

# TEIGNMOUTH COMMUNITY SCHOOL



# KEY STAGE 4 PREFERENCES

SUBJECT	
OVERVIEW	
CORE	ENGLISH
	MATHS
	COMBINED SCIENCE
	PE
	EPR
	PSHE
ART	
BUSINESS STUDIES	
COMPUTER SCIENCE	
CONSTRUCTION	
DESIGN & TECHNOLOGY	
DANCE	
DRAMA	
ENGINEERING	
GEOGRAPHY	
HAIRDRESSING	
HISTORY	
HOSPITALITY AND CATERING	
MOTOR VEHICLES	
MFL FRENCH	
MFL SPANISH	
MUSIC	
PE	
PHOTOGRAPHY	
RELIGIOUS STUDIES	
SEPARATE SCIENCES	

## CAREERS

### iCOULD.com WEBSITE

The iCould.com website provides great advice for you to when considering your KS4 subject options preferences and careers links to specific subjects.

### SUBJECT LINKS WITH SPECIFIC CAREERS

Click on or Scan this QR code with your phone to access advice on subject careers information.



### CHOOSING YOUR GCSE OPTIONS

In this short video, people reflect on their GCSE choices and how they influenced their future direction. Click on or Scan this QR code with your phone to access it.



## KS4 Subject Preferences

At KS4 (Years 10 & 11) you will study a range of subjects across your timetable at GCSE or BTEC Level 2. These are made up of some subjects that end with final examinations and some subjects that you must study as part of the national curriculum but that don't have final exams at the end. These subjects are divided into the 4 following subject areas:

CORE SUBJECTS

SCIENCES

HUMANITIES

PREFERENES

### CORE SUBJECTS

Students are required to study these subjects and they are examined at the end of the course.

English Language
English Literature
Maths

Students are required to study these subjects, but they are **NOT** examined at the end of the course.

EPR (Ethics, Philosophy & Religion)
PE (Physical Education)
PSHE (Personal, Social & Health Education)

### SCIENCE SUBJECTS

Students are required to study science. Students study either combined science (2 GCSEs) or study the three sciences separately (3 GCSES).

Combined Science (2 subjects)	Physics, Chemistry, Biology		
Separate Sciences (3 subjects)	Physics	Chemistry	Biology

We identify those students who we strongly encourage to take the separate sciences and will inform you if we believe this is the right pathway for your child. Studying the separate sciences is an academic and challenging route, but provides a more in-depth understanding of each subject which can be particularly beneficial if you have an interest in one of the sciences or you plan to pursue a career in a science related field. If there is a particular

reason that you do not want to study the separate science (and have been identified as someone who would benefit from studying them) please contact Mrs Atkinson/Mrs Ridings to discuss your options.

Similarly, if you are interested in studying the separate sciences but have not been initially identified please contact Mrs Atkinson/Mrs Ridings who will be able to discuss the possibility of this option with you.

## HUMANITIES SUBJECTS

Students are required to study at least one humanities subject. Students can choose between History or Geography.

**If taking combined science students will need to choose between History or Geography and will then have a further three choices from the Options List.**

CORE	SCIENCE	HUMANITIES	LIST OF PREFERENCES
English Language	Combined Science (2 GCSEs)	History	All other subjects as listed in the preferences guide.
English Literature			
Maths		Geography	
EPR			
PE			
PSHE			

**If taking the separate sciences students will need to choose between History or Geography and will then have a further two choices from the Options List**

CORE	SCIENCE	HUMANITIES	LIST OF PREFERENCES
English Language	Separate Science (3 GCSEs)	History	All other subjects as listed in the preferences guide.
English Literature			
Maths		Geography	
EPR			
PE			
PSHE			

To complete their preferences form students will need to identify five subjects in rank order that they would like to study. We aim to ensure that as many students as possible get their top choices, but we ask for additional preferences as this provides enough flexibility for the creation of the timetable. Preferences will be confirmed in the summer term.

All courses are dependent on staffing and student numbers. Be aware that on occasions we are not able to run all courses that are advertised. If this is the case, the remaining preferences will be used to create the timetable.

Once student preferences have been made these will be used to create 'option blocks' using a best fit model to ensure that as many students as possible can study the preferences they have identified. Keep in mind that this is not always a perfect fit, and some students may need to study their preference number 5 so make sure you are happy to study all the preferences on your form.

In a few instances if subjects 'clash' we may need to work with students to identify an alternative subject. If this is the case, then we will keep in touch with you throughout the process.

## CORE ENGLISH



### What Will I do?

In Year 10 you will start your English Language and English Literature GCSEs. You will follow the AQA specifications and will take all exams at the end of Year 11.

During the course you will have the opportunity to experience a range of activities and texts from the 19th, 20th and 21st century. In Year 9 you will also complete your speaking and listening assessment. This will be awarded as either a Pass, Merit or Distinction.

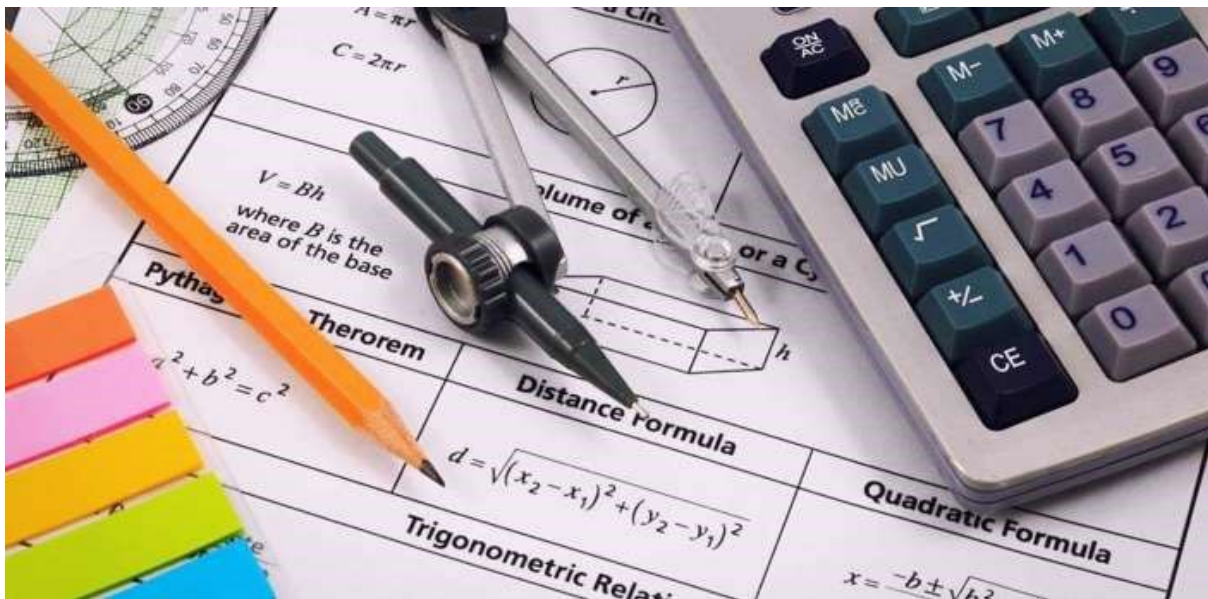
### To be successful in this course, you will need ...

