensure that the science education that students at Plymstock School receive is personalised, ensuring that students will remain inspired by their learning and will be able to achieve their potential.

Science is a set of ideas about the material world. All the skills a scientist would need are developed, whether it be investigating, observing, experimenting or testing out ideas and thinking about them.

## Areas of Study

The content of the GCSE syllabus will cover topics under the key headings of:

### Biology

Topics include: Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology.

### Chemistry

Topics include: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative Chemistry; Chemical changes; Energy changes; the rate and extent of chemical change; Organic chemistry; Chemical analysis; chemistry of the atmosphere; Using resources.

### Physics

Topics include: Forces; Energy; Waves; Electricity; Magnetism and electromagnetism; Particle model of matter; Atomic structure.

## Assessment Procedures Exam: 100% NEA: 0%

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

For each subject, Biology, Chemistry and Physics there are two 70 mark, 1hr 15min exams assessed in the following ways: Multiple choice; structured; closed short answer and open response.

There are 21 required practicals that have to be carried out in class across the 3 subjects.

Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of our questions will also focus on investigative skills and how well students can apply what they know to practical situations, often in novel contexts.

## Examples of Assessments Used During the Course

Assessments will be in the form of formal half term assessments which include GCSE style examination questions. Students will also complete mock exams in Year 10 and Year 11. All of these formal assessments will be used to assess progress towards their target grades.

Students will also complete homework and informal quizzes throughout the course.

## After Successfully Completing This Course:

Good grades in combined science will allow students to progress to Level 3 Applied Science or A Levels in: Biology, Chemistry and Physics. These Level 3 qualifications prepare students for a variety of further progression routes.

# Key Stage 4 Optional Subjects

Your choices start here.....

‘Take great care to get what you want or you will be forced to like what you get.’

George Bernard Shaw

# Art, Craft & Design

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr O Hurd-Thomas - Head of Department  
ohurd-thomas@plymstockschool.org.uk

The Creative Industries are one of the strongest performing sectors of the UK economy. Choosing to study Art, Craft and Design puts you on a pathway that could lead to careers in areas as diverse as architecture, game design, fashion and textiles, fine art, costume and set design, advertising, jewellery making, and furniture design. It is also a brilliantly creative and expressive accompaniment to other, more academic areas of study.

To succeed at GCSE you will need to be willing to develop your existing observation and recording skills (drawing and photography), artist research (both visual studies and written analysis), development of a personal idea (experimenting with practical making processes, e.g. painting or ceramics) and creation and presentation of finished artwork.

## Areas of Study

The course is split into two areas:

### Component 1: Portfolio (60% of marks)

This will include one major project that shows the student's ability to fully develop a creative outcome based upon the skills outlined above. It will also include evidence of smaller skills based experiments and responses to trips or workshops.

### Component 2: Externally Set Assignment (40% of marks)

Students are given a choice of seven starting points set by the exam board, from which they need to develop a response in a similar manner as for Component 1. This will be given a limited time frame for development (8 weeks) at the end of which will be a 10 hour formal exam, during which a final outcome will be created.

## Assessment Procedures Exam: 40% NEA: 60%

All work is marked internally by the Art, Craft and Design team, and then a sample of our marks are moderated and checked by the exam board.

## Examples of Assessments Used During the Course

Assessment will be based upon the Assessment Objectives and Grades released by the exam board, and these will be dovetailed with the Plymstock Pathways.

Assessment is formative and on-going – for example for a project where a clay outcome is the final piece, students will be given oral and written feedback on all stages of the project – observational tasks, artist studies and development of ideas, as well as final pieces. Students will then be expected to respond to this feedback, improving and refining sketchbook work and final outcomes accordingly.

## After Successfully Completing This Course:

A level courses in Art, Craft and Design, and in Photography.

Extended Diplomas in Art and Design, and associated specialisms.

Various careers in the creative industries (see above). Having a GCSE in Art will also be supportive if you take a managerial, administrative, marketing or legal role in the creative industries.

# Business Studies

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr G Hughes - Head of Department  
ghughes@plymstockschool.org.uk

This course is intended to develop a broad range of skills to equip students for entering the world of work and to prepare them for future study if they wish to do so. They will be encouraged to develop initiative and the skills of problem-solving and decision-making. It is intensive and hard work. To make a success of this course, enterprise and a 'can do' approach is essential. Areas of enrichment will be provided with possible participation in running a small enterprise.

Students will develop skills in leadership, numeracy, literacy, communication, research/analysis, work related learning, enterprise and evaluation. The use of ICT is encouraged throughout the two years.

## Areas of Study

We will be studying most areas of the business world such as

**Business Activity:** this unit looks at the different types of business setup. Students study the private and public sector and the objectives that business set.

**Influences on Business:** after this unit students will have examined how ICT, the economy, ethics and the environment can affect the performance of a business.

**Marketing:** We will study how business seeks to persuade customers to purchase goods and services.

**Finance:** Students will be able to complete and assess financial documents to determine if a business is succeeding.

**Operations:** this investigation will look at global production techniques.

**Human Resources:** During this topic we will look at improving the student's ability to conduct recruitment and selection processes. The unit will also discuss issues of motivation and leadership.

## Assessment Procedures Exam: 100% NEA: 0%

**Component 1:** Business Dynamics Written examination: 2 hours. A mix of short answer and structured questions based on stimulus material covering all of the specification content.

**Component 2:** Business Considerations Written examination: 1 hour 30 minutes. Data response questions covering all of the specification content.

## Examples of Assessments Used During the Course

Assessment will be based on topical, relevant business scenarios. The planning, monitoring and controlling of all aspects of business will be covered in the related tasks and activities over 4 terms. Each topic will have an end of topic test or presentation. Monitoring and feedback will be given to achieve progress. There will also be a requirement to work independently on tasks at home. The class will also use topical issues to bring relevance to subject in class in the form of class debate and discussion.

## After Successfully Completing This Course:

Students can move on to study Cambridge Technical Level 3 Business Studies or A Level Business courses. Business can also be combined with many other subjects at University so that students can run their own business in their chosen field. Other useful A Levels to combine with these could be Geography, a Language, PE or Maths. The course will also provide a solid platform for employability.

# Computer Science

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr S Rogers - Head of Department  
srogers@plymstockschool.org.uk

GCSE Computer Science is fundamentally about developing problem solving skills and learning about how computers can be programmed and built to make the process of solving the problems more efficient.

As well as learning how to create computer programs in the Python programming language students will learn about: what a computer system is; how we communicate with computers; how networks can be structured; how a variety of hardware and software can be used to achieve desired outcomes.

If you...

Have an interest in how technology is developed and how we can control it to do what we want, enjoy solving problems and developing solutions to challenges, want to know how the computer actually works, enjoy that sense of achievement when you complete something challenging...Computer Science is the subject for you.

- You will develop your problem solving, organisation, planning, design, digital literacy and programming skills.
- You will become a confident user in the Python language and you will become confident in the knowledge of how a range of digital systems operate.
- You will learn how to break down problems into small and manageable problems that can be solved.

## Areas of Study

Areas you will study include: program development; program design; program testing; networks; number systems (binary, denary, hexadecimal and ASCII); computer systems; the internet; flow charts and pseudocode; representation of data as images and sound.

## Assessment Procedures Exam: 80%\* NEA: 20%\*

You will complete one piece of controlled assessment that will produce a solution to an exam board set brief. This will form 20% of your final grade.

