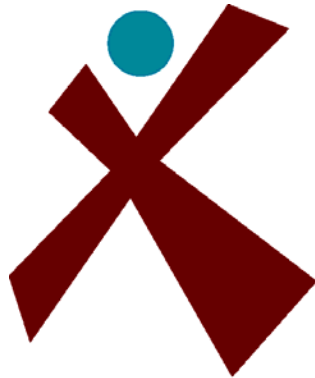


Sproleston Community High School



Preference Booklet 2012/2014

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Section 1

The Core Subjects

Subjects that all students will study

English Language → English Literature

Mathematics

Citizenship

IT Functional skills

Religious Studies

Science → Core
Science → Additional Science
Science → Additional Applied Science

Who studies this?

ALL Students

ALL Students

ALL Students

ALL Students

ALL Students

MOST Students

SOME Students



Shakespeare

GCSE English Language and English Literature

Contact Information: Mrs. C Henderson, Head of Faculty

Course Content

English at GCSE builds on and develops the skills gained at Key Stage Three. All students will do both English Language and English Literature, finishing the year with two GCSE qualifications, each with their own grades. Needless to say, it is these results which could prove vital to acceptance into A Level and college courses as well as to employment prospects in the future. Meanwhile, the very skills and concepts developed will prove fundamental to students' enjoyment of literature and capacity to communicate effectively.

Assessment

Speaking and listening is assessed through a number of coursework activities, including individual, small group and drama focused. It counts for 30% of the English mark. You also complete a Controlled Assessment piece of writing about how people use spoken English, which is worth 10%. The creative writing coursework accounts for a further 20% of the English mark, while the remaining 40% of your grade comes down to your results in the English Language examination in January of Year 11. There are two papers for this examination: one to assess reading and one to assess writing.

The Literature GCSE only includes one piece of coursework, which involves the analysis of poetry and a Shakespeare play. In addition, you will sit two Literature exams: one in summer of Year 10 and the other in Summer of Year 11. The first is based around the reading of a novel and poetry, while the second assesses knowledge of a heritage play text and a contemporary novel.

Year 10:

- All Controlled Assessments for both English Language (five) and English Literature (one)
- English Literature Unit 1 exam in the May/June

Year 11:

- English Language exams in January
- Reading the other texts for English Literature
- English Literature exam in May/June Possible re-take of English Language only in May/June

Skills Developed

English is all about communication – through reading, writing, speaking and listening. It involves critically and analytically reading novels, plays, poetry and non-fiction, and writing about all of these as well as producing your own imaginative writing. Whilst English Literature fosters appreciation of language used for creative expression and social comment, English Language empowers students to manipulate language for a variety of purposes in a range of contexts and to engage meaningfully and critically with the written texts central to functioning as citizens and in the world of work.

What is expected of students?

Students will be expected to work independently at home, both on homework tasks and regular revision. They will be encouraged to read for pleasure and for knowledge on a regular basis in their own time. Both GCSEs courses make great demands on students to work accurately, to write in a rich style and with a varied vocabulary, and to respond to texts in a thoughtful and personal manner. The best way to do well in English is to get involved in class discussions, read enthusiastically, and write experimentally.

Progression Route

| Academic | Applied | Employment (examples) |
|--|--|--|
| <ul style="list-style-type: none">• A level English Literature• A level English Language• A level English Combined (Language & Literature) | <ul style="list-style-type: none">• Apprenticeships• Work- based learning | <ul style="list-style-type: none">• Teacher• Actor• Broadcast Assistant/ Journalist• Legal Secretary• Librarian• TV/Film Director |



GCSE Mathematics

Contact Information: Mr T Daunt, Head of Faculty

Course Content

Students will be encouraged to develop thinking skills related to number, exploring rules, understanding shape, making sense of data and functional skills

Assessment

Students sit 2 final papers: -

- 50% Paper 1 is non-calculator exam and may cover any topics
- 50% Paper 2 allows calculators and covers remaining topics

No Coursework

Some students will be selected to take the exam early in November of Year 11. If successful these students may have the opportunity of **a)** increasing their grade or **b)** concentrating on statistics GCSE or **c)** focusing on functional skills. Students achieving an A* in November will be given a challenging sequence of tasks in order to develop and extend their problem solving skills, their understanding of proof and their ability to work independently and collaboratively (no AS material will be covered).

Skills Developed

Students can gain skills which are valuable at 'survival' or 'professional' level, in estimation, measurement, spatial visualisation, testing claims, generalising, reasoning, IT and problem solving.

What is expected of students?

Students are expected, and given support, to take an increasing responsibility for their own progress. They need to own and to bring to lessons all equipment listed, especially a scientific calculator. They must be prepared to complete short exercises between lessons but longer home work projects with more notice. Society requires students to persevere with mental skills and to practice written accurate communication.

Further Information

Cheap and effective revision guides are recommended for purchase. These are also useful in Year 10, for regular help and support at home. Students can also access My Maths or SAM Learning, two examples of useful online resources. Students need to bring their own calculators to lessons so that they become familiar with that type. Calculators in mobile phones are not permitted in school and are strictly forbidden in exams.

Help with difficulties is available at 12:30 pm every day in the Mathematics' block.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|---|
| <ul style="list-style-type: none"> • A level Mathematics • A Level Further Mathematics | <ul style="list-style-type: none"> • Apprenticeships • BTEC Level 3 | <ul style="list-style-type: none"> • Accountant • Architect • Astronomer • Engineer |



Course Content

Assessment

Skills Developed

Progression Routes

GCSE Citizenship – Short Course

Contact Information: Mrs R Hewitt- Head of Citizenship

Students will undertake a short course GCSE in Citizenship Studies which will encourage them to reflect on issues relating to human rights and responsibilities, power, politics and media, and global concerns. Students are encouraged to formulate their own opinions after careful research and exploration of each issue, and take a keen interest in current affairs. Students will develop their skills in enquiry, advocacy and representation and be encouraged to take part in informed and responsible action.

There are two units of work:

- Unit 1 Citizenship Today (40% written exam)
- Unit 2 Participating in society (60% controlled assessment)

Coursework 60% and Examination 40%

Enquiry – research and evaluate different points of view

Advocacy and Representation – explain different points of view

Informed and responsible Action – plan and initiate a project and reflect on it critically.

| Academic | Applied | Employment (examples) |
|---|--|---|
| <ul style="list-style-type: none">• A Level courses | <ul style="list-style-type: none">• Apprenticeships• Work- based learning | <ul style="list-style-type: none">• Nurse• Armed Forces• Government• Law• Economics |



ICT Functional Skills Level 2

Contact Information: Ms E Shephard, Head of ICT

Course Content

Core ICT lessons are one hour a week and will be following the Functional Skills Level 2 Syllabus.

Functional skills are designed to give you the skills to operate confidently, effectively and independently in education, work and everyday life.

Level 1 is taught as part of the Key Stage 3 ICT curriculum with Level 2 continuing into Key Stage 4.

At level 2, you will be expected to analyse tasks and break those tasks down into manageable parts. You will decide what you need to do by applying your knowledge and understanding to then solve the ICT problem.

During the final assessment you will be expected to independently select software for particular tasks, and to solve different ICT problems in new situations.

Assessment

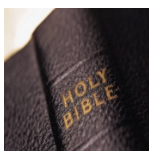
The course is assessed by a 2 hour online exam.

Skills Developed

Along with appropriate teaching, there is an emphasis on independent study and skills development. On-line guides, video tutorials and a suite of on-line practice tasks are available to sharpen your skills and knowledge.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|--|--|
| <ul style="list-style-type: none">A Level ICT | <ul style="list-style-type: none">Level 3Apprenticeship | <ul style="list-style-type: none">All professional opportunities |



GCSE Religious Studies – Short Course

Contact information: Mr J Allerhand, Head of Faculty

Course Content

RS is a compulsory subject like English and Maths. It looks at contemporary issues and adopts a questioning, investigative and creative approach. We ask questions on religious issues such as: why is it that some people believe in God when there seems to be so much suffering in the world; should women have the right to freely choose abortion; why do some couples still choose to marry when the divorce rate is so high; what are the benefits and costs of living in a society with a wide range of faiths and ethnic groups?

Assessment

There is one 90-minute exam at the end of the two year course which tests students of all abilities on the 4 topics taught. There is no coursework.

Skills Developed

We develop knowledge and understanding of a variety of contemporary issues but particularly stress the skills of investigation and critical argument.

What is expected of students?

We hope that all students will have an open-minded and positive approach to the subject and to their role as learners. We expect all students to respect the variety of views that they encounter.

Further Information

This GCSE Short Course is worth half of one GCSE. The course does involve some religious information, particularly from Christianity and Hinduism, but it concentrates more on moral questions that face young people.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---------|--|
| <ul style="list-style-type: none"> • A level Philosophy & Ethics • A level Religious Studies | | <ul style="list-style-type: none"> • Religious Leader • Media • Social/ Youth Work • Communications • Law • Police |



Physical Education – Core

Contact Information: Miss S Leeds, Head of P.E.

Course Content

All students in Years 10 and 11 (Key Stage 4) follow a **core physical education course** in which they are given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. Two lessons a fortnight students will be given the opportunity to follow a more personalised programme of study, where they will choose, along with the others in their group from a range of activities on offer.

All students will follow at least one six-week block of Fitness in Y10 and Y11.