To be successful in this course, you will need to read for both pleasure and purpose on a regular basis. A willingness to participate fully in speaking and listening tasks is also essential, along with a creative and critical approach to your writing. All of the exams are closed book so you will need to revise and prepare thoroughly for all assessments.

### During this course, you will ...

During this course, you will be working towards the GCSE Literature and Language exams (Grades 1-9). All assessment tasks during Year 10 will prepare you for the standard required for the GCSEs. In May and/or June during Year 11 you will complete two exams for English Language and two exams for English Literature. For further information, please visit <http://www.aqa.org.uk/subjects/english/gcse>.

For any additional information please see Mr Holland



## CORE MATHS

What Will I do?

During this course you will continue to study all aspects of Mathematics and build upon the work covered in KS3. We will be following the GCSE SPARX Curriculum and all students will take the GCSE exam at the end of Year 11. There are 3 exam papers. One non-calculator and two calculator papers.

To be successful in this course, you will need ...

To be successful in this course, you will need to build upon the progress you have made in KS3, complete all work set, participate fully in class, bring the correct equipment to lessons including a calculator, and develop independent learning skills to help you prepare for the examination.

Supporting classroom teaching at home remains of vital importance. Each week you will be expected to complete your SPARX homework. <https://sparxmaths.com/>

For revision you will use MathsWatch <https://vle.mathswatch.co.uk/vle/> to practice the skills identified in lessons that you need further practice with. Revision lists will be provided prior to assessments and MathsWatch is vital in the run up to those assessments. After the assessment are complete students will know what they have to work on. Again, MathsWatch is the resource to use.

During this course, you will ...

During this course, you will complete GCSE at either Foundation or Higher level. This tiering decision occurs in the summer of year 10, giving students the best chance to achieve before a pathway is decided. There is no course work in GCSE Mathematics.

For further information see Mr Barnard.



## CORE SCIENCE (Combined)



### What will you do?

Students will continue to develop an understanding of the essential concepts in Science (within all three science disciplines: biology, chemistry, and physics) whilst preparing students for the demands of Year 11.

Students will study the AQA specification in Combined Science (Trilogy) and take exams at the end of Year 11.

### To be successful in this course, you will need ...

To be successful in this course, students will need to revise thoroughly and continuously throughout the course for each test as well as any Pre-Public Exams or terminal exams. Students will also need to read around the subject to develop their understanding and ensure any work missed through absence is completed.

### During this course, you will ...

Students will complete six external written exams and be tested on the content of the course as well as the practical skills they developed over the two years. Students will be awarded 2 GCSEs for Combined Science.

After achieving these qualifications, students may be able to progress to KS5 science courses including both A-levels and BTEC Level 3 Applied Sciences.

For further information see Mr Callow.

## CORE PE



### What Will I do?

Within core PE you will take part in two single practical PE lessons a week. Throughout the year you will take part in a variety of sports rotating each half term. Each class will choose at least 2 sports each term from the categories of Games, Aesthetics, Fitness, Leadership or Alternative Sports. Students will have experienced many of these sports in KS3 but also have many new sports to choose from so hopefully everyone will find a sport they enjoy and want to continue.

### To be successful in this course, you will need ...

In order to be successful, you will need to approach a range of activities with a positive attitude and be able to work well with others. Correct kit is required for all lessons and students are encouraged to take part in extra-curricular activities as well as volunteer to be sports leaders throughout KS4.

### During this course, you will ...

Focus on a variety of sports and physical activities which you choose as a class. The main aims of core PE in KS4 are to promote a lifelong enjoyment in sport and further develop all the knowledge and skills learned in KS3 to prepare the students for a healthy-active life after school. You will develop your sporting knowledge and skills which will allow you to continue competing in sport, training or simply enjoying physical activity once you leave school.

Core PE lessons will identify ways sport and physical activities can be used to promote students' physical, mental and social wellbeing. You will also develop your leadership skills as well as learning about the many careers and opportunities in sport to help guide your future aspirations.

For further information see Mr Douglas.

## CORE EPR



### What Will I do?

As part of the core curriculum for religious studies you are entitled to have “academically rigorous and rich study of religious and non-religious worldviews” (CORE report 2018). By receiving this entitlement, you will develop the skills and understanding to enable you to function well in everyday society, showing empathy and understanding towards others. In core EPR you will learn about a range of topics linked to: [Ethics, Philosophy & Religion](#)

You will be building on work covered in KS3 EPR where you will have tackled issues such as relationships, life and death, the world and the origin and value of human life from both religious and non-religious viewpoints together with the beliefs and teaching of world religions.

### To be successful in this course, you will need ...

The desire to question and evaluate different viewpoints as well as a willingness to contribute to class discussions and debates. You will love questioning everything and arguing (respectfully) with your peers about challenging questions. You will need to work hard and complete homework.