Your theoretical knowledge will also be assessed through written examination(s) at the end of Year 11. There will be 2 exams, each worth 40% of your final grade.

\*NB: this course is currently under re-development and the percentages of the above assessment methods may change between now and the end of the course.

## Examples of Assessments Used During the Course

You will be assessed on your practical Computer Science skills through a range of mini-projects in preparation for the Controlled Assessment Tasks. You will also be tested on your understanding of theoretical concepts through questioning in lessons, homework tasks and topic tests.

## After Successfully Completing This Course:

Following this course you could go on to study A Level in Computer Science and be well prepared for study in areas such as Engineering, Maths and Science. Computer Science is fundamentally about solving problems and there are many occupations where an ability to break down and solve problems will be a beneficial skill.

If you are considering a career in ICT, Software Development, Game Design, Engineering, Mathematics, Physics, Chemistry, Biology, Data Analysis, Telecommunications, Web Design or Teaching...Computer Science is very beneficial to your future study and will give you skills that will be useful.

# Construction And The Built Environment

## Qualification

Technical Award  
BTEC First Award Level 1/2  
Graded Distinction\*, Distinction, Merit, Pass & U

There are many places where the construction process takes place. Bricklayers could be building a garden wall or a block work wall at the top of a new tower block. A plumber could be installing a new bathroom or fitting pipes in a petro-chemical plant. Trades people, inspectors, site supervisors, architects and project managers are all examples of where those working construction processes take place. The BTEC Level 1/2 Award in Construction and the Built Environment is designed to support learners to develop an awareness of these key considerations.

The course should be seriously considered by students who wish to pursue careers in areas such as plumbing, bricklaying or carpentry.

The course will enable learners to learn in such a way that they develop:

- skills required for independent learning and development;
- a range of generic and transferable skills;
- the ability to solve problems;
- the skills of project based research, development and presentation;
- the fundamental ability to work alongside other professionals, in a professional environment;
- the ability to apply learning in vocational contexts.

## Areas of Study Exam: 25% NEA: 75%

**Unit 1: Construction Technology (Core)** 25% of the qualification. Through this unit learners will understand the structural performance required for low-rise construction, explore how sub-structures are constructed and explore how superstructures are constructed.

**Unit 2: Construction & Design (Core)** 25% of the qualification. Through this unit learners will understand the work of the construction industry, understand a client's needs to develop a design brief for a low-rise building and produce a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building.

**Unit 3: Scientific and Mathematical principles for Construction (Mandatory)** 25% of the qualification. Through this unit learners will understand the effects of forces and temperature changes on materials used in construction and use mathematical techniques to solve construction problems.

**Unit 4: Exploring Carpentry and Joinery principles and techniques (Option unit)** 25% of the qualification. Through this unit learners will understand tools, materials and equipment used in carpentry and joinery and develop practical skills using safe techniques to produce a timber frame.

## Assessment Procedures

The qualification is assessed through a combination of internal and external assessment.

Unit 1: Construction Technology (Core) - externally assessed in a 1 hour written exam, 50 total marks.

Graded Level 1: Pass, Level 2: Pass, Merit, Distinction

Units 2, 3 & 4: Construction & Design, Scientific and Mathematical principles for Construction & Exploring Carpentry and Joinery principles and techniques are internally assessed, Units are assessed through summative controlled assessment; Performance bands are provided for Level 1 Pass, Level 2 Pass, Merit and Distinction.

## Examples of Assessments Used During the Course

Throughout Year 10 the students will complete the appropriate units using the task set by the exam board. Unit 1 will be taught and assessed using the guidance set out by the exam board. The students will complete an online assessment. Students' progress will be tracked through units 2 and 3 and they will be able to resubmit their work if it does not reach the required standard for the minimum of a pass.

## After Successfully Completing This Course:

After completing the course students can go on to study a Level 3 course in Construction. The practical skills developed are directly transferable to the workplace but the most significant skills are the ability to problem solve and work independently. This course is the perfect starting point for a student to go on to apply for an apprenticeship in the construction industry.

# Dance

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr S Wookey - Head of Department  
swooley@plymstockschool.org.uk

GCSE Dance will enable students to develop creative skills, knowledge and understanding of dance as a choreographer, performer and as a critic through:

- Applying and adapting a wide range of skills and techniques effectively in performing and choreographing dance.
- Creating dance for a range of purposes and in response to different stimuli.
- Developing the ability to analyse, evaluate and appreciate dance.

Students will also appreciate the contribution of dance to their personal and social health, fitness and wellbeing and be aware of a range of opportunities and pathways available in dance.

## Areas of Study

**Performance:** this will include good studio practice, the technical and expressive nature of dance skills and the factors which influence the achievement of high quality dance performance.

**Choreography:** this will include the process of creating choreography, choreographic structure and the constituent features of dance.

**Appreciation:** this will include the analysis and interpretation of a number of professional works and the ability to reflect on their own dance practice and performance.

## Assessment Procedures Exam: 40% NEA: 60%

**Component 1 - Performance and Choreography** 60% of GCSE Internally marked and externally moderated

**Performance:** 30% of GCSE

- Set phrases through a solo performance
- Duet/trio performance

**Choreography:** 30% of GCSE

- Choreograph a solo or group dance

**Component 2 - Dance Appreciation** 40% of GCSE Written exam: 1 hour 30 minutes

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

## Examples of Assessments Used During the Course

**Performance:**

Students must perform in a group and as a soloist demonstrating their physical competence and their effectiveness as a performer.

**Choreography:**

Students must demonstrate their creative response to a choice of one stimulus, from a prescribed task list. The choreography must be a complete dance, including movement material and a selected aural setting.

**Appreciation:**

Using your knowledge of the similarities and differences in the costumes used in Dance Work 1 and Dance Work 2, discuss how costume is used to enhance our appreciation of these two works.

## After Successfully Completing This Course:

Students who take GCSE Dance can go on to study A Levels in Dance, Theatre Studies or the equivalent Level 3 course e.g. Cambridge National Award in Performing Arts. This can also help students work towards a University degree or further Education/careers pathway in the arts.

# Design & Technology

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Ms E Pring - Head of Department  
ejpring@plymstockschool.org.uk

Design & Technology is a practical subject which requires the application of knowledge when developing and producing ideas. Students will be challenged by the range of activities and the depth of theory that they will have to learn. The knowledge of technology outside of the classroom and in industry will play a large role in the course.

The course should be seriously considered by students who wish to pursue careers in areas such as design, architecture, engineering or practical based careers such as plumbers or electricians.

The subject develops important problem solving skills, knowledge of a wide range of materials and techniques whilst nurturing creativity and imagination. A wide range of practical skills, working with at least 2 different materials, will be developed. The theory of design, materials and manufacturing will be studied through practice and as distinct theory lessons.

## Areas of Study

The course is split into 2 distinct areas: designing and making. The distinction between designing and making is a convenient one to make, but in practice the two often merge. The theory is split into the following sections: materials & components, design & market influences and processes & manufacture.

## Assessment Procedures Exam: 50% NEA: 50%

**Exam:** The paper is split into sections and brings together 'core' and 'in-depth' knowledge and understanding. 2 hour written paper worth 50% of the qualification.

**Non Exam Assessment (NEA):** Practical work in design and making practice completed in lessons worth 50% of the qualification. This consists of a single 'design and make' activity selected from a range of contextual challenges.