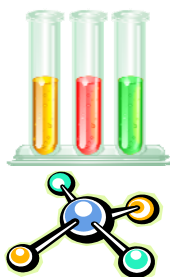
Further Information

The more skilled students are encouraged to represent the School in one or more of our very active and successful school teams, and all students are encouraged to develop an interest in at least one activity which can be continued after leaving school.

In addition to Core Physical Education, Physical Education may also be studied as a GCSE subject.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|--|
| <ul style="list-style-type: none"> A level Physical Education | <ul style="list-style-type: none"> BTEC Sports L3 BTEC Public Services Extended Diploma BTEC Public Services Certificate | <ul style="list-style-type: none"> PE Teacher Coach Sports Development Sports Science Grounds Person Instructor Armed Forces Physiotherapist |



PATH A- Block 1: Science

Contact Information: Mr J Oakley, Head of Faculty

All students must study at least one GCSE in Science. We would advise that most students should do at least two GCSEs in Science so that this huge and important subject can be covered in enough detail to give students the knowledge, skills and understanding they will need to live as adults in an increasingly science driven, technological world.

While two Science GCSEs are perfectly sufficient, and would allow students to go on to study any subject post-16, or take up any employment or training option, we also offer students the opportunity to study the three Sciences separately and achieve GCSEs in Biology, Chemistry and Physics. Please note that all three subjects have to be studied.

There are 4 options related to science:

1. Single GCSE Core Science (taken with CZ/IT/RS Short courses)
 2. Double Science: Core Science + Additional Science *
 3. Double Science: Core Science + Additional Applied Science *
 4. Triple Science: Separate Biology, Chemistry & Physics.
- NVQ students should either follow 1 or 3

* The choice between these 2 courses will be made during Year 10 since both courses start with the Core Science section.

The content of Science courses will change for Sept 2011, but the new syllabi have not yet been ratified – hence the content may change.

Single GCSE Core Science

This GCSE emphasises basic scientific literacy – the knowledge and understanding which you will need to understand science-based issues when you are an adult. Successful candidates will be awarded a GCSE in Science. All students (except those opting for Triple/Separate Sciences) must take this course.

Topics Covered

| | | |
|--|---|--|
| B1- You and your Genes B2- Keeping Healthy B3- Life on Earth | C1- Air Quality C2- Material Choices C3- Food Matters | P1- The Earth in the Universe P2- Radiation and Life P3- Radioactive Materials |
|--|---|--|

Who should take this option?

Students who just take this option will not be able to go on and study Science at a higher level. As most jobs require more than just a basic understanding of Science you should only take this option if you are:

- very sure of your future career path
- know that you can pursue this career with only a basic understanding of science

For example, anybody who wanted to be a hairdresser, beautician or mechanic should **not** take this option. These students should opt for Science and Additional Applied Science.



Course Content

Science GCSE & Additional Science GCSE – Double Science

Contact Information: Mr. J Oakley

As well as taking the Science GCSE you will complete a second GCSE which focuses on scientific explanations and models, filling in the background and providing a more detailed understanding of the topics and issues dealt with in Science. Candidates taking this option will gain two GCSEs, which are graded separately.

Topics Covered:

| | | |
|----------------------------|--|---------------------------------|
| B1- You & Your Genes | C1- Air Quality | P1- The Earth in the Universe |
| B2- Keeping Healthy | C2- Material Choices | P2- Radiation and Life |
| B3- Life on Earth | C3- Food Matters | P3- Radioactive Materials |
| B4- Homeostasis | C4- Chemical Patterns | P4- Explaining Motion |
| B5- Growth and Development | C5- Chemicals of the Natural Environment | P5- Electric Circuits |
| B6- Brain and Mind | C6- Chemical Synthesis | P6- The Wave Model of Radiation |

Who should take this option?

If you might want to study a Science subject at an A level you should take this option. If you are very good at Science you could also opt for Separate Sciences, which will give you a more complete understanding of each subject.

Science GCSE & Additional Applied Science GCSE – Double Science

As well as taking the Science GCSE you will complete a second GCSE which focuses on how Science is related to the world of work. Successful candidates taking this option will gain two GCSEs, which are graded separately.

Course Content

| | | |
|---|----------------------|-------------------------------|
| B1- You and Your Genes | C1- Air Quality | P1- The Earth in the Universe |
| B2- Keeping Healthy | C2- Material Choices | P2- Radiation and Life |
| B3- Life on Earth | C3- Food Matters | P3- Radioactive Materials |
| Plus 3 from: Life Care, Harnessing Chemicals, Agriculture & Food, Communications, Scientific Detection, Materials & Performance | | |

If you are going to do GCSEs but you do not think you will study Science at A level, this is the option for you, if you want to pursue a career in a technical area after you leave school. For example, someone who wants to be a cook should opt for Science and Additional Applied Science. The choice between Version 2 or 3 of Double Science will be made in the second part of Year 10.



Course Content

Triple Science- Biology, Chemistry & Physics

Contact Information: Mr. J Oakley, Head of Faculty

The GCSE Biology, GCSE Chemistry, and GCSE Physics courses draw on the teaching modules from the GCSE Science and Additional Science courses, with a further section of content specific for each subject. This option allows able students to take three GCSEs in the sciences, and is an excellent preparation for those who would want to study Science at A level.

Topics Covered:

| Biology | Chemistry | Physics |
|---|--|--|
| B1- You and Your Genes B2- Keeping Healthy | C1- Air Quality C2- Material Choices C3- Food Matters | P1- The Earth in the Universe P2- Radiation and Life P3- Radioactive Materials |
| B3- Life on Earth B4- Homeostasis B5- Growth and Development B6- Brain and Mind B7- Biology in the 21 st Century | C4- Chemical Patterns C5- Chemicals of the Natural Environment C6- Chemical Synthesis C7- Chemistry in the 21 st Century | P4- Explaining Motion P5- Electric Circuits P6- The Wave Model of Radiation P7- Physics |

Who should take this option?

You are currently in Set 1 or Set 2 for Science and you will achieve either a Level 7 or Level 6H in your teacher assessment. You are interested in Science and you would like to study one or more Science subjects at A level.

Assessment for all Science

Assessment is carried out via a series of written tests, which can be taken in January and June, and through coursework. The coursework element requires students to complete practical science projects and undertake case studies about relevant issues in Science. For all the courses offered coursework makes up one-third of the final assessment.

IF YOU WISH TO STUDY TRIPLE SCIENCE AS 3 GCSES THEN TICK THE BOX IN PATH A: EXTRA GCSE.

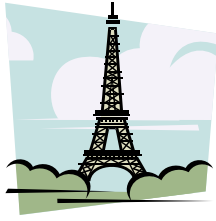
Progression Routes

| Academic | Applied | Employment (examples) |
|---|--|---|
| A Level Biology A Level Chemistry A Level Physics | Environmental Science Apprenticeships | Medicine Engineering Nursing Forensic Science Physiotherapy |

Section 2

PATH A- Extra GCSE

All of the following courses are single GCSE courses unless otherwise stated



Block 2- Languages

GCSE French/ German/ Spanish

Contact Information: Mrs M Sells, Head of Faculty

Course Content

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE in a modern foreign language is an excellent choice for you!

You will:

- be able to share your interests, ideas and opinions with other people who speak the language
- learn about countries where the language is spoken
- add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers look for
- learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies
- Create greater opportunities to work abroad, or for companies in the UK with international links. Many employers look for people with language skills.

Assessment

| Speaking 30% of your final grade Assessed by teacher and moderated by the board | Writing 30% of your final grade Assessed by the board (Edexcel) | Reading & Listening 20% each of your final grade Examination |
|--|---|--|
| <p>For the speaking part, your teacher will assess you. You will carry out two activities from the following:</p> <ul style="list-style-type: none"> • An open interaction. • A discussion about a photo or picture • A short presentation about something that interests you. <p><i>These will take place in lesson times in year 10 and 11.</i></p> | <p>You will carry out two pieces of writing, for example an article for a magazine, a web page, a blog, or a letter.</p> <p><i>These will take place in lesson times in year 10 and 11.</i></p> | <p>In the listening test, you will answer questions on recorded material from different topic areas.</p> <p>In the reading test, you will answer questions about short texts on different topics, for example text messages, advertisements and emails.</p> <p><i>You will sit both papers at the end of year 11 (May/June)</i></p> |

Further Information

If you've studied French/German/Spanish before, you're well prepared to do this GCSE course! You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on this knowledge during your GCSE course, and move on to new topics.

Block 2- Languages



Progression Routes

Next Steps

- Talk to your teacher about taking GCSE French/German/Spanish.
- Talk to students who are already doing or who have done the course.
- Visit the Edexcel website (www.edexcel.com/gcse2009) for more information

| Academic | Applied | Employment (examples) |
|---|---|---|
| <ul style="list-style-type: none">• A Level French• A level German• A level Spanish | <ul style="list-style-type: none">• Additional learning for any work based learning | <ul style="list-style-type: none">• www.languageswork.org.uk Have a look at this website. You'll find stories about how people have used languages. It will tell you what difference languages make to your employment chances. |

Course Content

Welsh Board French- Entry pathway into French

This is an equivalent to the Entry Level Certificate delivered by the Welsh Board:

- It will allow you to get some certification or awards in French but far less demanding than the GCSE.
- This practical course allows you to develop the skills of speaking, listening, writing and reading.
- Language teachers will discuss with individual students the suitability of this course.