[During this course, you will ...](#) cover a range of ethical, philosophical, and religious issues where you will be encouraged to think about the concepts of right and wrong and develop an understanding of human morality and ethics. As part of the EPR core curriculum, you will study:

- [Can war ever be justified?](#)  
Within this unit, you will be provided an opportunity to explore different reasons around calls to fight and why some people have followed this need to fight, whilst others have not. In addition, you will link the idea of war to forgiveness and reconciliation, examining themes of peace, tolerance and understanding.
- [What is the purpose and value of ‘family’ today?](#)

You will study the changing views around marriage in modern day society, reflecting on the guidance of Christianity, alongside other faiths. Furthermore, this unit will provide you with an opportunity to discuss contraception and same sex relationships in relation to the different views.

- **Are we ruining nature?**

This unit will enable you to build upon the knowledge that you have acquired in other disciplines such as

Geography and science, exploring what is mean by stewardship and why we should care about our world. As we investigate this it enables us to discuss the idea of how ethical it is to intervene in the natural order of things, in terms of medical ethics.

- **Is life valuable?**

This unit develops questions and generates discussion around issues of life and death, allowing you to explore their own views and thoughts. Beginning by exploring when life begins, you will explore why life is valuable and whether we should be allowed to choose when we die, linking this to suffering.

- **Should we punish people?**

Through studying this unit, you will explore whether people are predestined to be criminals, why and how we should punish criminals.

In EPR, you are encouraged to think logically, critically, and methodically which will prepare you for Further Education or the world of work in areas such as management, teaching, business, social work, childcare etc.

For further information see Ms Bartlett.

## CORE PSHE



### What Will I do?

We believe that every student should leave school as a well-rounded young person able to make a positive contribution to society. With this in mind, we have developed our curriculum to include a Personal, Social, Health and Economic Education (or PSHE for short) lesson once a fortnight. In essence, PSHE at Teignmouth Community School is the subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work both now and in the future.

To be successful in this course, you will need ...

A positive, open mind with the ability to think critically and challenge viewpoints. You will need to relate what you do in the school curriculum to everyday life to see how they contribute to each other and can help you both now and in your future.

During this course, you will cover...

#### Health & Wellbeing:

- Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
- The influence and impact of drugs, gangs, role models and the media
- Self-efficacy, stress management, and future opportunities
- Responsible health choices, and safety in independent contexts

#### Living in the Wider World:

- Employability and online presence
- Preparation for and evaluation of work experience and readiness for work
- Application processes, and skills for further education, employment and career progression

#### Relationships:

- Relationships and sex expectations, myths, including the impact of the media and pornography
- Communities, belonging and challenging extremism
- Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
- Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

There is no examination in this course. For further information please see Ms. Moloney.

## ART AND DESIGN GCSE



### What Will I do?

During the course you will learn a wide range of practical skills all supported through art, history and cultural contexts. The skills that you develop will include traditional drawing, painting, three-dimensional work such as ceramics and card construction, as well as printmaking and new media such as photography. You will be sourcing ideas through your powers of observation and your imagination.

### To be successful in this course, you will need ...

To be successful in this course, you will need to have taken a keen interest in Art and Design activities throughout Years 7,8 and 9. You will gather together a portfolio of your practical and theoretical work throughout the course, known as Unit 1, which will count for 60% of the final marks. In the last term of the course you will be set an external assignment which carries the other 40% of the marks. As with all GCSE Art courses, homework forms a big part of the coursework and you will be expected to complete the given tasks on a weekly basis in your sketchbooks. These tasks carry many of your final marks and form a big part of your learning. You will need to have independent learning skills and be happy to undertake practical and theoretical work at home to support your classroom-based learning.

### After you have completed this course, you could ...

During this course, you will have been working towards achieving a GCSE qualification. After you have finished this course, you may be able to progress onto further post-16 courses. This in turn can take you on towards a degree and a career in the visual arts e.g. graphic design, illustration, advertising, theatre and events design, 3D design, TV, and so on.

For further information see Mrs Wilson or Miss Ousley.

## BUSINESS STUDIES GCSE



What will I do?

Learn about the world of business and study what makes someone a successful business person. You will find out how to develop an idea, spot an opportunity and turn that into a successful business. You will investigate existing companies, both large and small and understand business finance. You will get an understanding of the importance of business and trade to the local, national and world economies and the factors that can influence economic growth. You will learn from visits to businesses and visiting speakers. Annually we play the interactive student investor challenge to learn about the stock market.

To be successful in this course, you will need ...

To be successful in this course, you will need a real interest in business, perhaps you have wondered about recession, inflation and tax, or had an idea that could work as a business. Come and learn all about it and how to be the next entrepreneur and what successful people like Lord Sugar and Sir Richard Branson did to make their fortunes.

During this course, you will cover ...

During this course, you will be assessed through two examinations at the end of Year 11 which will consist of factual question and answer elements in addition to open elements where you will apply your business skills to develop a solution based on the evidence provided.

After you have finished this course you will be able to progress to a Level 3 course which will allow you to go to University and study Business or go straight into employment either directly or through an apprenticeship scheme.

For further information see Mr Feeney.



## COMPUTER SCIENCE GCSE



### What will I do?

You will study GCSE Computing and develop an in-depth understanding of how computer technology works. You will investigate computer programming and look at what goes on behind the scenes in computing. The course will help develop your critical thinking and engage with technology and technology related careers.

### To be successful in this course, you will need ...

To have a keen interest in computers, other technology and be interested in looking at programming.

### During this course, you will cover ...

During this course you will study two areas, computer systems and algorithms and programming.

Computer systems looks at how and why a computer does what it does, that by processing binary 0's and 1's computers are able to solve complex problems in a laboratory as well as allowing people to create simple documents for the workplace. You will gain an understanding of how networks (including the internet) work in addition to the kind of threats there are to computer systems. You will also look at the wider implications of a society increasingly reliant on technology by considering elements such as e-waste, social and cultural freedoms and the future in regards to quantum computing and the applications of artificial intelligence.

Algorithms and Programming will allow you to develop computational thinking skills to enable you to break down complex problems into smaller manageable tasks. You will

also develop programming skills through learning about programming syntax and applying this to a variety of programming languages, for data analysis such as python, database management such as SQL and web applications such as HTML, CSS and PHP.