## Examples of Assessments Used During the Course

Throughout Year 10 students will experience a range of assessment techniques to evaluate progress. The predominant method of assessment will be through project work which will include a design element and a practical outcome, with the aim to prepare students for the NEA in Year 11. Students will take part in a National Design competition called Design Ventura run by the Design Museum. It will help them understand the full design process and they will have a 'real life' brief to work to. The course will also include a theory lesson at least once a fortnight and students will be assessed on their knowledge through homework tasks and practice exam questions.

## After Successfully Completing This Course:

After completing the course students can go on to study A Level design based courses, the most obvious one being Design. The practical skills developed are directly transferable to the workplace but the most significant skills are the ability to problem solve and work independently. This course will be an advantage-for entry onto a range of apprenticeships e.g. Babcock requires Design & Technology for the consideration of a new apprentice and for the applicant to take a product that they have made to an interview.

# Drama

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr K Chick - Head of Department  
kchick@plymstockschool.org.uk

If you enjoy theatre and drama, and would like to enhance your practical performance techniques, then GCSE Drama would be a good option for you. In GCSE Drama we develop your understanding of performance whilst maximising the opportunities for practical work. During the course we focus on improving skills, as well as how theatre is created and performed. This new GCSE course brings back the opportunity to watch live theatre and analyse how the actors used their physical and vocal skills to create engaging moments. GCSE Drama is full of opportunities to work with others, improving key interpersonal skills which can be transferred across all learning.

During the GCSE Drama course learners will develop practical skills in – Movement, Gesture, Facial Expression, and Voice. As well as - Demonstrate knowledge and understanding of how drama and theatre is developed and performed; Analyse and evaluate their own work and the work of others; Create and develop ideas to communicate meaning for theatrical performance; Apply theatrical skills to realise artistic intentions in live performance; Analyse and evaluate their own work and the work of others.

## Areas of Study

**Component 1: Understanding Drama** Knowledge and understanding of drama and theatre. Study of one set play from a choice of six. Analysis and evaluation of the work of live theatre makers.

**Component 2: Devising Drama** Process of creating devised drama. Performance of one piece of devised drama. Analysis and evaluation of own work.

**Component 3: Texts In Practice** Performance of two extracts from one play. Free choice of play.

## Assessment Procedures Exam: 40% NEA: 60%

Component 1: Written Paper - 1 hour 45 minute written exam - 40%

Component 2: Devising Drama - Practical/Written - 40%

Component 3: Texts In Practice - Practical Exam - 20%

## Examples of Assessments Used During the Course

Component 1: Watch a piece of Live Performance at a theatre and analyse an actor's performance in creating an engaging moment through their acting skills. Study a set text and explain how you would use your acting skills to create a performance suitable to the role.

Component 2: Devise and perform a piece of Drama for a specific target audience (Primary School, Community Group, etc). Create a video diary of the devising process outlining your exploration through the task.

Component 3: Perform two sections of a text to an audience, applying theatrical skills to realise artistic intentions in live performance

## After Successfully Completing This Course:

This course offers a clear progression into the new and A Level Theatre Studies. Here you will build on the skills covered in GCSE and further enhance your understanding of theatre, as well as your practical skills.

Taking a course in Drama and Theatre Studies opens up your options in many fields, not just within the Arts sector. Many of our students have used the skills they have learnt in Drama to pursue careers in areas such as Law, Public Services, Business, Education, and Sales and Marketing.

# Enterprise & Marketing

## Qualification

Technical Award  
Cambridge National Level 1/2  
Graded Distinction\*, Distinction, Merit &Pass, U

## Staff Contact

Mr G Hughes - Head of Department  
[ghughes@plymstockschool.org.uk](mailto:ghughes@plymstockschool.org.uk)

An aspiration for many young people is to be self employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers. This a qualification that will allow our students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing. Students will gain the right combination of knowledge, understanding and skills required for the 21st century.

They will also learn about key aspects of small businesses, including ownership, functional activities, collaborative working, creativity, numeracy, research and evaluative skills. The units will also develop students' analysis and self-evaluative skills as well as those relating to self-presentation.

## Areas of Study

**Unit 1 Enterprise and marketing concepts:** Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

**Unit 2 Design a business proposal:** Students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.

**Unit 3 Market and pitch a business proposal:** Students will prepare for and pitch their own business proposal that they developed in Unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance and business proposal.

## Assessment Procedures Exam: 50% NEA: 50%

**Unit 1 Enterprise and marketing concepts:** This unit is **externally assessed** through an OCR set and marked 1 hour 30 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions.

**Unit 2 Design a business proposal:** The **centre-assessed** tasks will be practical tasks in the context of an OCR-set assignment.

**Unit 3 Market and pitch a business proposal:** The **centre-assessed** tasks will be practical tasks in the context of an OCR-set assignment.

## Examples of Assessments Used During the Course

**Unit 2 Design a business proposal:** Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

**Unit 3 Market and pitch a business proposal:** Learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience.

## After Successfully Completing This Course:

Cambridge Nationals provide a strong base for progression to further education, Applied Generals, Technicals, A Levels, apprenticeship or work. Business can also be combined with many other subjects at University so that students can run their own business in their chosen field. Other useful A Levels to combine with these could be Geography, a Language, PE or Maths. The course will also provide a solid platform for employability.

# Food Preparation & Nutrition

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mrs L Worley llworley@plymstockschool.org.uk  
Mrs K Rundle krundle@plymstockschool.org.uk

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. The students will develop a wide range of skills using a wide range of processes and ingredients. This qualification develops students' practical cookery skills through 5 core topics. Twelve skill groups have been integrated throughout the specification. Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

## Areas of Study

The course is split into 5 core topics: Food, nutrition and health, Food science, Food safety, Food choice and Food provenance. The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups studied include: bread, cereals, flour, oats, rice, potatoes and pasta; fruit and vegetables (fresh, frozen, dried, canned and juiced); milk, cheese and yoghurt; meat, fish, eggs, soya, tofu, beans, nuts and seeds and butter, oil and margarine.

## Assessment Procedures Exam: 40% NEA: 60%

The exams and non-exam assessment will measure how students have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Written exam: 1 hour 45 minutes, 50% of the GCSE. Multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks).

Non-exam assessment Task 1 & 2: 50% of GCSE. Task 1 Food investigation - written report of 1500 words and Task 2 Food preparation assessment - a written portfolio.

## Examples of Assessments Used During the Course

Throughout Year 10 students will experience a range of assessment techniques to evaluate progress. The predominant method of assessment will be through practical work which will include a range of technical skills and a practical outcome, with the aim to prepare students for the controlled assessment task in Year 11. The course will include regular theory lessons and students will be assessed on their knowledge through homework tasks and practice exam questions.

## After Successfully Completing This Course:

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. The practical skills developed are directly transferable to the workplace but the most significant skill is to be able to work independently. This course is also ideal for anyone wishing to study a course relating to nutrition e.g. Physical Education studies or even those wishing to enter into the Armed Forces.

# French

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Ms N Baker - Head of Department  
nbaker@plymstockschool.org.uk

Being able to speak a foreign language is a highly sought after skill in any work place. Being an English native speaker who can speak a foreign language puts you at the top of that sought-after list. GCSE French will give a highly regarded academic qualification. You will follow an exciting course, which will develop your language skills to the highest level, whilst giving you opportunities to apply your knowledge to real life situations. Studying French also develops your English literacy, knowledge of how any language works and you will also gain analytical skills and knowledge of some global issues.