Choosing a Second GCSE Language

The details for the course are the same as in Block 2. However, **as this is an accelerated course, you need to discuss this with your language teacher to make sure this is for you**, as you will need to be truly committed to language learning.

IF YOU WISH TO TAKE A 2ND LANGUAGE SUBJECT, THEN TICK THE BOX IN PATH A: EXTRA GCSE



Course Content

GCSE Food Technology

Contact Information: Mrs D Hunt, Subject Team Leader

This is a two year course suitable for students who would like to explore food as a material when designing and making products. Students will develop a range of practical skills, learn about food, diet & health and in particular about how new food products are developed from market research through to design and manufacture.

In Y10 students work on a series of design & make assignments and will be expected to provide ingredients to cook on a weekly basis. Developing higher practical skills is linked to finding out about food as a material and investigating how ingredients work. Students also research a variety of situations e.g. School Meals, foods for different target groups etc and work through to design solutions that they subsequently test and evaluate. Skills associated with successful controlled assessment are also developed in Y10-subject specific ICT, organisational skills. In Y11 students focus on a major controlled assessment task, the theme being based around researching, designing, developing and manufacturing a 'new' product. This is all recorded in written and photographic format in an A3 folder to evidence their work-students are encouraged to use ICT to present their work.

Assessment

Examination: 40% of final qualification. One 2 hour exam in the summer of Y11 and Controlled Assessment: 60% of final qualification, one task overlapping Y10 & Y11

Further Information

Students are expected to research recipes & provide ingredients to cook on a weekly basis. Lots of other useful skills are developed-organisational, logic, analytical thinking, working 'outside of the box', life skills. It's not just about cooking!

Controlled assessment folder is good evidence of the ability to sustain interest and work over a long period of time –useful in interview situations.

Food technology is always changing, always challenging!

If a student opts for this course and the Design and Technology staff feel one of our alternative courses would be more appropriate, an appropriate course will be offered by negotiation with parents and carers.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|---|--|
| <ul style="list-style-type: none"> • A Level Food Technology | <ul style="list-style-type: none"> • Apprenticeship • BTEC L3 Hospitality | <ul style="list-style-type: none"> • Hospitality • Catering • Hotel Management • Food Technologist |

Block 3- Technology



Course Content

GCSE Graphic Products

Contact Information: Mr N Bugdale, Subject Team Leader, 2nd In faculty

GCSE Graphic Products is a two year course aimed at students who would like to develop their creative, visual design skills.

The course is particularly suited to those students who enjoy drawing and have a preference for designing and making three dimensional models/products from material such as cardboard, foam board or thin plastic sheet.

In year 10 students can expect to work on three different short projects that start with a design problem and end in a three dimensional model being produced. In between each project are a series of skills related tasks that help build up drawing and design skills. These exercises will help students to develop a range of experiences that will link together to establish a Foundation for Year 11. The work produced in this first year does not contribute to the final qualification grade but does establish understanding and knowledge of the Design Process. Each project will provide opportunities for students to explore and expand their design, making, evaluating and ICT skills.

Year 11 is devoted to completing a 'Major Coursework' project that is marked in six stages. This is a set 'themed' project that allows students freedom to choose from a wide range of products. The course encourages students to identify and solve design based problems for other people. The project involves using a range of graphical and problem solving skills that results in a finished range of 3D products. Throughout the year preparation for the summer exams will take place. ICT is integrated into the coursework and provides students with opportunity to apply their skill and knowledge especially computer aided design and manufacture.

If a student opts for this course and the Design and Technology staff feel one of our alternative courses would be more appropriate, an appropriate course will be offered by negotiation with parents and carers.

Assessment

Coursework: 60% of the total final qualification and exam: 40% - one 2hr exam taken in the summer of Year 10.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|---|---|
| <ul style="list-style-type: none">• A level Product Design• A level Graphic Design | <ul style="list-style-type: none">• Apprenticeships | <ul style="list-style-type: none">• Product Design• Graphic Designer• Architect• Engineering |



Block 3- Technology

GCSE Resistant Materials

Contact Information: Mr G Parker, Head of Faculty

Course Content

GCSE Resistant Materials is a two year course aimed at students who would like to develop their three dimensional capabilities. The course is particularly suited to those students who enjoy designing and making products from plastics, metal or wood.

In year 10 students complete a number of projects. Incorporated into both of these projects are many skills based exercises, designed to improve and develop students' technical capabilities, and equip them with a suitable range of skills to embark on the Major Project in Year 11.

In Year 11, students work solely on their controlled assessment project. This is a set 'themed' project that allows students freedom to choose from a wide range of products. Students will finish the project by manufacturing a working design prototype which is suitable for batch production.

Throughout both years, the use of ICT is encouraged and developed especially computer aided design and manufacture.

If a student opts for this course and the Design and Technology staff feel one of our alternative courses would be more appropriate, an appropriate course will be offered by negotiation with parents and carers.

Assessment

Coursework: 60% of the total final qualification and exam: 40% - one 2hr exam taken in the summer of Year 10

Progression Routes

| Academic | Applied | Employment (examples) |
|---|--|--|
| <ul style="list-style-type: none"> • A level Resistant Materials • A level Graphic Design | <ul style="list-style-type: none"> • Apprenticeship | <ul style="list-style-type: none"> • Materials Engineer • Toolmaker • Product Design • Glass maker |

Block 3- Technology



GCSE Textiles

Contact Information: Miss A Cook, Subject Team Leader

GCSE Textiles Technology is a 2 year course aimed at students who would like to develop their creative skills. This course is particularly suited to students who enjoy working with a range of fabrics and wish to learn about a variety of textile processes and industrial techniques.

Course Content

In Year 10 students are set a project every half term. Each project provides the opportunity for students to improve on their practical skills and learn new processes. A variety of constructive and decorative techniques are covered and students will also develop their knowledge and understanding about the construction of fabrics and product manufacture. Students will explore all aspects of the design process, from using their ICT skills for research and development purposes through to evaluating and assessing the quality of their practical outcomes. Although Year 10 assessment does not contribute to the final GCSE grade it provides an essential basis for the major project in Year 11.

In Year 11, all lessons concentrate on individual coursework projects. These are assessed at 6 different stages. Students have the freedom to choose a theme and a textile product to design and make. The coursework is presented in an A3 folder demonstrating progression of the project and containing evidence of ICT. Throughout the year preparation for the summer exams will take place.

If a student opts for this course and the Design and Technology staff feel one of our alternative courses would be more appropriate, an appropriate course will be offered by negotiation with parents and carers.

Assessment

Coursework: 60% of the total final qualification and exam: 40% two 1hr exams taken in the summer of Year 11

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|--|
| <ul style="list-style-type: none">• A level Textiles• A level Art | <ul style="list-style-type: none">• BTEC Media L3 | <ul style="list-style-type: none">• Fashion Retail• Product Designer• Interior Design• Fashion Design |



Block 3- Technology

GCSE Engineering- Single or Double Available

Contact Information: Mr G Parker, Head of Faculty

Intended as an introduction to Engineering, this qualification allows students to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications.

Course Content

This 2 year course can also be regarded as a useful introduction for learners who intend to continue to the Level 3 Engineering or Manufacturing and Product Design Diplomas.

- **Unit 1:** Product Study section (based on information made available before exam) and a section on manufacturing and Materials 20%
- **Unit 2:** Designing and Communicating/Manufacturing an Engineering Product 30%
- **Unit 3:** Application of Technologies and a section on Manufacturing Systems 20%
- **Unit 4:** Developing an Engineering Design/Manufacturing an Engineering Product 30%

This course is for those of a more technical nature for those who enjoy exploring the material world around them and how it is made. For students who wish to study how things work not what they look like. If a student opts to take double award, they will be timetabled for 10 hours of engineering a fortnight which obviously requires a commitment to engineering.

Units 1 & 3 are formal written exams worth 20% each and are 1 hour long. Units 2 & 4 are coursework projects and are worth 30% each.

Assessment

Subjects that would go well with this subject are:

Further Information

- Maths
- Physics
- Business Studies
- ICT
- Economics

Progression Routes

| Academic | Applied | Employment (examples) |
|---|---|--|
| <ul style="list-style-type: none"> • A level Engineering | <ul style="list-style-type: none"> • Advance Apprenticeship • BTEC L3 Engineering | <ul style="list-style-type: none"> • Civil Engineering • Construction • Quantity Surveyor |

IF YOU WISH TO STUDY DOUBLE AWARD ENGINEERING THEN TICK BOX IN PATH A: EXTRA GCSE

Entry Certificate- Product Design

Contact Information: Mr G Parker, Head of Faculty



Course Content

Students who we feel would be suitable for this course will be contacted by letter. The entry certificate is a two year course. Students will be given the opportunity to design and make a wide range of products. They can opt to work with a range of Design and Technology materials or specialise within a certain area.

In Year 10 and 11 students will develop a range of making skills and produce several projects. In order to receive the Entry Certificate, students must complete two compulsory project units and two optional units. The students will be awarded for each unit passed. Students will receive awards for demonstrating that they have the ability to design and make various products. Students will be expected to submit evidence within a portfolio of work.