For further information see Mr Feeney

## CONSTRUCTION (BTEC)



### What will I do?

This is a professional work-related Level 2 qualification (one GCSE), reflecting the skills, knowledge and understanding required in the Construction Industry. The course provides opportunities for students to develop a range of skills and techniques, personal qualities and attitudes, essential for a successful career, through to a professional level in the industry.

This course is designed to link directly with industry. This course will ideally suit those students who want to gain the knowledge they will need to complete their own household repairs; become an apprentice in a related field or extend to a Level 3 construction qualification.

The WJEC/Eduqas Award currently has two mandatory units where one is an external assessment. The mandatory units will require written evidence in the form of technical reports and photographic evidence of practical work produced. All units are assessed on a Pass, Merit or Distinction basis.

During this course, you will cover ...

Unit 1: Introduction to the Built Environment.

40% 1Hr 3Mins External on-screen exam

Unit 3: Constructing the Built Environment

60% (30Hrs)

The Units includes:

- Exploring Carpentry and Joinery.
- Tiling skills
- Domestic Electrics

These modules are practical with related and supporting theory. The course will require the student to work to industry standards and wear PPE.

Who should I see if I want information?

Mr Hawker, Ms Edwards or Mr Andrews

## DESIGN AND TECHNOLOGY (TIMBER SPECIALISM) GCSE



### What Will I do?

Students will develop critical-creative thinking, problem spotting and problem-solving skills. This knowledge will then be harnessed with key maths and related scientific understanding to design and make prototypes that solve authentic real-life problems. In this course, students will iteratively design and manufacture prototypes using their practical skills, computer aided manufacturing and 3D printing. It is a highly creative course which allows learning through practical activity.

Students will gain a core knowledge of a wide range of materials however; their studies will focus on natural and manufactured timbers.

This syllabus will examine students in two ways. 50% of the marks will come from an 'Iterative design challenge'.

Learners will produce a portfolio of design work and one final 3D prototype. This will be non-examined assessment. The 50% written paper will then test students on both their 'Core' knowledge of design and technology principles and their 'in depth' knowledge from the Timber pathway. Knowledge based independent learning tasks and practice exam questions are a key part of the learning throughout the two years.

To be successful in this course, you will need ...

GCSE Design and Technology will suit students who like learning through practical experimentation. They will enjoy working with new materials, processes and techniques. They will relish being stretched to the limit and challenged to learn new skills and technology. They will ideally have a creative nature and like problem solving.

During this course, you will cover ...

Year 10 will have a strong practical and core knowledge focus with a wide range of exciting products produced in a range of material areas. There will be an emphasis on the iterative design process where students continually evaluate their own work to make incremental improvements. Key technical knowledge will be gained in the full range of materials which includes woods, metals, plastics, boards, textiles, modern materials and smart materials. Science and Maths knowledge will be practically applied when testing material properties, forces of movement and electronic systems and processes. Maths's knowledge will be applied within the context area to make calculations in cost, profit, material area and units of measurement.

Throughout the 2 years of study, students will analyse a wide variety of products looking at function, materials, sustainability, ergonomics and aesthetics. In Year 11 students will focus on their design and make challenge coursework from a selection of context areas supplied by the exam board as well as preparing for their written exam.

Design and Technology is the pivotal subject in STEM (Science, Technology, Engineering and Maths). STEM based careers remain a key focus area for many of the emerging jobs and industry in the world.

For further information see [Ms Edwards](#)

## DRAMA (BTEC)



**What will I do?** You will explore what it is like to train and work as an actor, director and designer in theatre. From devising your own work, to script writing, exploring different styles of acting and performance, theatre design as well as developing more specialist skills such as sword combat, you will develop the core skills for making, performing and evaluating Drama.

**To be successful in this course, you will need** to be a strong and effective collaborator. Team work is of huge importance to success in Drama. You will need to be able make decisions while considering other people's perspectives; whether they are the people you are working with or the characters you explore in class.

**During this course, you will cover** three different components, two of which are internally assessed and a third that is externally assessed by the exam board Pearsons.

**Component 1: Exploring the Performing Arts:** You will develop your understanding of the performing arts by examining the work of theatre professionals and the processes used to create a performance.

**Component 2: Developing Skills and Techniques in the Performing Arts:** You will develop your performance skills and techniques through exploring a specific acting style as performers and designers.

**Component 3: Responding to a Brief:** You will work as part of a group to create a performance as either a performer or a designer in response to a brief and stimulus supplied by the exam board utilising all your skills and knowledge developed over the course.

**Beyond Level 2 Drama:** This course is the equivalent of 1 GCSE and is a perfect foundation for the BTEC Level 3 Performing Arts (Acting) course at KS5. In addition, this course will enable you to develop transferable and employability skills such as creative thinking, planning, time management, self-confidence, teamwork and communication; preparing you well for both further and higher education and the workplace itself.

For further course information please see or email Ms Proctor:  
[adele.proctor@teignmouthschool.co.uk](mailto:adele.proctor@teignmouthschool.co.uk)

## ENGINEERING CAMBRIDGE NATIONAL: LEVEL 2



### What Will I do?

This course is about students understanding and applying the fundamental principles of Engineering Manufacture including manufacturing processes, engineering materials, manufacturing requirements and developments in engineering manufacture. Students will develop learning and practical skill that can be applied to real life contexts and work situations. The students will complete two 15-hour assessment pieces in the workshops over the two years. They are expected to sequentially plan and produce an engineered product from engineering drawings. The second timed assessment piece will involve the students producing a batch of components using computer aided design and computer aided manufacture. The goal is for them to work independently to plan, problem solve, operate tools and machinery safely in order to produce accurate engineered components.

This course encourages students to think creatively, innovatively, analytically, logically and critically. Students develop their confidence and independence in using skills that are relevant to the engineering sector.

### To be successful in this course, you will need ...

To be able to focus on the task in hand. You will be expected to work safely at all times. You will enjoy problem solving and will be capable of working independently. You should be able to work with accuracy and care. You will be a practical person who enjoys the workshop environment. You will enjoy a challenge and will not give up when things do not go to plan the first time around. You will be well organised and have good time management skills. You will also be prepared to come in outside of lessons if you fall behind schedule or need more one to one help. The biggest factor to success is that the student is genuinely interested in the subject.