Students will develop their skills in reading, listening, speaking, writing and translation throughout the course. They must be eager and willing to talk in French at every opportunity and want to engage with French outside of the classroom as well as in. Students studying French should be interested in learning about France and the French speaking world as well as being committed to perfecting their communication skills.

## Areas of Study

GCSE covers a wide range of interesting topics such as:

Family and friends  
Free time activities  
Home and region and comparing to other parts of the world  
Global issues such as poverty, climate change and refugees  
The world of work

Technology in everyday life  
Customs and festivals in the French speaking world  
Social issues within France  
My school and studies, French school life

## Assessment Procedures Exam: 100% NEA: 0%

There are four separate exams for French GCSE, reflecting the key skills:

|          |                                 |
|----------|---------------------------------|
| Reading  | Listening                       |
| Speaking | Writing (including translation) |

Each exam is worth 25% of the final grade and papers are taken at the end of Year 11. There are two tiers of entry for the exams - foundation and higher.

## Examples of Assessments Used During the Course

In order to track students' progress throughout the course there will be regular assessments covering the key skills. By the end of the course students will be expected to be able to read and listen to texts of varying length and answer questions on them as well as read and translate into English. Students will be able to sustain a spontaneous conversation, using a variety of stimulus material and write between 90-150 words independently. Knowledge of grammar will also be assessed through translation into French.

## After Successfully Completing This Course:

Students studying GCSE French could go on to study A level French, a highly regarded qualification. This could in turn lead to a degree in Modern Foreign Languages or give an additional skill to include on any university or job application, regardless of the subject.

Studying a foreign language at this level develops a range of transferable skills, including interpersonal communication, debating skills, higher thinking skills and essay writing skills. There is a high demand for French speakers in telecommunication firms, Google, international sales divisions and fashion marketing.

# Geography

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Miss A Bartlett - Head of Department  
abartlett@plymstockschool.org.uk

Geography provides students with a stimulating and motivating course fit for the twenty-first century offering traditional and contemporary themes. Students will be engaged, especially by an emphasis on 'geographical futures', which encourages students to apply their understanding of current trends to identify alternate future scenarios and evaluate their sustainability.

Students will be assessed on their skills in the following areas:

Atlas and map skills  
Graphical skills  
Data and information research skills  
Investigative skills

## Areas of Study

### Component 1: Global Geographical Issues

Topic 1: Hazardous Earth  
Topic 2: Development Dynamics  
Topic 3: Challenges of an Urbanising World

### Component 2: UK Geographical Issues

Topic 4: The UK's Evolving Physical Landscape  
Topic 5: The UK's Evolving Human Landscape  
Topic 6: Geographical Investigations

### Component 3: People and Environment Issues – Making Geographical Decisions

Topic 7: People and the Biosphere  
Topic 8: Forests Under Threat  
Topic 9: Consuming Energy Resources

## Assessment Procedures Exam: 100% NEA: 0%

**Component 1: Global Geographical Issues** 1 hour 30 minutes written exam - 94 marks - 37.5%

**Component 2: UK Geographical Issues** 1 hour 30 minutes written exam - 94 marks - 37.5%

**Component 3: People and Environment Issues – Making Geographical Decisions** 1 hour 30 written exam - 64 marks - 25%

## Examples of Assessments Used During the Course

Assessment will be undertaken after each unit of study through completion of exam questions to assess both knowledge and understanding.

Following the fieldwork investigation, students will be assessed on the skills required to address the exam.

## After Successfully Completing This Course:

Students will have access to a wide range of career and Higher Education opportunities. Students learn a variety of transferable skills which are in great demand and are recognised by employers and universities. Students can go on to study Geography A Level and then onto further study.

Geography also combines well with almost all other subjects. Taken with sciences and mathematics, geography supports applications for almost any science based degree. Taken with other humanities subjects, geography supports a wide range of university courses such as: business; law; media; politics and philosophy.

# German

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Ms N Baker - Head of Department  
nbaker@plymstockschool.org.uk

Being able to speak a foreign language is a highly sought after skill in any work place. Being an English native speaker who can speak a foreign language puts you at the top of that sought-after list. GCSE German will give a highly regarded academic qualification. You will follow an exciting course, which will develop your language skills to the highest level, whilst giving you opportunities to apply your knowledge to real life situations. Studying German also develops your English literacy, knowledge of how any language works and you will also gain analytical skills and knowledge of some global issues.

Students will develop their skills in reading, listening, speaking, writing and translation throughout the course. They must be eager and willing to talk in German at every opportunity and want to engage with German outside of the classroom as well as in. Students studying German should be interested in learning about Germany and the German speaking world as well as being committed to perfecting their communication skills.

## Areas of Study

GCSE covers a wide range of interesting topics such as:

|   |  |
|---|--|
| Family and friends  | Technology in everyday life                        |
| Free time activities  | Customs and festivals in the German speaking world |
| Home and region and comparing to other parts of the world     | Social issues in Germany                           |
| Global issues such as , climate change, recycling and poverty | My school and studies, German school life          |
| The world of work   |  |

## Assessment Procedures Exam: 100% NEA: 0%

There are four separate exams for German GCSE, reflecting the key skills:

|          |                                 |
|----------|---------------------------------|
| Reading  | Listening                       |
| Speaking | Writing (including translation) |

Each exam is worth 25% of the final grade and papers are taken at the end of Year 11. There are two tiers of entry for the exams - foundation and higher.

## Examples of Assessments Used During the Course

In order to track students' progress throughout the course there will be regular assessments covering the key skills. By the end of the course students will be expected to be able to read and listen to texts of varying length and answer questions on them as well as read and translate into English. Students will be able to sustain a spontaneous conversation, using a variety of stimulus material and write between 90-150 words independently. Knowledge of grammar will also be assessed through translation into German.

## After Successfully Completing This Course:

Students studying GCSE German could go on to study A level German, a highly regarded qualification. This could in turn lead to a degree in Modern Foreign Languages or give an additional skill to include on any university or job application, regardless of the subject.

Studying a foreign language at this level develops a range of transferable skills, including interpersonal communication, debating skills, higher thinking skills and essay writing skills. There is a high demand for German speakers in the financial industry, engineering, Lidl, automobile marketing and technical support sectors.

# Health & Social Care

## Qualification

Technical Award  
Cambridge National Certificate Level 1/2  
Graded Distinction\*, Distinction, Merit & Pass, U

## Staff Contact

Mrs L Dover - Head of Department  
ldover@plymstockschool.org.uk

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

The course is aimed at students who are interested in working in health, social care or child care.

The course aims to develop the skills associated with working in health and social care settings including communication and confidence in dealing with people. You will be required to work independently so planning and organisational skills are essential.

## Areas of Study

This course includes a focus on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. Learners will also gain the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting. Learners will learn about the physical, intellectual, language, emotional and social development through the life stages. Learners will also study and practise basic first aid procedures.

## Assessment Procedures Exam: 25% NEA: 75%

Learners will be assessed by a combination of Exam and Controlled Assessment.

Unit RO21 is an examined unit where you will sit a one hour examination paper which is set and marked by the OCR Exam Board.

Units RO22, RO25 and RO31 are assessed through a series of tasks for a model assignment. The assignments are set by OCR, marked by your Teacher and moderated by OCR.