Course Content

GCSE Art and Design

Contact Information: Miss R Mason, Head of Art

Over the course of two years you will complete coursework and a practical exam. Everything that you produce in lessons counts! You will complete the following:

- Controlled assessment of student portfolios
- An externally set assignment

Lots of students worry that they cannot draw well enough to be successful. There is more to art than using a pencil, although committing yourself to learning helps. Lots of students are surprised how much they can already do when they find themselves in a room full of people enjoying art. You could find yourself using: new kinds of paint, pastels, clay, card, computers, digital cameras, sticky tape, fabric, wire, pencils, ink, wax, plasterbe prepared to try new skills and work to improve old ones. You must learn to treat your work journal (sketchbook) like a best friend. Fill it with ideas, plans, experiments, thoughts and observations. Never lose it and always use it. Expect to fill several. It is hard work but Art is also fun, exciting and challenging. Are you committed, creative and adventurous to try it?

Skills Developed

As the course progresses students increasingly work independently. Visit a Year 11 art class and you may see ten or more types of work taking place. Year 10 projects are more directed by the teacher, to ensure you all meet all assessment criteria. These are some of the projects undertaken by current students:

- Print making techniques, how to use a printing press
- Create a painting inspired by music
- Build a sculpture out of wire mesh, mod roc + other surface
- decoration techniques
- Explore how the Impressionists used colour and light.
- Make an original pottery vessel inspired by natural forms
- How do artists represent the human figure?
- Build an abstract structure to convey an emotion.
- Expressive portraits and buildings.

Assessment

A01: Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

Worth 25%

A02: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Worth 25%

A03: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

Worth 25%

A04: Present a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Worth 25%

Further Information

The Art and Design course is essentially a skills based subject, most suitable for students wishing to continue to 'A' level studies and further/higher education and careers in Art & Design.

It is very useful for students to have access to a digital camera and memory stick for uploading photos.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|--|--|
| <ul style="list-style-type: none">• A level Art and Design• A level Media• A level Textiles | <ul style="list-style-type: none">• BTEC Media | <ul style="list-style-type: none">• Graphic Designer• Illustrator• Fine Artist• Teacher• Interior Design |



GCSE Dance

Contact Information: Mrs D Money

Course Content

This is a course for both boys and girls. The course is well suited to students who have some previous experience and for those students who have some ability but have as yet not had the opportunity to have their potential fulfilled in this exciting area of study. Regular trips to the theatre to see leading dance companies in live performance will be a feature of the course. An enthusiasm for dance in all its forms. This is a practical course, which is physically demanding. Self-discipline and an ability to work with others is essential as well as being willing to work outside of school hours to rehearse pieces for public performance.

Skills Developed

The aims of the course are to:

- Promote self confidence in the performance of dance
- Promote skill, knowledge and understanding of dance composition
- Develop creative thought and action
- Develop aesthetic and artistic sensibility to dance work and the ability to perceive and express concepts and personal responses.
- Demonstrate the skills of dance composition
- Interpret and evaluate dance showing accuracy, imagination and sensitivity
- Demonstrate a knowledge and understanding of dance appreciation including historical and cultural context

Assessment

- Choreography 40%
- Written Exam 20%
- Set Solo 20%
- Group Dance 20%

Further Information

If you are currently attending a dance school and long for the opportunity to be creative with your dance skills and to regularly perform your own pieces of choreography to an audience then this is the course for you. If you have thought of a career in dance and the performing arts but have been put off by the difficulty of obtaining a grant to further your training, this course does give you options.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|---|
| <ul style="list-style-type: none"> • A level Drama • A Level Performing Arts | <ul style="list-style-type: none"> • BTEC L3 Performing Arts | <ul style="list-style-type: none"> • Teacher • Choreographer • Professional Dancer |



GCSE Drama

Contact Information: Mrs D Money, Head of Drama

Course Content

You will explore subjects, issues and plays through drama in much the same ways as in Key Stage 3, but in more depth. You will continue to improvise, rehearse and perform.

Skills Developed

You will learn skills specific to improvising and acting in front of an audience. You will improve your ability to communicate with people in all kinds of ways. The course gives you confidence to express yourself and to work co-operatively with different groups. You will gain some experience of lighting and stage design.

Assessment

Work will be assessed in three ways. You are marked on your improvisation work over several lessons by your teacher in Year 11 and on your exploration of a play. As part of a group you have to perform to an examiner at the end of the course. You have to give in a portfolio of written work commenting on your practical activities.

Further Information

Most of the course is very practical, but there is an amount of compulsory written work. You must be prepared to give anything a go and to work imaginatively and sensibly in a variety of group sizes. You will be expected to perform in front of others at times!
Enthusiasm for the subject is vital! The course will also prepare you well for 'A' levels in Drama and Theatre Studies or Performance Studies.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|--|--|
| <ul style="list-style-type: none"> • A Level Drama • A level Performing Arts | <ul style="list-style-type: none"> • BTEC Performing Arts | <ul style="list-style-type: none"> • Actor • Director • Media Production • TV/ Film • Teacher • Public Speaker |



Course Content

GCSE Media

Contact Information: Ms Humpleby, Head of Faculty

The course is:

- Fun
- Intellectually challenging
- Technical understanding
- A balance of practical & theory work linked together.
- Discussion
- Investigation
- Market testing and audience research
- Learning how to use cameras, camcorders and other recording devices
- Using editing software, desktop publishing and sound resources.
- Having a chance to have your say
- Getting to understand bias
- Spending most of year 10 on projects the best of which become your coursework.
- Prepares you in year 11 for the final exam and involves final practical activities to help revision and understanding.

This rigorous course combines theory with practical work in a fun, challenging way that makes learning enjoyable. We use practical exercises to help prepare for the exam at the end.

It is made up of;

Advertising; examine the world of a product; let's say 'coca cola'. Why do we buy it? What makes us choose that one? Are we easily swayed? Why do we all associate Christmas with Santa; is it true Coca Cola made his suit red? Can you produce your own advertising successful campaign? Can you successfully aim it at a male or a female audience?

The Production Portfolio

In groups you will work on two projects, the best of which is submitted for your final coursework.

1. **Documentary;** you study existing documentaries and create an extract from a documentary on a political, social or emotional issues important to you; like violence, voting, knife-crime, university fees, exercise and sport, religion or anorexia.
2. **Music video;** in this unit you compare and analyse music videos, look at what makes a star, look at music television and then you create your own music video. You will be a director, sound technician, editor, prop maker, organiser and camera operator.

Assessment

Textual Analysis – we study a number of different Action & Adventure films and use them to explore audience, production methods and why we all enjoy them so much. In the exam you will watch a clip four times whilst making notes before answering questions in the form of short essays.

Television Comedy – We compare comedy: studying ‘QI’, ‘8 out of 10 Cats’, ‘Miranda’ and ‘The Inbetweeners’ to explore how humour works for some people and not for others; how can a television channel use this information to plan enjoyable new programmes?

Further Information

- Coursework; we cover three practical and theory projects until December of Y11; these are worth 60% of the GCSE
- The individual portfolio: worth 20% of the GCSE
- Exams: 2 worth 20% of the GCSE

Progression Routes

We enter students at all levels of ability and celebrate everyone’s success. Coursework is supported in many ways and we use digital media and online technology as much as possible.

| Academic | Applied | Employment (examples) |
|--|---|--|
| <ul style="list-style-type: none"> • A level Media • A Level Photography | <ul style="list-style-type: none"> • BTEC Media L3 | <ul style="list-style-type: none"> • Film Production • TV • Advertising • Broadcast Engineer • Photographer • Press Officer • Radio Producer • Set Designer • Web Writer/Editor |



Course Content

Block 4- Arts & Humanities

GCSE Music

Contact Information: Mr D Harvey or Mr C Causon

Have you enjoyed learning music in years 7-9?
 Do you currently enjoy learning an instrument or sing in school or outside?
 Are you open minded when it comes to other styles of music?
 Would you enjoy studying a wide range of musical styles in detail?
 Would you enjoy learning how to create your own music?
 ...if the answers are YES! then you will enjoy this course.

You will learn how:

- To improve your performing skills. If you have never had lessons with an instrument/voice tutor... it is not too late to start. At present you will receive 30x 20 min lessons from one of our visiting peripatetic teachers for free!
- Music is constructed from initial ideas through to the finished product
- To analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

Assessment

| Performing (30%) | Composing (30%) | Listening & Appraising (40%) |
|--|--|---|
| You will need to play one solo piece (15%) and one group piece (15%) | You will need to create two compositions. Each one needs to be between 1-3 minutes. These pieces will need to be in different styles | You will sit a 90 minute written paper with questions on the 12 set works at the end of Y11. Questions such as these are asked: <ul style="list-style-type: none"> • “Name the instrument playing the sob” • “Give two musical reasons why you like or dislike this piece of music” • This theme is shared between two instrumental families? What are they? |

Quotes from past Y11 students:

“It’s challenging at times but all really good fun. The samba club helps to boost your basic pulse and rhythm skills. It’s very rewarding. The fact that you get free drum lessons really helped me in my final performances and was a bonus”.

Further Information



**Progression
Routes**

Block 4- Arts & Humanities

“It is really challenging but it feels like you progress a lot. Fun!”