### During this course, you will cover ...

During this course, you will complete 3 examined pieces of work over the 2 years. Two of which are practical pieces of work with an associated folio of background material. These tasks are set by the exam board and are internally marked before being externally moderated. Students also complete an external written exam on 'principles of engineering manufacture'. Examined components take place in January and June. Students will have one opportunity to retake the assessment if needed.

The course can lead to a multitude of career options in Engineering, Architecture, Computer Aided Design or any of the 3D design fields. The course can also lead directly to an Engineering apprenticeship at 16 or onto a Level 3 Engineering course that students can take at TCS. The vocational style qualifications are standard in a subject like Engineering and prime the students for courses in all fields of Engineering. Students commonly take full-time engineering courses in Aeronautical engineering, Electronic Engineering and Mechanical Engineering in the local area after 16:

For further information see Ms Edwards



## GEOGRAPHY GCSE



### What will I do?

GCSE Geography provides you with a stimulating and motivating course fit for the twenty-first century, underpinned by both traditional and contemporary themes. The course has a distinct emphasis on 'geographical futures', encouraging you to apply your understanding of current trends, identify alternate future scenarios and evaluate their sustainability.

At TCS we follow the AQA Geography 9-1 specification (<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>). The course is divided into three units, enabling you to study a range of topics to help you develop an understanding of the complex, diverse and fast changing world we live in.

### To be successful in this course, you will need ...

To be interested in the world around you and how it works. You will want to know why it is the way it is and how it is changing. You will need to work hard, be open to feedback, work independently and be willing to on field trips.

### During this course, you will cover...

The course is broken down into three distinct units:

#### 1. Living with the physical environment - Examination: 1 hour 30 minutes

This unit develops an understanding of the tectonic, geomorphological, biological, and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

#### 2. Challenges in the human environment – Examination: 1 hour 30 minutes

This unit is concerned with human processes, systems, and outcomes and how these change both spatially and temporally. You will develop an understanding of the

factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

### 3. Geographical Applications - Examination: 1 hour 30 minutes

This first aspect of this unit is designed to be synoptic, requiring you to draw together knowledge, understanding and skills from across the two-year course. A booklet is made available 12 weeks before the date of the exam so that you can familiarise yourself with the themes of that underpin this part of the unit.

Fieldwork: As part of the course, you must conduct at least two different fieldwork investigations. Such investigations are part of the compulsory fieldwork that you will engage with during year 10 and 11. Aspects of these investigations will be examined in Unit 3.

- GCSE Geography provides you with an excellent platform to progress to AS/A Level Geography and contains all the knowledge, skills and understanding necessary for further study. As a result, the subject will enable students to have access to a wide range of possible careers and Higher Education opportunities.
- Geography also combines well with almost all other subjects. Taken with sciences and mathematics, geography supports applications for almost any science-based degree; taken with other humanities subjects, geography supports an equally wide range of university courses, such as, business, law, media, politics, and philosophy.
- According to the UK's Higher Education Statistics Agency (HESA), geography graduates are among the least likely to be unemployed; more than 90 per cent are in work or further study within six months of graduating from university.

For further information see Ms Bartlett.

## HAIRDRESSING



### What will I do?

The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) is a Technical Award specifically for 14-16 year olds, and is comparable to 1 GCSE qualification.

This qualification aims to support young people to:

- develop a broad and comprehensive understanding of the hair and beauty sector
- develop academic study and transferable skills that will support progression within the hair and beauty sector and more broadly

Hairdressing and beauty therapy has been and remains an extremely popular vocational area that many young people are enthused by and aspire to. The demand for Hairdressing, barbering and beauty therapy services has continued to rise and working as a self-employed stylist can be a lucrative career choice. The aim of this qualification is to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are prepared and equipped with the knowledge, understanding and skills to pursue a career in any context.

### To be successful in this course, you will need ...

To be successful in this course, you will need an interest in the hair and beauty sector. You will need to be able to work independently in being able to research and write up assignment tasks and have the creative flair to maximise success in the practical elements of the course.

### During this course, you will cover ...

During this course, you will be assessed through a combination of assignment and examination tasks covering the following units of work:

- Understanding the Hair and Beauty Sector
- Hair and Beauty Science
- Marketing Hair and Beauty Products and Services
- Hair and Beauty Research Project.

For further information see Mr Feeney

## HEALTH AND SOCIAL CARE



### What will I do?

You will study communication, individual needs and healthy/unhealthy lifestyle choices, drugs, alcohol, smoking and diet. You will understand aspects of personal development, and the health, social care and early years.

You will study working and caring in the Health and Social care sector and the various occupations that are available. The course is interesting and diverse.

Visits to work placements and visiting speakers will be arranged.

### To be successful in this course, you will need ...

To be successful in this course, you will need to have a real interest in caring for people. You will also need to have a mature approach toward sensitive issues. You will achieve a qualification that will give you access to studying for allied medical professions or social work.

### During this course, you will ...

During this course, you will be assessed through an external exam and an element of controlled assessment which is internally assessed and externally moderated.

After you have finished this course you will possess the necessary knowledge and skills to progress onto Level 3 Health and Social Care courses. Should you wish to have a career in Nursing, Medicine, Social Work, Physiotherapy or allied professions, this is an ideal course for you.

For further information see Mr Feeney

## HISTORY GCSE



### What will I do?

GCSE History provides you with the skills and knowledge to understand how the past has shaped global, national, and local societies. As part of this course you will develop an ability to explain the world around you, engage in historical enquiry and why people, events and developments have been accorded historical significance and how different interpretations have been constructed about them. At TCS we follow the Pearson GCSE (9-1) History specification.

To be successful in this course, you will need ... to enjoy the subject of History and complete home learning tasks such as research and revision. History is a written subject, so you will also have to be happy to write extended answers.

### During this course, you will cover...

The course is broken down into four units, covering British and World History.