**Year 10** – 2 coursework units

Example – Unit RO25 Life Stages – Task 2 – Part 1 - Produce a PowerPoint presentation and supporting notes outlining the Ageing Process.

**Year 11** – 1 coursework unit and 1 exam

## Examples of Assessments Used During the Course

Sample Exam Question:

'Working in partnership with Parents/Guardians and families is an early years value of care. State 2 ways an early years professional could apply this value of care in their daily work'.

Sample Coursework Task:

'You have been asked to produce a display on how a care worker should effectively communicate. As part of your display you must (1) explain the different types of communication that care workers should use (2) describe the factors that positively influence communication'.

## After Successfully Completing This Course:

Level 3 Cambridge Technical in Health & Social Care. Higher Education/University in nursing, social work, education.

There is a huge range of qualification pathways available: Health & social care and childcare, nursing, midwifery, primary education, youth work and care for the elderly.

# History

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mr A Withey - Head of Department  
awithey@plymstockschool.org.uk

The GCSE in History will be examined through three exams following a two-year course. Elements of Paper 2 and 3 will be taught in Year 9 before the formal two-year course. There is no coursework element to this qualification.

The study of History has always been a highly regarded and respected qualification. It comprises part of the EBacc and is a very popular course of study at A Level. Success in the subject requires students to become familiar with new bodies of knowledge, manage its recall and interrogate and analyse it to be able to create extended written responses. In an information rich age the skills are invaluable and applicable to many careers and other disciplines. The subject places a high regard on its students' ability to both reflect and learn independently, empowering them to manage their learning and revision.

The GCSE skills tested in History will be familiar to students working their way through Years 7-9. Extended writing and the ability to plan and construct essays is the key demand of a successful GCSE History student as well as the ability to interrogate and reflect upon the use and value of sources of information.

## Areas of Study

### Paper 1 – The Thematic Study & Historic Environment:

Students will study the history of Medicine from 1250 AD to the 21st Century. Students will study the factors that encouraged progress and brought about both regression and continuity. An in-depth focus within this paper will be on Surgery and Treatment on the Western Front during WWI.

### Paper 2

Will involve a British focus upon Henry VIII and his Ministers and a global study of the post - WWII Cold War.

### Paper 3

The final unit of study will be upon Weimar and Nazi Germany from 1918-45.

The course will be fully supported with teaching and learning materials available on the school network as well as support pages to be found at: [www.historynetwork.co.uk](http://www.historynetwork.co.uk).

## Assessment Procedures Exam: 100% NEA: 0%

GCSE History will be assessed through three GCSE papers sat at the end of the two-year course.

In order to inform progress, students will be regularly assessed through internal examinations and mock papers. These will be used to direct future revision, teacher intervention and class setting.

## Examples of Assessments Used During the Course

Internal assessments will be based upon approved assessment materials and past papers to provide accurate snapshots of students' progress. Each of the four topics of study (Medicine, Henry VIII, The Cold War and Weimar and Nazi Germany) will have at least two key assessments as well as regular homework assignments in order to consolidate and further classroom understanding.

## After Successfully Completing This Course:

Successful students can continue their studies of History to A Level standard. A Level History complements the undergraduate study of both Law and Politics.

Information on our post GCSE provision can be found at: [www.historynetwork.co.uk](http://www.historynetwork.co.uk)

# Hospitality & Catering

## Qualification

Technical Award  
WJEC Level 1/2 Award  
Graded Distinction\*, Distinction, Merit, Pass & U

## Staff Contact

Ms E Pring - Head of Department  
[ejpring@plymstockschool.org.uk](mailto:ejpring@plymstockschool.org.uk)

This qualification is designed to support learners in schools who want to learn about the vocational sector of Hospitality and Catering, as well as having an interest in food and cookery. It will help learners to prepare and cook using basic skills, understand food and its functions, understand balanced diets, modification of recipes and plan and produce dishes for a purpose. It can offer them the potential to further their career or study further at HE. The course has a large proportion of practical work; however, written assignments and theory work also make up an important and compulsory element to the course.

This course provides learners with experience of using different cooking techniques and methods to enable them to use these within further education and apprenticeships. It is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

Learners will develop skills in planning, researching, communicating, problem solving and health and safety, skills that are essential for the modern workplace.

## Areas of Study

Learners must study and achieve 2 mandatory units to achieve the qualification which are:

- Unit 1. The Hospitality and Catering Industry
- Unit 2. Hospitality and Catering in Action

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

## Assessment Procedures Exam: 40% NEA: 60%

The course consists of two elements, an internally assessed unit which will take 72 guided learning hours. Then there will be an externally examined exam which will require 48 guided learning hours.

Unit 1. The Hospitality and Catering Industry - Externally assessed. One written paper, 1 1/2 hours, 90 marks in total.  
Unit 2. Hospitality and Catering in Action - Internally Assessed. This takes the form of a controlled assessment assignment and there are 3 stages of assessment - Task setting, Task taking & Task marking. The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Learners must be successful in both types of assessment to achieve the qualification.

## Examples of Assessments Used During the Course

Examples of assignments would include: preparing a range of dishes to develop their skills such as soups; pasta dishes; bakery products e.g. bread/pizza. Through the practical and theory lessons they will need to develop their understanding of the ingredients used in the practicals and study healthy eating, nutrition including balanced diets. Students will be required to modify recipes according to dietary requirements. Students will therefore need to be able to plan their practical lessons.

## After Successfully Completing This Course:

Students after studying this course will be able to progress and develop their skills through training at college or through an apprenticeship. Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector.

# iMedia (ICT)

## Qualification

Technical Award

Cambridge National Certificate in iMedia

Graded Distinction\*, Distinction, Merit, Pass & U

## Staff Contact

Mr S Rogers - Head of Department

srogers@plymstockschool.org.uk

Key Stage 4 ICT will provide you with the opportunity to continue the development of digital skills in a creative manner.

During this course you will learn how to plan, create and test a range of multimedia products and learn how best to go about the process to ensure a professional end product.

You will learn about pre-production skills, graphic creation/manipulation, animation skills and how to create interactive multimedia products.

This course is a technical qualification that is designed with the media industry in mind. In particular it is designed to develop skills that are necessary in the film, television, web development, gaming and animation industries.

## Areas of Study

You will learn about common design principles as well as how to use a range of software to apply these principles to the creation of digital products.

The type of products you will learn to create include:

- Interactive presentations, this is not PowerPoint, you will learn how to create interactive multimedia products that will effectively combine animation, sound, graphics, text and user input.
- animations
- A range of graphics making use of industry standard software such as Fireworks and Photoshop.

## Assessment Procedures Exam: 25% NEA: 75%

There will be 4 different assessments across the course.

3 pieces of coursework that are assessed by your teacher and 1 exam assessed by the exam board.

The units we are proposing to complete are:

1. R081: Pre-production Skills (External Exam—25%)
2. R082: Creating Digital Graphics (Centre Assessed Project—25%)
3. R086: Creating a Digital Animation (Centre Assessed Project—25%)
4. R087: Creating interactive Multi-Media Products (Centre Assessed Project—25%)

Your final grade will not be 9-1 but a Level 1 or 2 Pass, Merit or Distinction.

## Examples of Assessments Used During the Course

For the centre assessed tasks (R082, R086, R087) you will be set a client brief. It will be your role to design, create and test a solution that meets the requirements of that brief. You will be responsible for gathering, editing and creating digital assets to complete these projects.