“The course makes you into a ‘well-rounded musician’ rather than someone that can just play”.

| Academic | Applied | Employment (examples) |
|-----------------|--------------------------|---|
| • A level Music | • BTEC L3 Creative Media | • Performer • Music Teacher • Music Promotions Manager • Singer • Tutor • Sound Engineer |



Course Content & Assessment

GCSE Photography

Contact Information: Ms E Humpleby, Head of Faculty

GCSE photography is an Art GCSE specialising in Photography and possibly film. Students do not have to be able to draw BUT it involves a lot of computer based technology. It is better if you have access to a digital camera. You will be asked to contribute £17.00 per year to cover the costs of this very expensive course; this covers sketchbooks, printing, film, chemicals and all practical materials (it does not provide a camera)

Coursework is worth 60% of the GCSE and includes:

Project 1; a portrait of the artist ; a contextual studies project: Produce a research project using digital online media that shows comparison of at least two different 'portrait' photographers choosing from Perou, John Hedgecoe, Vee Speers and Annie Liebowitz. You will create a personal Blog where you will present the project, learn how to use slideshare, record discussions on a camcorder, learn how to read a photograph, experiment with different web based techniques. This entire unit is done online – you can see the programme of study and students' work at schsgcsephotography2011.blogspot.com

Project 2 – creating a story with light; a studio portrait project: involves capturing a personality using film, paper, lighting and composition creatively: You will learn to use the darkroom and we complete lots of different activities using light sensitive film and paper. It is a project that will use pinhole cameras and photogrammes. You will have the chance to develop film but it helps if you bring an old second-hand 35mm film camera to the lesson (most families have them tucked away somewhere or you can pick them up at car boot sales for pennies). This entire unit is recorded in a work journal (sketchbook)

Project 3 – telling a story: Narrative Photography & Journalism: Creating photo-documentary images and learning how to edit and manipulate images with Photoshop. Combine words and images, with digital photography. Learn how to build the courage and skill to take location shots in the real world outside school. All your final images must show the local community and Norfolk life with you acting as a photo-journalist. The final images will be on display as an exhibition as part of the Norwich Open Studios Project. This project will use digital technologies, www.prezi.com and sketchbooks.

Project 4; Design and Commercial Photography: Respond to a brief to create a product using photography and graphic imagery, typography. This project is kept as modern as possible and will include using digital photography techniques and print production. You will need to produce a promo digi-pac for a local band including a poster and a spread for a magazine or poster. The band can be fictitious BUT it is a good chance to work with small local groups and offer your services as a photographer for them.



Block 4- Arts & Humanities

Externally set examination worth 40% of the GCSE:

In February of Y11 you will receive a project starter paper from the exam board 8 SCHOOL WEEKS before the assignment. We then spend the weeks helping you to prepare for the exam. The preparation is worth about 70% of the exam mark. In May you will have 2 days in the photography area to complete the final practical piece of work.

Along the way the course combines theory with practical work in a fun, challenging way that makes learning enjoyable.

Skills Developed

Confidence ~ Blogging ~ web-design ~ research ~ team-work ~ listening skills ~ collaboration ~ communication ~ time-management ~ design ~ project management ~ literacy ~ numeracy ~ presentation ~ facing challenges ~ planning ~ initiative ~ creativity ~ independence.

When asked to evaluate the course 100% of the students from the last two years said it was fun, that they felt stretched and motivated to learn and be successful.

Further Information

In the last two years the results were 80%+ at A*-C grades: many exceeded their target grades, some by two or three grades. Some of those students are now studying the course at A level where the success rate is even higher. We have previous students working for 'Vogue' and 'Cosmopolitan', employed with other magazines, advertisers and newspapers: other students are partway through a media, digital arts or photography degree course. It takes hard work and commitment but you can make a career from this field.

...still interested? ... Come and see Ms. Humpleby, Ms. Moore or Mr. Cotter

Progression Routes

| Academic | Applied | Employment (examples) |
|--|--|---|
| <ul style="list-style-type: none"> • A level Photography • A level Media | <ul style="list-style-type: none"> • BTEC L3 Creative Media | <ul style="list-style-type: none"> • Photographer • Photo Journalist • Graphic Designer • Printer |



Block 4- Arts & Humanities

GCSE Physical Education

Contact Information: Miss S Leeds, Head of PE

Course Content

In addition to the compulsory core Physical Education course, GCSE candidates will participate in an extra 5 hours of PE a fortnight (3 theory & 2 practical lessons). Candidates will be given the opportunity to develop further both their practical and theoretical understanding of physical education.

Skills Developed

You will develop your practical performance across a range of activities including Athletics, Basketball, Badminton, Rounders, Fitness and Personal Survival. You will learn to analyse performance and develop ideas to suggest ways of improving your performance and that of others. You will gain knowledge and understanding of how to lead a healthy lifestyle and maintain a healthy active body through topics including;

- Exercise and Fitness
- Diet
- Body Systems
- Opportunities for participation

Assessment

Students are assessed through both practical assessment, an analysis of performance and a final written examination.

- The Written Paper is worth 40% of the total mark
- The Practical Skills assessment is worth 48% of final mark.

Students must typically show **4 different activities** as a performer, coach or official. The analysis of performance is worth 12% of the final mark.

Further Information

Suitable candidates for GCSE PE should:

Participate fully in practical PE lessons

- Be able to perform across a range of sports to a reasonable level (Level 5H+ at KS3)
- Be committed to developing their level of performance and be actively involved in at least 2 extra-curricular activities
- Be able to work with others in a co-operative manner (PE is taught in a mixed sex environment)
- Show enthusiasm and commitment to learn.

The course provides an excellent foundation to students intending to pursue careers in teaching and coaching, the leisure industry, recreational management, the health and fitness industry and professional sport.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|---|
| <ul style="list-style-type: none"> • A level PE | <ul style="list-style-type: none"> • BTEC L3 in Sports Related Courses | <ul style="list-style-type: none"> • Teacher/ Coach • Sports Science • Sports Development • Physiotherapist |



Course Content & Assessment

Block 4- Arts and Humanities

GCSE Business Studies

Contact Information, Miss A Thurlow, Head of Business Studies

The government has recognised the importance of business in the 21st century and introduced new specifications for GCSE. The Business Studies department will continue to use Edexcel as the examination provider.

The structure of the new Edexcel GCSE in business is made up of three units. Units 1 and 2 make up the core for Year 10 and Unit 3 in Year 11.

Unit 1: Introduction to Small Business is an external assessment of 45 minutes made up of multiple choice and objective test questions and is offered in January /June 2013. This unit makes up 25% of the final mark.

The topics covered in Unit 1 are:

- Spotting a Business Opportunity
- Showing enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

Unit 2: Investigating Small Business (replaces coursework)

Students choose a task to complete from a choice of five. Tasks are generic, allowing the department to contextualise the task and take advantage of any links made with local businesses. This is a controlled assessment task and makes up 25% of the final mark. To be assessed in June 2013.

Unit 3: Building a Business. The topic covered in this unit includes the following:

- Marketing
- Meeting customer needs
- Effective financial management
- Effective people management
- Wider world effecting business

This unit is an external assessment and makes up 50% of the final mark. This unit will be examined in June 2014.

Students will be expected to keep themselves up to date with current business trends. This will involve reading newspapers and listening to the news, as well as keeping up to date with class and homework.

Further Information

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|--|
| <ul style="list-style-type: none"> • A level Business | <ul style="list-style-type: none"> • BTEC L3 ICT • Apprenticeship | <ul style="list-style-type: none"> • All Businesses |



Block 4- Arts & Humanities

GCSE Economics

Contact Information: Mr J Allerhand, Head of Humanities

Course Content

Economics explores the way in which individuals, businesses and the Government try to cope with one basic (but very irritating) problem: the fact that we all want more than we can have! By the end of the course you should be able to explain burning issues such as “Why do teachers earn less than accountants?”, “Why does the Government make you go to school?” “Why are we in such a difficult position?” and “Why is binge drinking an economic problem?”

Skills Developed

Students will learn to analyse economic ideas using a range of oral, written and diagrammatic methods. Sound investigation and communication skills will also be developed.

Assessment

Students take one or two exams in June of Year 10 and a final exam worth 50% in June of Year 11. There is no coursework.

Further Information

Economics is taught in a lively and varied manner and students are expected to approach the subject in an equally enthusiastic and inquisitive way. Class discussion and debates are very much the norm and students choosing this subject must be able to listen attentively to the views of others and respond thoughtfully. The theoretical nature of the course means that written work must be kept up to date and must be thorough and careful. However, there are plenty of opportunities for creative responses to the subject – we will expect you to help create life-size models of economic issues to bring this subject to life! We have also written raps and mini role plays in the past – be ready!

Economics is not easy. It demands good English skills and the ability to look at problems logically. There is also a great deal of special language to learn. Most students find the course highly rewarding and interesting BUT you must think carefully about whether you are prepared to put in the necessary work and whether you will be able to cope. Economics is a good subject to take for most careers. However, it is particularly useful if you are considering careers in law, banking and finance.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---------|---|
| <ul style="list-style-type: none"> • A level Economics • A level Business Studies • A level Law | | <ul style="list-style-type: none"> • Accountant • Economic Development Officer • Financial Advisor • Market Research • Local Government • Insurance |



Block 4- Arts & Humanities

GCSE Geography

Contact Information, Ms. Edmondson, Head of Geography

Course Content

The topics cover many important human and environmental issues, which are of concern today. This course will help you to gain a very good understanding of the Earth's natural and human environments, how we affect them and how we can manage them:

- Plate Tectonics – the causes of volcanoes and earthquakes and how people manage their effects.
- The causes of recent river flooding and how this can be managed
- River landscapes
- Coastal landscapes and the management of disappearing coastlines
- Population and resource issues – how the world's changing population can be managed.
- Cities in different parts of the world and how we can make them better places to live
- Tourism, its impacts on the environment and how they can be managed.