- **Elizabethan England, 1558-88 – Examination: 1 hour and 45 minutes**  
This unit will require you to look at Elizabeth I's accession to the throne, the question of her legitimacy as well as the religious settlement and efforts to heal religious divisions in England. We also look at the challenges that she faced as Queen at home and abroad. Finally, we study Elizabethan society during the Age of Exploration; this has been described by some as a 'Golden Age'.
- **Crime and Punishment through Time – Examination: 1 hour and 15 minutes**  
Through the study of this thematic unit, you will develop an understanding of the ever-changing nature of crime, punishment and policing from the Medieval period until the present day. Through the study of sources, students also study the context of Whitechapel during the 1880's and the challenges it posed to the population.
- **Superpower relations and the Cold War, 1941 – 91 - Examination: 1 hour and 45 minutes**  
Through the study of this unit, you will examine the origins of the Cold War including the ideologies that were instrumental in causing divisions between Russia and the West. We also explore the key crises of the 1960's including the Cuban Missile Crisis and the Berlin

Wall. The unit concludes with looking at the de-escalation of tension between East and West in a bid for world peace.

- [Weimar and Nazi Germany, 1918 – 39 – Examination: 1 hour and 20 minutes](#)

The course begins with the end of World War One, as the transition of Germany to a democracy. You will look at this democratic government (Weimar Republic) and the problems it faced, and how they were unable to deal with the world-wide economic depression of 1929. You will then investigate how Hitler and the Nazi Party exploited the situation to gain to control of Germany and the subsequent impact that this had on society.

History complements all other subjects – it balances Maths and Science with its social and emotional elements, and it promotes an enhanced understanding of the world alongside other humanities subjects such as Geography and Religious Studies.

History students will benefit from the GCSE in all future education and employment. History students work in a huge variety of occupations, with graduates ranging from lawyers, business-owners, museum directors, doctors, archivists, politicians, journalists, and of course teachers and professors of History. In fact, MI5 specifically recruit employees with a history qualification.

[For further information see Ms Bartlett](#)

## HOSPITALITY AND CATERING



### What will I do?

Develop your cookery skills by learning traditional and contemporary cookery methods. Gain confidence in cooking with a wide range of ingredients and using different equipment.

Learn about the nutritional value of foods.

Be introduced to the Catering industry through visits, visiting chefs, outside speakers and work place case studies. Be inspired and enthused to consider a career in the hospitality industry, which is one of the largest in the UK.

### To be successful in this course, you will need ...

- To have a genuine interest in working within the Catering Industry and have a passion for working with food.
- To be an aspiring Chef, Hotelier or Entrepreneur looking to develop your own Hospitality business in the future
- To be prepared to broaden your knowledge of a wide range of different foods ☑ Work hard in every lesson and meet all course deadlines.
- Be well organised to ensure that ingredients are brought in when required to do so

### During this course, you will cover ...

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services (for example restaurants, hotels, airlines, tourist attractions, sporting venues); businesses where hospitality and catering can be important to their success. The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- **Unit 1 The Hospitality and Catering Industry** - In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. Unit 1 is externally examined through a written paper or online examination of 1hr 30minutes and counts for 40% of the overall mark.
- **Unit 2 Hospitality and Catering in Action** - The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes. In this unit you

will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. Unit 2 is internally assessed, and then externally verified, through an assignment brief and a practical assessment. This counts for 60% of the overall mark. You will be expected to work to given deadlines and ensure that all work is presented as stated on the assignment brief.

For further information see Mrs Wiseman



## MOTOR VEHICLE LEVEL 1 CERTIFICATE



### What Will I do?

This is a Level 1 vocational qualification which provides individuals with an introduction to the knowledge, understanding and practical skills required to gain employment or further study towards route within Motor Vehicle engineering industries.

This qualification is for learners who have a keen interest within the Automotive engineering sector. It includes the knowledge and skills which can be applied to maintenance and repair, generic engineering practices and hand skills when working with materials. The qualification will support an individual's progression into employment within the engineering sector. This qualification has been developed for schools, colleges and training providers to deliver to learners likely to be 14-16 years of age and looking to study a Technical Award alongside their GCSE offer. This qualification may also be suitable to those who have had no previous experience and looking for an entry route into an engineering occupation.

### To be successful in this course, you will need ...

Students will need a keen interest in the automotive industry. They will enjoy working with cars as a hands-on practical activity and enjoy being in a garage environment. Students will be happy to research information using IT facilities and write reports. Students will be able to follow instruction and work with high levels of safety.

### During this course, you will cover ...

The qualification has been designed to be practical, engaging and motivating to support learners in gaining the basic knowledge and skills required by employers. These skills include generic working with electrical circuits and identifying and reporting of risks in the workplace.

The knowledge and skills within this qualification can be applied to maintaining and working with a range of vehicles but can also be applied to wider engineering applications such as the maintenance of machinery and fabrication. Learners will develop the transferable knowledge and skills from the following mandatory subject areas:

#### Knowledge relating to engine and chassis component maintenance

- Understand housekeeping and health and safety practices within an engineering environment ☒ Understand how engine and chassis systems operate
- Understand how to carry out engine and chassis component maintenance

#### Skills in maintaining engine and chassis components

- Be able to follow health and safety practices
- Be able to use tools, equipment and information when maintaining engine and chassis system components
- Be able to remove, inspect and replace engine and chassis system components
- Be able to record information and make suitable recommendations

For further information see Mr Hosking

## MODERN LANGUAGES – FRENCH GCSE



### What will I do?

During the French course you will learn to understand French in a lot more situations:

- Your leisure
- Home life
- Holidays
- Fashion

Within these units you will learn to use a wider range of structures including different tenses and giving varied opinions. You will develop practical skills in listening, speaking, reading and writing and you will be assessed in all four skills.

### Life skills include:

- Communication skills
- Problem solving
- Independent learning e.g. through using dictionaries
- Understanding other cultures
- Makes your CV stand out!

Students with language skills and qualifications are highly thought of in the modern world. A language qualification will help you when applying for further study or a job; good communicators are in demand and you will have more opportunities to work abroad or with UK companies with international links.

To be successful in this course, you will need ...