For the externally assessed unit (R081) there will be an exam that will test your knowledge of the methods and processes required when planning a project. You will be assessed on the knowledge taught throughout your projects as well as discreetly in the build up to the exam.

## After Successfully Completing This Course:

Following this course you could go on to study A Level Computer Science or the Cambridge Technical in ICT. You might be considering a career in ICT, Game Design, Marketing, Graphic Design, Telecommunications, Web Design or Teaching. Key Stage 4 ICT is very beneficial to your future study and will provide you with skills that will be useful in a wide range of careers.

# Media Studies

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Ms R Cohen - Head of Department  
rcohen@plymstockschool.org.uk

Media Studies is a popular subject for many students as they are required to study a range of existing texts/products across the three Media Platforms of Print, Broadcasting and E-Media. This study takes the form of analysis of these texts and then an opportunity to create their own. Media is the subject for you if you like discussing and interpreting texts, writing about these analytically but also have the creativity to think up your own ideas to appeal to audiences etc.

Media Studies GCSE offers students the opportunity to combine analytical skills with those of a more practical nature. Students will be introduced to four key media concepts which will enable them to read, interpret and evaluate a range of media texts. They will also have access to editing software and computers for the practical element of the course, but will need some creative skills to generate ideas for their own media products. The ability to meet deadlines is essential due to the heavily weighted Controlled Assessment component.

## Areas of Study

**Knowledge and Understanding** of media terminology and theory; mass media organisations; how media texts are produced and the functions of the media in society.

**Analysis and Interpretation** of a range of media texts; media representations of individuals and groups; institutional structures of media organisations and the relationship between media texts, narrative and audience.

**Production Skills**, such as researching, planning and creating effective media productions. This involves developing practical skills such as design, layout, story-boarding and displaying creativity and initiative in the use of available resources. Students will also be required to evaluate their finished productions.

A wide range of media forms/platforms will be studied such as the internet; newspapers; television; film; advertising / marketing; pop music and magazines and comics.

## Assessment Procedures Exam: 70% NEA: 30%

The GCSE comprises 30% non-exam assessment (NEA) coursework (a two-part assignment with a statement of intent and production of an original media product) and 70% exam. There are two exams; each is 1hr 30 minutes, and equally weighted. Both exams comprise a range of multiple choice, short answer and extended response questions on media concepts such as audience, representation, media language and media industries.

## Examples of Assessments Used During the Course

Students will sit two formal 'Mock Exams' on their chosen exam topic, one at the end of Year 10 and one in Year 11 (January). They will also complete homework and classwork tasks/half termly assessments on exam topics as part of their preparation for the final exams in June. These will be on-going throughout Year 10 and Year 11.

With regard to the NEA component, students respond to a brief set out by AQA and typical assignments might include:

- Devise your own advertising campaign for a product of your choice.
- Analyse two promotional techniques for the same film and devise your own website promoting a film you have created.
- Construct a section from a magazine or newspaper and evaluate how successful you have been in following magazine codes and conventions.

Students must have the ability to work independently on the NEA task and have a genuine interest in the Media and role it plays in society. Media Studies is not a 'Film Studies' option and students will watch very few, if any, films during the GCSE course.

## After Successfully Completing This Course:

Study A Level Media Studies, English Literature & Language and other Arts based courses. Students with an interest in the fields of Journalism, Advertising or the News would benefit from studying Media at GCSE. Students who study GCSE and then A Level Media often go on to take Media Arts/Journalism courses at University.

# Music

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mrs S Lowe - Head of Department  
slowe@plymstockschool.org.uk

Music GCSE builds on the work you have done during Key Stage 3 in performing, composing and listening. It is a course for anyone who enjoys all three areas of the subject. The course will extend your skills in all areas of music through listening to, performing and composing a range of music from classical to pop to rock to film.

To succeed in GCSE Music, you must be a competent and confident performer on an instrument or voice. You will need to do two performances during the course and they will need to be of a good standard.

You must also be able to devise composition ideas and be able to develop them into a whole piece of music.

## Areas of Study

1. My Music: You will study music written for your instrument/voice. You will perform one piece and compose a piece in a similar style
2. The Concerto Through Time: Study of orchestral works from 1600–1900
3. Rhythms of the World: Studying the music of India, The Middle East, Africa and South America
4. Film Music: Looking at music that has been composed for film and for computer games
5. Pop Music from 1950 to the present day

## Assessment Procedures Exam: 40% NEA: 60%

**Performance:** 30% - one solo performance and one ensemble

**Composition:** 30% - 2 compositions. One for your instrument to a brief set by you. The second to a brief set by the exam board.

**Listening and Understanding:** 40% - A written paper, answering questions based on the areas of study, listening to examples on a CD.

## Examples of Assessments Used During the Course

Students will perform several times through the course and their best two performances will be submitted for assessment.

Several composition exercises will be completed before doing the composition coursework. These will be assessed and targets set accordingly.

The learning of the Areas of Study will incorporate several listening questions in the style of the exam.

## After Successfully Completing This Course:

Students who complete a GCSE in music will be equipped to do A Levels in Music or Performing Arts. Further careers could be as a performer, music technician, music teacher or composer.

# Photography

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Miss N C Clarke - Teacher of Art and Design  
ncclarke@plymstockschool.org.uk

The Photographic Industries are one of the most dynamic and strongest performing sectors of the UK economy. Choosing to study Photography puts you on a pathway that could lead to careers in areas as diverse as Editorial Photographer, Commercial Photographer, Wedding Photographer, Film Editing, Photojournalist, Special effects Technician, Fashion Photographer, Scientific Photographer, Fine Art Photographer, and Advertising. It is a great creative accompaniment to other, more academic areas of study.

To succeed at GCSE you will need to be willing to develop your observation and recording skills, artist research (both visual studies and written analysis), development of a personal idea (experimenting with practical processes and digital manipulation using programmes such as Adobe Photoshop) and creation and presentation of finished photographic work.

It is strongly advised that students taking the course have their own digital cameras – we do have a small number of cameras that can be borrowed but it will be easier for students if they have their own. Any student who wants advice on buying a camera prior to the course should come and talk to our teaching and technical staff.

## Areas of Study

The course is split into two areas;

**Component 1: Portfolio (60% of marks)** This will include one major project that shows the student's ability to fully develop a creative outcome based upon the skills outlined above. It will also include evidence of smaller skills based experiments and responses to trips or workshops.

**Component 2: Externally Set Assignment (40% of marks)** Students are given a choice of seven starting points set by the exam board, from which they need to develop a response in a similar manner as for Component 1. This will be given a limited time frame for development (8 weeks) at the end of which will be a 10 hour formal exam, during which a final outcome will be created.

## Assessment Procedures Exam: 40% NEA: 60%

All work is marked internally by the Art, Craft and Design team, and then a sample of our marks are moderated and checked by the exam board.

## Examples of Assessments Used During the Course

Assessment will be based upon the Assessment Objectives and Grades released by the exam board, and these will be dovetailed with the Plymstock Pathways.

Assessment is formative and on-going – for example, a project where the final outcome is a series of photographs, students will be given oral and written feedback on all stages of the project – observational tasks, artist studies and development of ideas, as well as final pieces. Students will then be expected to respond to this feedback, improving and refining sketchbook work and final outcomes accordingly.