In lessons you will be involved in a variety of activities: thinking tasks and problem solving, decision making tasks, data analysis and presentation, different kinds of report writing, the interpretation of maps and photos, the use of IT for presentations and research, discussions and debate, group work, quizzes and model making...

Skills Developed

You will develop lots of skills that will be of value whether you move into higher education or work. These skills include: the analysis and presentation of maps, photos and data; different styles of writing; the use of IT for research, data analysis and presentations; thinking skills and problem solving; the collection of data to investigate hypotheses; decision making; group work and discussion.

Assessment

You will complete one examination paper at the end of Y11. This will test your knowledge and understanding of the content of the course and also your geographical skills, for example the interpretation of data, maps and photos. This paper accounts for 75% of the course.

You will also complete a controlled assessment, which accounts for 25% of the exam. This will be based on a **field trip**, when you will collect data about our chosen topic. You will complete this coursework during the first term of Y11. Recent field trips have taken place at Cromer and Winterton where we have investigated coastal landscapes.

Further Information

We expect that you will have a real enthusiasm for learning about the world in which you live, why it is like it is and how we can manage our environments for the future. Everyone needs to participate fully in all aspects of our lessons. You will need to keep up-to-date with your work by keeping your file in order and completing every lesson and homework task. It will be important



**Progression
Routes**

Block 4- Arts & Humanities

that you use the revision materials on the Geography section of the school's website to reinforce the ideas you cover during lessons. You must be prepared to find lots of good and interesting methods for revising the content of the course so that you 'know your stuff' by the time of the final exam!

| Academic | Applied | Employment (examples) |
|---|---|---|
| <ul style="list-style-type: none"> • A level Geography | <ul style="list-style-type: none"> • BTEC Travel & Tourism • Apprenticeship | <ul style="list-style-type: none"> • Archaeologist • Ecologist • Landscape Architect • Tourist Guide • Town Planner • Quantity Surveyor • Geoscientist |



Block 4- Arts & Humanities

GCSE History

Contact Information , Mr I Bright, Head of History

Course Content

The course allows students to study some important themes in History such as major developments in medicine and an in depth study of Germany between 1919 and 1945. Students will also complete a controlled assessment on the Vietnam War.

Skills Developed

Students will develop the skills to **select, organise and use knowledge** gained during the course, to **explain and analyse** the key features of the topics studied and to **evaluate sources** of information. Students will come to appreciate how people and events have been interpreted in different ways by people in the past.

Assessment

The main topics studied are assessed in two ways. The depth study and the development study are examined at the end of the course in a two hour examination. A second examination paper assesses the evaluation of sources. The controlled assessment has to be completed by Christmas of Year 10.

Further Information

Students are expected to keep up-to-date with their work and to meet classwork, homework and coursework deadlines. It would be useful if students are able to watch any television programmes which deal with the topics covered in the course whether they are factual or fictional. The course is supported by revision activities and resources which can be viewed at www.mrbright.co.uk

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---------|--|
| <ul style="list-style-type: none"> • A level History • A level Law • A level Psychology | | <ul style="list-style-type: none"> • Law • Archaeologist • Museum Assistant • Teaching • Civil Service • Building Conservation Officer |



Course Content

GCSE Philosophy & Ethics

Contact Information, Mr. Allerhand, Head of Humanities

This is the full course RS option choice for students at GCSE. Philosophy and Ethics is an extremely popular subject at A Level, and proved to be such at GCSE level also. The course allows students to investigate a range of contemporary issues, question them and construct answers to difficult questions.

The two modules we cover are Religion and Morality and Religious Expression in Society. Students are then able to study 6 of the following topics:

- Religious Attitudes to (i) Medical Ethics (ii) The Elderly and Death (iii) Drug Abuse (iv) Crime and Punishment (v) Rich and Poor in British Society (vi) World Poverty
- Religion and (i) Art (ii) Architecture (iii) Literature (iv) Media (v) Music (vi) Contemporary Society

Skills Developed

We develop a range of skills throughout the course. Students will use an enquiring, reflective and critical approach to the work we undertake. Students engage intellectually and respond personally to the issues we address. Through this course students are also encouraged to reflect on and develop their own values.

Assessment

The assessment is 100% exam – so no coursework. There is one 90 minute exam at the end of year 10, and another at the end of year 11. We study Ethics in year 10 and Philosophy in year 11.

Further Information

We hope that all students approach these issues in a mature and open minded way. We expect all students to respect the variety of views that they encounter and work with others to explore them fully. Students will use reasoned argument to express points of view. It is important students do not have pre conceived ideas about what this course brings – it is interesting, sometimes controversial, enjoyable and enlightening!

The course will look at a variety of ethical and philosophical issues facing our society today – we look at these issues in detail, and will consider what Christianity and Hinduism say about them. We pick these religions as this compliments what is expected of the students in the compulsory GCSE short course.

Progression Routes

| Academic | Applied | Employment (examples) |
|-------------------------------|---------|-----------------------|
| • A level Philosophy & Ethics | | • All businesses |



Life Skills

Contact Information, Miss L Wood, Deputy Head teacher- ECM

Course Content

This is an exciting new course aimed at level 1 (GCSE G-D) learners who find traditional academic work frustrating and difficult. The course offers a variety of practical contexts for students to learn and develop skills such as building shelves, working in groups to solve problems, music and art projects and local history and geography investigations. Where possible, students will have opportunities to gain accreditation and certificates as a result of the work that they produce.

As well as offering opportunities for accreditation, this course focuses on building self-confidence, self-esteem and skills such as teamwork and planning.

Students who we believe are most suited to this course will be contacted directly. Other students should not opt for it unless told otherwise.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|-----------|-----------------------------------|
| • GCSE's | • BTEC L2 | • Skills useful in all employment |



Block 4- Arts & Humanities

ICT Full Course

Contact Information, Ms E Shephard, Head of ICT

Course Content & Assessment

OCR National Level 2 is a vocational ICT course focusing on diverse and useful ICT skills. It is really hands on, allowing you to gain word processing, desktop publishing, graphics and multi-media expertise.

Along with the compulsory Business Use of ICT unit, you will follow a combined Multi-media and Sound Unit for the first award. The OCR National Level 2 it is very accessible skills based qualification. With the right amount of effort everyone can achieve an equivalent GCSE C grade or above. There is no exam, only 100% coursework.

For the first award you will need to study two full units and a short unit in order to complete the qualification. Each unit will involve printing a portfolio of evidence. Examples of units are:

- Developing ICT skills related to business including producing business documents, sending emails and data processing and modeling.
- Creating a multi-media presentation including text, sound and graphic content.
- Digital sound recording (this can be used in your multi-media presentation).

The course is assessed purely on the printed portfolios you create.

There is no final examination.

The final qualification is graded Pass, Merit or Distinction. These are equivalent to C, B and A grades at GCSE.

As this is modular qualification, motivated students have a very real chance of achieving an additional GCSE equivalent qualification.

Progression Routes

| Academic | Applied | Employment (examples) |
|---------------|-----------|--|
| • A level ICT | • BTEC L3 | • All professions and employment opportunities |



Block 4- Arts & Humanities

GCSE Health & Social Care- Double

Course Content

Contact Information: Mr J Reeve, Head of Vocational Studies

This course is designed for those students who wish to operate in a vocational area, and who feel they would benefit from a different way of working. It is equivalent to 2 GCSEs at grades A* - G.

Students work individually, in their own way, with guidance from specialist staff. They will complete 4 units of work broken down into 12 assignments over the 2 years.

This course requires students to do individual research and work independently on assignments with guidance from teachers to build a portfolio of work. Students can work at their own pace and at different levels but will have to meet deadlines

Skills Developed

Health & Social Care is for anyone hoping to work in either the health or care sectors, be it in a hospital or surgery, particularly as a nurse, looking after adults, or the elderly, social work or childcare.

It continues to grow in popularity, and can be continued at Advanced Level in the 6th Form and is also recognized as a qualification into the Care industry.

Assessment

Students will develop a wide range of skills relevant to the vocational areas of study chosen.

Communication skills and research will be important. Teachers and students work together to complete assignments in a more relaxed environment than traditional GCSE subjects.

Further Information

Two units are assessed through coursework produced in classroom time and 2 units are externally tested in examination.

Students will be expected to work in a more independent way than that demanded by the majority of GCSE courses. They will use the internet, text books, publicity material, guests and visits out, to collect information and work individually with the teacher to complete units of work. All students have a computer for research and word-processing. A mature approach will be necessary as we work with people outside the school environment.

They will need to develop the skills to sustain longer term projects and to work outside the classroom when assignments require surveys, interviews and questionnaires.

Organisation and time management will be important and also a genuine interest in working in the Care, Early Years and Health sectors.



Block 4- Arts & Humanities

Some time will be spent in activities with children from the Clare School with whom we have a working partnership programme and all students do work experience in a playgroup and a residential home. We also work with Thorpe Wood Surgery and a local nurse. Several visits to local organisations are included, such as playgroups, nurseries and residential homes to get information and do some practical work. We also have visitors from healthcare, and get to meet people already working in health and care.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|---|--|
| <ul style="list-style-type: none"> • Applied A level Health & Social Care • A level | <ul style="list-style-type: none"> • BTEC L3 Social Care • Apprenticeship in Care | <ul style="list-style-type: none"> • Teaching • Childcare • Nursery Nursing • Children's Nursing • Healthcare |

Section 3

PATH B- BTEC Courses

All BTEC's are worth up to 4 GCSEs grade A* - C



BTEC Level 2 Diploma in Art & Design

Contact Information: Ms M Quigley, Lead Subject Teacher

Course Content

What is the course like?