- To be able to communicate clearly in French
- Be prepared to build on the vocabulary and grammar you have already learned.
- Be willing to speak spontaneously from picture or written prompts

During this course, you will cover ...

In Years 10 and 11 you will work towards the GCSE. You will then be able to progress to Advanced Level.

For further information see Mrs Dart

## MODERN LANGUAGES – SPANISH GCSE



### What will I do?

During the Spanish course you will learn to understand Spanish in a lot more situations:

- Daily life
- Going out
- Holidays
- Food and meals

Within these units you will learn to use a wider range of structures including different tenses and giving varied opinions. You will develop practical skills in listening, speaking, reading and writing and you will be assessed in all four skills.

### Life skills include:

- Communication skills
- Problem solving
- Independent learning e.g. through using dictionaries
- Understanding other cultures

### Make your CV stand out!

Students with language skills and qualifications are highly thought of in the modern world. A language qualification makes your CV stand out when applying for further study or a job; good communicators are in demand and you will have more opportunities to work abroad or with UK companies with international links.

### To be successful in this course, you will need ...

- To be able to communicate clearly in Spanish
- To be prepared to build on the vocabulary and grammar you have already learned.

- To be willing to speak spontaneously from picture or written prompts

During this course, you will cover ...

In Years 10 and 11 you will work towards the GCSE. You will then be able to progress to Advanced Level.

For further information see Mrs Dart

## MUSIC: BTEC TECH AWARD IN MUSIC PRACTICE



### Why choose BTEC Tech Award in Music Practice?

Whatever your hopes are for your Key Stage 4 studies at school, the Music Tech Award is a worthwhile choice to support your future career. Having a strong passion for music fuels your motivation to perform to a higher level. A genuine love of this subject makes lessons more enjoyable, consequently raising your aspirations and future prospects.

### What Will I do?

During the course you will study a variety of different musical styles and gain an insight into how the Music Industry works by exploring a variety of career options and pathways within the industry. You will listen to, perform and share a diverse range of music across a range of musical styles.

You will be developing your skills in 3 component areas:

- Component 1 - Exploring Musical Products and Styles (30%)
- Component 2 - Music Skills Development (30%)
- Component 3 - Responding to a Commercial Music Brief (40%)

Through the different units you will get hands on experience and listen to a wide variety of music across several genres and decades to trace the history of modern music. You will develop your performance, composition and production / music technology skills.

### Where could a Music Tech Award lead?

Students can choose to continue learning at school in our sixth form. Music can filter into further studies such as Level 3 BTEC Music course. The Music Tech Award will complement your choices whatever the future may hold. It can open doors to a range of education and employment pathways. The music industry covers a vast array of opportunities from journalist to blogger, live sound to recorded music, composer to performer, teacher to instrumental tutor. The list is endless! The Music Tech Award can support your development into other creative areas. Media, film, TV and radio, all incorporating musical and artistic skills. However, if you don't want to study music beyond KS4, is it still a smart choice? The course provides many transferrable skills. From presenting ideas and pitching projects, through to analysing and recreating music – the Music Tech Award will prepare you for a wide range of real-life situations. Music is highly regarded as a subject that works in harmony with your other studies, leading to a professional career such as medicine, law and accountancy

### Both employers and universities see creative subjects as assets.

Music is able to provide students with a range of skills that enhance their employment prospects. The discipline of learning an instrument, along with resilience and determination, thinking and creating, using one's initiative, and being able to communicate ideas are all invaluable assets. Universities and employers are always impressed by the skills musicians have due to their well-balanced curriculum.

For further information see Mrs Bidder  
[Aquara.bidder@teignmouthschool.co.uk](mailto:Aquara.bidder@teignmouthschool.co.uk)



## MUSIC: GCSE MUSIC



### How will GCSE Music help me in the future?

In the future, Creativity is going to be one of the most important and in-demand skills at work (*World Economic Forum*.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

A recent study in the UK found that playing a musical instrument appears to enhance general performance in other subjects at GCSE. Other studies have shown that music benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions).

By choosing music, you could actually be improving your chances of doing well in your other subjects – including those within the Ebacc.

### Music will provide transferrable skills:

GCSE music involves written, analytical, practical and social/personal skills such as:

- independent learning: having to be disciplined about practising on your instrument or voice
- team working: particularly if you are involved in groups or ensembles, concerts and performances
- performance and presentation skills which are useful for any job/career
- listening: this is highly developed in musicians and it is an important part of the course
- confidence and self-esteem: which has a knock-on effect in all areas of life and learning

- creativity and self-expression: helping young people to think differently and harness the power of your imagination

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills.

#### What will I do?

Performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band, beatboxing and orchestral instruments.

Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using computer software, writing for a specific purpose, writing songs etc.

Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.

#### Reasons to choose music...

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance. If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat, you have already developed some of the abilities you need. OK, so you can't mime playing it in the exam, but if you can already think that rhythm or sing that tune in your head, you have some skills!

#### What could I do next?

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life. Music can open doors to a range of education and employment pathways. Being a musician isn't the only career in music – other options include being a sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue. There are different roles within arts/creative industries which might include work in film, TV, theatre, radio, arts administration, or creative education. Music is highly regarded as an academic subject and so could complement your other studies in leading to a professional career, for example professions such as medicine, law, accountancy. Music provides a range of transferable skills that will provide a good foundation, whatever pathway you choose.

For further information see Mrs Bidder  
[Aquara.bidder@teignmouthschool.co.uk](mailto:Aquara.bidder@teignmouthschool.co.uk)

## PHYSICAL EDUCATION (BTEC)



### What Will I do?

The course will be run over five lessons a fortnight. Practical and theory lessons are ongoing within each section of the syllabus, which are organised into 3 separate components.

Students who choose examinational PE as one of their options will do the Pearson BTEC Tech Award Level 2 in Sport. They will build upon the Heads assessment knowledge learned during KS3 and apply the practical knowledge and skills they have developed.