## After Successfully Completing This Course:

A level courses in Photography. Extended Diplomas in Photography, and associated specialisms. Various careers in the creative industries (see above). Having a GCSE in Photography will also be supportive if you take a managerial, administrative, marketing or legal role in the creative industries.

# Religious Studies

## Qualification

GCSE Graded 9 to 1, U

## Staff Contact

Mrs D Slade - Head of Department  
dslade@plymstockschool.org.uk

Religious Studies is a vibrant subject where students can discuss, debate and deliberate contemporary issues of the wider world. The subject provides opportunities to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life from Christian and Sikh traditions. Being able to handle controversial subject matter is essential.

Religious Studies allows you to develop the following Key Skills to the highest level. This includes: empathy; reflection; analysis; communication; ICT; working with others; problem solving and improving your own learning and performance.

## Areas of Study

Religious Studies incorporates three areas of studies:

**Component 1:** Philosophy and ethics; relationships; life and death; good and evil and human rights

**Component 2:** Christianity

**Component 3:** Sikhism

## Assessment Procedures Exam: 100% NEA: 0%

The course is assessed at the end of two years through three exams as detailed below:

Component 1: Religious, Philosophical and Ethical Studies in a modern world 50% (2 hours)

Component 2: Study of Christianity 25% (1 Hour)

Component 3: Study of a world faith, Sikhism 25% (1 hour)

Throughout the course students will be assessed using the same format and criteria as the end examinations.

## Examples of Assessments Used During the Course

Students are rigorously assessed throughout the course and expected to act on written and verbal feedback given and know where to improve in relation to the examination assessment criteria. Students will be formally assessed after each topic. Students will encounter exam-style assessments throughout the course, particularly after each module.

Personalised Learning Checklists and comprehensive Revision Guides will be given to each student to match individual needs.

## After Successfully Completing This Course:

A Level course in Religious Studies. Students have found the subject a relevant discipline for future careers in Law, The Media, History, Politics, Health, Social Services and any career where philosophical and ethical issues are important.

Future jobs may include counsellor, charity officer, housing advisor, journalist, adult education lecturer / tutor, HE lecturer, teacher, lawyer, medical professionals like nurses, doctors.

Religious Studies is one of the fastest growing degree courses. It gives you a good grounding in logic and argument and is relevant to the deep study of almost every other subject. Professions increasingly have a need for candidates who are able to look at issues from a variety of viewpoints and who have the ability to think questions through, on the basis of sound reasoning and solid evidence.

# Science: Three Separate Sciences

## Qualification

Separate Sciences in Biology, Chemistry & Physics GCSE  
Graded 9 to 1, U

## Staff Contact

Miss B Evans - Head of Department  
[bevans@plymstockschool.org.uk](mailto:bevans@plymstockschool.org.uk)

Two of these GCSEs are incorporated within the combined science lessons. Opting for three separate sciences will provide a third GCSE. Although Combined Science is compulsory, those students who are really curious about how the world works will be interested in studying separate sciences. The course goes into more depth in Biology, Chemistry and Physics topics and develops understanding in areas that are not covered in Combined Science.

Lessons will develop practical skills and extend students' understanding to be able to interpret and succeed in a fast paced technological age that relies ever more heavily on science.

## Areas of Study

The content of the GCSE syllabus will cover topics under the key headings below. These are very similar to the Combined Science but go into more detail to give better understanding.

**Biology:** Topics include: cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance variation and evolution; ecology.

**Chemistry:** Topics include: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** Topics include: forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; space physics.

## Assessment Procedures Exam: 100% NEA: 0%

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

For each subject, Biology, Chemistry and Physics: There are two 100 mark, 1hr 45min exams assessed in the following ways: multiple choice; structured; closed short answer and open response.

There are a total of 28 required practicals across the 3 subjects that have to be carried out in class: 10 for Biology; 8 Chemistry and 10 for Physics. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of our questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

## Examples of Assessments Used During the Course

Assessments will be in the form of formal half term assessments which include GCSE style examination questions. Students will also complete a mock exam in Year 11. All of these formal assessments will be used to assess progress towards their target grades.

Students will also complete homework and informal quizzes throughout the course.

## After Successfully Completing This Course:

Good grades in the three separate sciences will allow students to progress to A Levels in: Biology, Chemistry and Physics. These Level 3 qualifications prepare students for a variety of further progression routes.

# Sports Science

## Qualification

Technical Award  
Cambridge National Certificate Level 1/2  
Graded Distinction\*, Distinction, Merit & Pass, U

Studying Sports Science will open your eyes to the amazing world of sports performance. Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer students the opportunity to study key areas of sport science including: anatomy and physiology linked to fitness; health; injury and performance; the science of training and application of training principles and psychology in sport and sports performance.

The course aims to develop understanding through a range of different contexts and skills learning how these impact on both our and others' everyday lives. You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into human physiology and how the body responds to exercise and how physical performance can be improved.

## Areas of Study

The course is divided into four compulsory modules:  
Module 1: Reducing the risk of sports injuries  
Module 2: Applying principles of training  
Module 3: The body's response to physical activity  
Module 4: Sport psychology

## Assessment Procedures Exam: 25% NEA: 75%

External assessment for 'Reducing the risk of injury' which contains a written paper lasting 1 hour and is worth 25% of the final award which is set and marked by the examination board. The remaining units will take a coursework based approach during lessons and will be externally moderated by OCR.

## Examples of Assessments Used During the Course

In many areas of the course assessments and independent home learning tasks will be set, this will allow the learner to use practical examples from physical activities and sports which will be used to show how theory can be applied and reinforce understanding. Assessments will take place periodically in the form of end of chapter tests, homework tasks, and examination question based tasks. Each will be marked accordingly to the grade scale of Pass, Merit, Distinction and Distinction\*

Example assignment:

You will need to be able to give the junior performers at a club feedback and guidance to help them improve. You decide to review your own performance as practice for this. To complete this task you will need to review your own performance and suggest realistic ways in which you could support your improvement in a selected sporting activity. You will also need to apply these suggestions practically and measure any improvement achieved.

## After Successfully Completing This Course:

Community Sports Leaders Award, Leisure and Recreation Management, work in the leisure industry, A Level Physical Education or OCR Cambridge Technical. This course also sets the foundation for careers in the armed forces, exercise physiology, physiotherapy, PE teaching, sports science, sport rehabilitation and other related recreation/sport degree courses.

## Staff Contact

Mrs K Tyrrell - Head of Department  
ktyrrell@plymstockschool.org.uk

# Sports Studies: Physical Education

## Qualification

GCSE Graded 9\* to 1, U

## Staff Contact

Mrs K Tyrrell - Head of Department  
ktyrrell@plymstockschool.org.uk

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in different sports through the non-exam assessment component, you will also develop wide-ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students.

Physical Education is learned about through a range of different contexts, skills and the impact it has on both our and others' everyday lives. You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

## Areas of Study

### Component 1: Physical Factors Affecting Performance

This examined component introduces and explores physical factors which underpin physical activities and sports.

### Component 2: Socio-Cultural Issues and Sports Psychology

You will develop your knowledge and understanding of sports psychology theories and cultural issues and their impact on participation and performance.

### Component 3: Performance within Physical Education

You will be required to undertake two parts within this component:

Part 1: Performance. Part 2: Performance analysis of a sport or activity. The GCSE Physical Education specification content is divided into three components. Each component is further sub-divided into topic areas and the detailed content associated with those topics.