- It is a fun, creative and exciting, practical based, Level 2, GCSE qualification linked to the working practices and projects in the Visual Arts and Design industry.
- Students will study, discuss and visit practicing artists and designers to develop their understanding and make links to the creative arts industry.
- Students will learn a wide range of creative practices from drawing, multi-media work and photography, to sculpture and graphic design.
- Students will be encouraged to develop their own ideas and skills to meet 'realistic', work based project briefs.
- BTEC First Diploma is equivalent to 4 GCSEs at grades A*-C.

The course is based on continuous assessment and controlled assessment

Over the 2 years you will study 8 units of work which involve project based activities in visual arts and design. You will learn about 2D and 3D design and the work of other artists and designers to help inspire and inform your own visual arts ideas. Visual arts activities include working across two and three dimensions in drawing, painting, photography, graphics and sculpture and talking to artists and designers about their ideas and art work. The qualification aims to provide a work related approach to the Art and Design sector. Six of the units are mandatory units and two are optional units. Units include;

- 2D Visual Communication
- 3D Visual communication
- Using Ideas to explore, develop and produce Art and Design
- Building an Art and Design Portfolio
- Working in the Art and Design Industry

Assessment & Grade Equivalents

All project work assignments are mapped against the unit grading criteria for a pass, merit or distinction. Regular assessment will be given with written feedback.

- Distinction - equivalent to 4 GCSE at A* grade
- Merit - equivalent to 4 GCSE at B grade
- Pass - equivalent to 4 GCSE at C grade

The qualification holds a total credit value of 60 credits.

Further Information

Students who opt for the BTEC Course should enjoy Art and Design and want to learn more about the visual arts and creative practices. The course requires a large degree of independent practice and investigation to inform students own ideas and work.



Path B- BTEC

Students will have to do a certain amount of research in their own time, meet deadlines, and do homework in order to meet the high academic standards of this course.

You cannot choose this option alongside Double GCSE or Vocational Studies. You can only choose one subject.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|--|--|
| <ul style="list-style-type: none">• A level Art & Design | <ul style="list-style-type: none">• BTEC L3 Creative | <ul style="list-style-type: none">• Graphic Designer• Illustrator• Fine Artist• Teacher• Interior Design |



Course Content

BTEC Level 2 Diploma in Creative Media Production

Contact Information: Ms E Humpleby, Lead Subject Teacher

Along the way the course combines theory with practical work in a fun, challenging way that makes learning enjoyable.

Evidence is kept in a range of formats; it will be specific to each unit. We will cover a number of projects set across the two years and all will include a link with a creative media industry, a visit to a relevant site or a visit from someone in the relevant media industry. It is worth 4 GCSE A*-C grade equivalents.

Units 1- 4: These are compulsory. They involve learning about the media, learning how to research, exploring the career market in the creative and media industries and demonstrating thinking skills. Amongst the activities you will produce a magazine style 'guide-book' on contemporary media such as Film, Television, Radio, Web, News, Advertising and Animation. You will use video, digital on-line media technologies and group activities to provide evidence of understanding and learning. We will teach you all about audiences and how to research using interviews, discussions, vox-pops and questionnaires.

Unit 5 Video Production: Music Video: Students will research the music video industry and visit a local studio. They will then undertake to create an original music video undertaking: pre-production including props, lighting, costume, auditions, production including camerawork, direction, sound experiments and post-production: construction of the final video. Evaluation will involve working with a focus group and videoing discussion.

We then study 5 units and your best 4 will earn you the qualification.

Unit 8 interactive Media Production: Creating interactive media products: This unit will explore interactive media productions; this includes television idents, blogging, website design, pop-ups. Having critically research and compared examples of interactive media products you will plan and produce an interactive media production to include a website including an ident, original photographs and images, animated gifs and a number of linked pages.

Unit 10 Animation techniques: We will research and experiment with the practical processes of animation techniques including stop-motion, Flash animation, Rotascoping and photo-animation. As part of the course you will work with a professional animator. You will work on design, character, setting and narrative and will then focus on a specific technique for the production of an original, complete animated short-story, complete with soundtrack.



Unit 19 Writing for the Creative Media: Articles, reviews of books, films and plays, and, in some journals, short stories are all examples of writing for a particular audience using an appropriate writing style. In many other industries writing underlies a different final product, scriptwriting for film, television and radio being the obvious example. This unit explores the power of the author and will involve students in becoming journalists and creative scriptwriters.

Unit 21 Creative Media Production Project: The final unit will provide you with the opportunity to use a variety of production skills to create a media product of your own choice. Responding to a brief you will generate an initial proposal and develop it from pre-production through to completion. It is a chance to combine creative writing, animation, performance, directing, web-based skills, printing, music and the choice is yours.

Assessment

This is 100% coursework

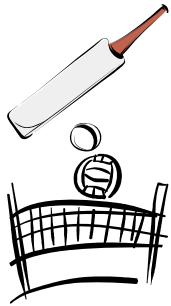
Further Information

Is it successful?

Yes. It takes hard work and commitment but you can make a career from this field. This course is an excellent entry level to a career in the media industries. Many students go on to higher education or training in the fields covered in the course.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|--|--|
| <ul style="list-style-type: none"> • A level Creative Media • A level Media | <ul style="list-style-type: none"> • BTEC L3 Media • Creative Media Apprenticeship | <ul style="list-style-type: none"> • Film Production • TV • Advertising • Broadcast Engineer • Photographer • Press Officer • Radio Producer • Set Designer • Web Writer/Editor |



BTEC Level 2 Diploma in Sport

Contact Information: Miss S Leeds, Head of PE

Course Content

BTEC First Diploma in sport is a combination of practical and theory elements. You will be assessed through a range of assignments that are based on realistic workplace situations, activities and demands.

The course consists of 8 different units:

- Fitness testing and training.
- Practical sport
- Injury in sport
- Development of personal fitness.
- Anatomy and physiology
- Planning and leading sports activities
- Exercise and fitness instruction.
- Effects of exercise on the body.

By completing all these units you will achieve a BTEC First Diploma in sport, which is worth 4 GCSE grades A*-C.

Assessment

Each Unit is divided into Assignments to build a portfolio which will be assessed mostly by the subject teacher. There is no examination.

Further Information

Students should take BTEC Sport if they have an interest in, or maybe are considering a career in the sporting industry. They need to be able to work independently to complete assignments but also to collaborate with others taking on the different roles of performer, coach and leader.

Progression Routes

| Academic | Applied | Employment (examples) |
|--|---|--|
| <ul style="list-style-type: none"> • A level PE | <ul style="list-style-type: none"> • BTEC Sports related courses | <ul style="list-style-type: none"> • PE Teacher • Coach/ Instructor • Sports Development • Sports Science • Armed Forces • Physiotherapist |



Course Content

BTEC First Diploma in Performing Arts/ Performance

Contact Information: Mrs D Money, Head of Drama

The BTEC course is designed to offer you practical experience of the Performing Arts industry, to get you to understand what goes into the planning, development and performance of Performing Arts productions. You will take on the role of performers and technical support within a variety of productions, working both within school and in theatres. You will also gain understanding of (for example) a variety of theatre or dance styles, as well as learning lighting, sound, mask or costume techniques.

You will be expected to do an audition piece, showing your strengths in dance or acting, or be prepared to discuss your likes and strengths in technical support. Assessment is through taking part in performances and productions, as well as recording research in written portfolios or media logs.

All students take the three core units:

- Unit A1: Working in the Performing Arts Industry
- Unit A2: Professional Development in the Performing Arts Industry
- Unit A3: Performing Arts Production Process

You will also take four specialist units: the units that will be on offer from September are as follows;

- The Development of Dance
- Jazz Dance
- Performing Scripted Plays
- Devising Plays
- Musical Theatre
- Lighting Operations for Stage Performance

Assessment

All units are assessed and graded, and an overall grade for the qualification is awarded. This grade will be PASS, MERIT or DISTINCTION.

You will be expected to complete one core unit plus two specialist units to obtain a BTEC CERTIFICATE and three core units and four specialist units to obtain a BTEC DIPLOMA.

Assessment is through taking part in performances and productions, as well as recording research in written portfolios or media logs.

Progression Routes

| Academic | Applied | Employment (examples) |
|---|---|--|
| <ul style="list-style-type: none"> • A level Performing Arts • A level Drama • A level Dance | <ul style="list-style-type: none"> • BTEC L3 | <ul style="list-style-type: none"> • Actor • Director • Media Production • TV/ Film • Teacher |

Section 4- Path C

Vocational Studies

Please note that we only provide transport to Easton and NTS.

The responsibility of providing transport for students studying at other locations will rest with the parents.



Path C- Vocational

Carpentry and Joinery – Level 1

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

This course looks at the following:

- Sanding and Finishing
- Using various joints to produce a finished article (e.g. window/ door frame, cupboard)
- Measuring, cutting, using power and hand tools

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science.

Skills Developed

Students will follow projects to construct items in a wood workshop. Safety shoes will be needed.