## Assessment Procedures Exam: 60% NEA: 40%

The GCSE Physical Education specification content is divided into three components. Components 1 and 2 are assessed via written examination papers (Two, one hour papers). Component 3 is internally assessed and then externally moderated.

## Examples of Assessments Used During the Course

In many areas of the course the assessments and independent home learning tasks will be set to allow the learner to use practical examples from physical activities and sports, which will be used to show how theory can be applied and reinforce understanding. The use of assessment will take place periodically as end of chapter tests, homework tasks, and examination question based tasks. Each will be marked accordingly to the new 9-1 GCSE scale.

## After Successfully Completing This Course:

Community Sports Leaders Award, Leisure and Recreation Management, work in the leisure industry, A Level Physical Education or OCR Cambridge Technical. This course also sets the foundation for careers in the armed forces, exercise physiology, physiotherapy, PE teaching, sports science, sport rehabilitation and other related recreation/sport degree courses.

# Travel & Tourism

## Qualification

Technical Award  
BTEC First Technical Award - Level 1/2  
Graded Distinction\*, Distinction, Merit & Pass, U

## Staff Contact

Mrs M Richards  
[mrichards@plymstockschool.org.uk](mailto:mrichards@plymstockschool.org.uk)

The BTEC First Award will provide students with a broad range of work-ready skills not solely for the Travel and Tourism industry such as team work, time management, customer care and IT. This qualification will also give them a great basis on which to build if they do wish to progress to further education, training or employment within the Travel and Tourism sector. The course is vocational, involving personal research, investigation into real life travel and tourism activities and educational visits. Students will study a range of subject areas including the UK Travel and Tourism Sector, International Travel and Tourism Destinations and Itinerary Planning for different customers. Students will investigate the appeal of different holiday destinations all over the world and discover how these destinations can increase their appeal to attract a wider customer base.

BTEC courses are popular and effective because they engage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. Lessons are initially taught in the classroom and then students work independently to prepare their assignments, mostly in IT rooms.

BTEC Firsts motivate students and open doors to progression into further study and responsibility within the workplace. During the two year course we look at real businesses such as Hays Travel in Plymstock and the appeal of local attractions such as Dartmoor Zoo, Woodlands Adventure Park and local National Trust properties.

## Areas of Study and Assessment Procedures Exam: 25% NEA 75%

As BTEC Travel & Tourism is a vocational subject, it provides a link between education and real life. All lessons are based on real businesses and destinations.

**The BTEC First Award is made up of four units:**

**Unit One: The UK Travel & Tourism Sector** (This is an external exam and is worth 25% of the course)

This unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.

**Unit Two: UK Travel & Tourism Destinations**

This internally assessed unit covers what the different types of UK destinations have to offer, as well as locating UK tourist destinations and routes.

**Unit Four: International Travel & Tourism Destinations**

This internally assessed unit concentrates on European and Worldwide travel and tourism destinations and gateways and reasons for their appeal to different visitors.

**Unit Six: The Travel & Tourism Customer Service Experience**

This final internally assessed unit looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations address these.

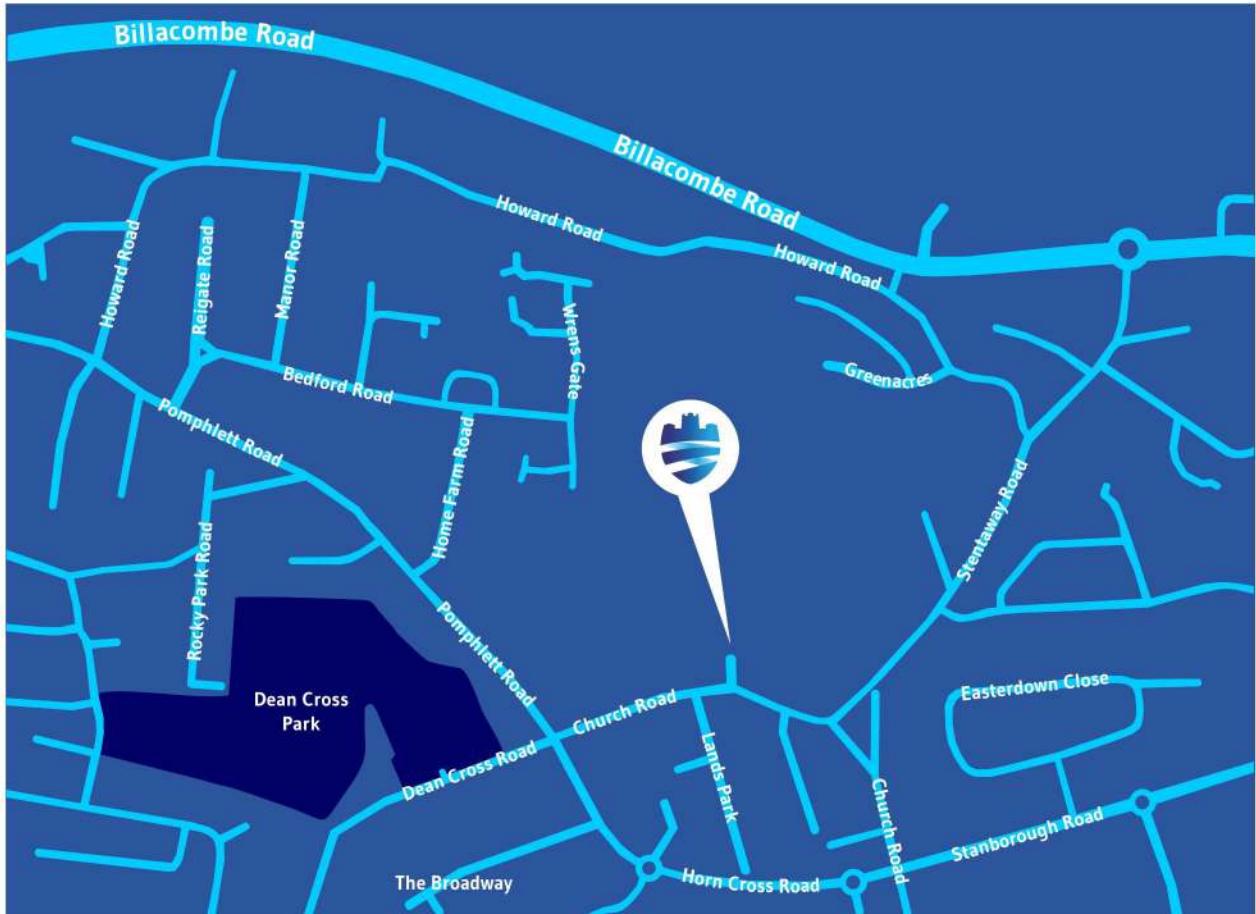
## After Successfully Completing This Course:

The Edexcel BTEC Level 1/Level 2 First Award in Travel and Tourism provides the skills, knowledge and understanding for students to progress to: other Level 2 vocational qualifications; Level 3 vocational qualifications, such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in Travel and Tourism (QCF); related academic qualifications and employment within the travel and tourism industry, for example posts in travel agencies; visitor attractions and the tourist information centre.

Students who achieve the qualification at Level 1 may progress to related Level 2 vocational or academic qualifications such as BTECs or GCSEs.

‘You will learn something every day if you pay attention.’

Ray Le Blond



**Mr Robert Diment**  
Headteacher



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