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve a full Level 1 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability.
- All students who complete the course achieve a full qualification.
- Students may work alongside adults on this course and will be expected to behave accordingly.

Students will be based at NTS on Hall Road

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|--|
| | <ul style="list-style-type: none"> • Vocational Level 2 Course | <ul style="list-style-type: none"> • Building and Construction industry |



Vehicle Technology & Finishing & Repair - Level 1

Contact Information: Mr J Reeve, Head of Vocational Studies

This combines two courses:

Vehicle Maintenance

- Tyres, brake systems, cooling systems, etc.
- Checking, measuring and servicing.
- General maintenance and correcting faults.

Students will work in a garage workshop on live vehicles. Safety shoes and overalls will be needed.

Finishing & Repair

- Materials and equipment.
- Preparing surfaces.
- Repairing and coating bodywork (paint).

Students will work with car panels to produce finished articles of a high standard in a repair workshop and spray booth. Safety shoes and overalls will be needed.

Course Content

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve a full Level 1 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability.
- All students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Students will be based at NTS on Hall Road

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|--|--|
| | <ul style="list-style-type: none"> • Level 2 Vocational Courses | <ul style="list-style-type: none"> • Transportation • Vehicle Repair |



Vehicle Inspection- Level 2 Diploma

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

The course will look at:

- Inspecting, checking and repair.
- Maintenance and correcting parts and systems.
- Understanding modern vehicle technology.

For entry to Level Two courses they should be working at Level 5 as a general guide.

Students will work at the Babcock Engineering Workshop in Bowthorpe. There is a bus stop nearby. Students are required to wear collar and tie, overalls and safety shoes. Students will work with the latest technology on a variety of modern cars.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve a full Level 2 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|--|
| | <ul style="list-style-type: none"> • L3 Vocational • Apprenticeship | <ul style="list-style-type: none"> • Transportation • Vehicle Repair & Maintenance |



Path C- Vocational

Hairdressing- Level 1 & Level 2

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

At **Level 1** students will look at:

- Health & Safety; Customer Service; Hair structure.
- Contribute to Perm and Colour Services.
- Contribute to Shampooing, Conditioning and drying of the hair

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science.

At **Level 2** the course is a Diploma in women's hairdressing. Students will need to provide specialist equipment (approx. £80) and work will include conditioning, cutting, colour, and styling on models. It is equivalent to grades A* - C (GCSE) and students will have to work on a portfolio at this standard.

Suitability for this course will be discussed at interview.

Students who are on level 1 and level 2 will work at the John Olivers Academy on Heigham Street.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Most students will achieve at least a full Level 1 or Level 2 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|---|
| | <ul style="list-style-type: none"> • BTEC L3 Hair & Beauty | <ul style="list-style-type: none"> • Hairdresser |



Small Animal Care- Level 2 BTEC Certificate

Course Content

Contact Information: Mr J Reeve, Head of Vocational Studies

During your time on the course, you will learn about:

- Health and hygiene, including biology
- Feeding
- Cleaning
- Grooming

You will work with animals such as mice, ferrets, snakes, rats, hamsters, rabbits and some farm animals, and you will be based at Easton College.

This course could lead onto a Veterinary Nursing upon completion.

Skills Developed

Students should be working at Level 5 in English, Maths and Science as a general guide.

Assessment

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 or Level 2 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|--|--|
| | <ul style="list-style-type: none"> • BTEC L3 • Animal Management | <ul style="list-style-type: none"> • Working with Animals |



Land Based Operations- Level 1

Contact Information: Mr J Reeve

Course Content

During your time on this course, you will look at:

- Care of small and farm animals.
- Plant study.
- Estate Skills/Farm Maintenance.

Students will work in various areas at Easton College according to the season. Most tasks will be practical. Safety shoes will be needed.

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science as a general guide.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|--|--|
| | <ul style="list-style-type: none"> • L2 Vocational Course | <ul style="list-style-type: none"> • Farming • Ecology • Farm Maintenance |



Public Services- Level 2 BTEC Certificate

Contact Information: Mr J Reeve

Course Content

During your time on the course, you will look at:

- Skills needed to work with the general public.
- Introduction to work in uniformed services, eg. Police, Health, Armed Forces.

This course prepares students for work in the uniformed services and takes place at Easton College

Students should be working at Level 5 in English, Maths and Science as a general guide.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

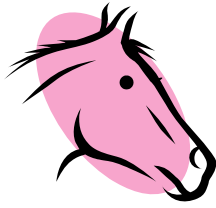
Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at a full Level 2 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|--|
| | <ul style="list-style-type: none"> • Public Services L3 BTEC | <ul style="list-style-type: none"> • Armed Forces • Police • Healthcare |



Horse Care- Level 1 and Level 2

Course Information: Mr J Reeve, Head of Vocational Studies

Course Content

At **level 1**, you will look at:

- Feeding, grooming, and cleaning.
- Tack and other equipment.
- Handling horses (inc. riding).
- Health and Safety in stables.

Students will work at local stables with a small team of instructors and horses. This could be at the stables already used by students.

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science.

At **Level 2**, you will look at:

- Anatomy and Health.
- Daily Routine.
- Bedding, watering and Feeding.
- Handling Horses (including jumping).

Students will work at local stables with a small team of instructors and horses, and minimum entry requirements could be waived.

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Skills Developed

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 or Level 2 national qualification.

Assessment

- Students applying for this course will be informally interviewed by Mr Reeve to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Further Information

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|--|--|
| | <ul style="list-style-type: none"> • L3 Applied Courses in Equine Studies | <ul style="list-style-type: none"> • Grooms Person • Yard Person • Jockey |



Construction- Level One

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

During your time on the course, you will look at:

- Painting
- Brickwork
- Plumbing
- Electrical Installation
- Plastering

Students will experience a variety of activities in an adult environment. Safety shoes and overalls will be needed. Students will work at NTS on Hall Road.

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 national qualification.

Further Information

- Most students applying for this course will be informally interviewed by Mr Reeve to assess suitability
- Almost all the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|--|--|
| | <ul style="list-style-type: none"> • L2 Construction BTEC | <ul style="list-style-type: none"> • Plumber • Builder • Electrician • Plaster |



Catering- Level One

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

During your time on this course, you will look at:

- Types of catering and menu costing.
- Materials, equipment and ingredients.
- Food Preparation and cooking.

Students will work in the Hotel School at City College

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|--|
| | <ul style="list-style-type: none"> • L2 Applied Catering Courses | <ul style="list-style-type: none"> • Chef • Hospitality Industry |



Engineering- Level 1 and Level 2 BTEC Diploma

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

During your time on the course, you will learn about:

- Electrical engineering
- Welding and Fabrication
- Mechanical Engineering
- Computer Hardware Engineering

Students will work at Eagit on the Airport Estate. Overalls and safety shoes will be needed. They will follow either a Level one or Level two course according to ability.

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science, and for Level Two courses they should be working at Level 5 as a general guide.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 or Level 2 national qualification.

Further Information

- Students applying for this course will be informally interviewed both by Mr Reeve and the training provider to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|--|
| | <ul style="list-style-type: none"> • L2 or L3 BTEC Engineering | <ul style="list-style-type: none"> • Civil Engineering • Construction • Quantity Surveyor |



Beauty Therapy- Level 1 & Level 2

Contact Information: Mr J Reeve, Head of Vocational Studies

Course Content

During the **Level 1 course**, you will look at:

- Manicures
- Skincare & Facials
- Massage

During the **level 2 course**, you will look at:

- Manicures
- Skincare & Facials
- Massage
- Pedicures
- Make Up
- Retail

Students will work at a Beauty Salon in Brooke starting at Level 1, then progress to level 2. The salon is on a bus route from Norwich. There will be a cost for uniform and equipment.

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science.

Skills Developed

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

Assessment

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio to be completed with help from the training provider. All work leads towards a recognised vocational qualification. Students will achieve at least a full Level 1 or Level 2 national qualification.

Further Information

- Students applying for this course will be informally interviewed by Mr Reeve to assess suitability
- All the students who complete the course, achieve a full qualification
- Students may work alongside adults on this course and will be expected to behave accordingly.

Progression Routes

| Academic | Applied | Employment (examples) |
|----------|---|---|
| | <ul style="list-style-type: none"> • L2 or L3 Applied course in Beauty | <ul style="list-style-type: none"> • Make- up artist • Beauty Therapist |



Path C- Vocational

Skills Force

Contact Information: Miss L Wood, Deputy Head Teacher- ECM

Course Content

This course is run by Skill Force, an external provider based in school. Skill Force are made up of ex-military staff who wish to put something back into education. Staff are highly talented motivators who are committed to allowing children to succeed and reach their potential, whilst also developing skills of leadership and self-confidence.

The course will be made up of opportunities to gain a series of accredited qualifications based on building up portfolios of work. These will be finalised during the course but will include as a minimum:

- Wider Key Skills: Working With Others (worth 2 grade B's at GCSE)
- Accredited First Aid training
- Sports Leader Award

This course is aimed at students who prefer to learn in a more abstract way, developing skills through a range of opportunities and contexts. Students need to be keen and ready to throw themselves into challenges that include a range of practical opportunities.

This course is particularly suited to students who struggle with exams and are likely to underperform in exam situations. In this course, students have the opportunity to build up an impressive portfolio of accreditations and certificates throughout the two year period.

Places on this course are strictly limited to 25.