In year 10 students will study **Component 1 - Preparing Participants to Take Part in Sport and Physical Activity**. This component is assessed through a 5-hour Pearson set assignment in February of year 10 and has 3 learning outcomes:

- A Explore types and provision of sport and physical activity for different types of participant
- B Examine equipment and technology required for participants to use when taking part in sport and physical activity
- C Be able to prepare participants to take part in sport and physical activity

Students will then begin **Component 2 - Taking Part and Improving Other Participants Sporting Performance**. This component is assessed through a 4-hour Pearson set assignment in October of year 11 and has 3 learning outcomes:

- A Understand how different components of fitness are used in different physical activities
- B Be able to participate in sport and understand the roles and responsibilities of officials
- C Demonstrate ways to improve participants sporting techniques

After the Summative assessment for Component 2 in year 11 Students will prepare for their Component 3 External Exam in either January or May of year 11.

**Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** has 4 learning outcomes:

- A Explore the importance of fitness for sports performance

B Investigate fitness testing to determine fitness levels

C Investigate different fitness training methods

D Investigate fitness programming to improve fitness and sports performance

To be successful in this course, you will need ...

- To have a good understanding of a range of sports and physical activities.
- To be enthusiastic in learning how to prepare participants for sport, removing the barriers to participation and exploring what equipment and technology can be used in sport.
- To play at least one sport effectively, know the rules of that sport and be able to coach others in your chosen sport.
- To learn how to develop fitness in yourself and other.

After you have completed this course you ...

Will gain a qualification which may allow you to progress onto or a variety of sports related courses at post-16 level. You will also have a greater understanding how to prepare for physical activity and develop a strong understanding of the careers and opportunities there are within sport.

For further information see Mr Douglas

## PERFORMING ARTS: DANCE



### What Will I do?

The course aims to provide an engaging and stimulating introduction into the world of performing arts, giving learners the opportunity to develop a range of skills, techniques and personal attributes essential for successful performance in working life. More specifically, you will have the opportunity to study a range of Dance styles, take part in workshops and practical activities to develop these styles, create performance pieces that you will perform to large audiences and attend trips to appreciate Dance in its real-life/professional setting.

### To be successful in this course, you will need ...

To have a real interest in Dance and willingness to learn new ideas and techniques. Although a background in Dance is not essential, you must be willing to work hard, listen to feedback and improve. It is a demanding course so you must have an excellent track record of high participation in PE lessons with good personal organisation. Finally, the confidence to perform in front of large audiences and your peers is essential.

### During this course, you will cover ...

Three Components. Firstly, you will 'Explore the Performing Arts' by examining professional dance works across a range of styles and investigate the processes used to create a performance.

Secondly, you will 'Develop Skills and Techniques' by taking part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. Throughout your development, you will review your own

progress and consider how to make improvements. These two Units make up 65% of your overall grade and are assessed internally by your teacher.

Finally, the Component 'Performing to a Brief' requires learners to respond to specific instructions set by the exam board. You will be asked to consider a target audience and to start the creative process by using a given stimulus. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions. This Unit is externally assessed and makes up 35% of the overall grade.

On completion of this course, you will be able to progress onto a Level 3 course in Performing Arts: Dance, or a variety of sports related courses at post-16 level. This course cannot be taken alongside the Drama course.

For further information see [Miss Moloney](#)

## PHOTOGRAPHY (GCSE)



### What Will I do?

During the course you will learn through historical and cultural contexts, a wide range of practical and creative photographic skills. These skills will include building your own pinhole camera, how to use the darkroom safely and effectively, as well as a range of digital photographic techniques incorporating relevant Adobe Photoshop techniques. You will source ideas from the work of other artists whilst using your powers of observation and your imagination. You will cover the major disciplines of both chemical and digital photography focusing on pinhole, photogram, documentary, portraiture, pattern and texture and macro photography.

### To be successful in this course, you will need ...

To be successful in this course, you will need to have taken a keen interest in Art and Design activities throughout Years 7,8 and 9. You will be gathering together a portfolio of your practical and theoretical work throughout the course, known as Unit 1, which will count for 60% of your final marks. In the last term of the course you will undertake an externally set assignment which carries the other 40% of the marks. As with all GCSE Art courses, homework forms a big part of the coursework and you will be expected to complete the given tasks on a weekly basis in your sketchbooks. These tasks carry many of your final marks and form a big part of your learning.

### After you have completed this course you ...

You may be able to progress to a Level 3 qualification in Photography such as the AQA A Level Photography. The subject complements other Art and Design courses as well as being a subject in its own right with a high standing and relevance to the wider world both as a Fine Art medium and in its practical application in many areas such as:

photojournalism, publishing, editorial photography, freelance commission, illustration, graphic design, advertising, medical photography, picture editing, research and management, photo agencies and libraries, creative and design practice, gallery/museum sector and many more. There are a growing number of higher education and university courses available, which offer photography as a standalone subject or as part of a combined course.

For further information see Mrs  
Wilson or Miss Ousley.  
[jasmine.ousley@teignmouthschool.co.uk](mailto:jasmine.ousley@teignmouthschool.co.uk)  
[elliewilson@teignmouthschool.co.uk](mailto:elliewilson@teignmouthschool.co.uk)



## RELIGIOUS STUDIES (GCSE)



GCSE Religious Studies provides you with an interesting and challenging course allowing pupils to explore a variety of perspectives on traditional and modern ethical issues, as well as exploring religions themselves in a diverse manner. Religion is often considered one of the primary means for people wanting to understand the human condition of existence. Learning about religion means having the chance to learn how others understand existence and our purpose whilst developing our own worldview.

### What Will I do?

At TCS we follow the Eduqas Religious 9-1 specification. The course is divided into three units, which will give you a wide understanding of two major religions, in Britain and globally, whilst also exploring philosophical and ethical questions. You will also be able to think deeply about your own worldview and reasoning.

### To be successful in this course, you will need ...

To be curious and interested in humans, cultures and the world around you. You will need to be willing to explore and debate ethical theories that have no ultimate answer. You will need to be willing to work hard, work on your writing skills and be open to feedback.

### During this course, you will cover...

The course is broken down into three linked units:

#### 1. Islamic beliefs, teachings and practices - Examination: 1 hour (25%)

This Component provides you with the opportunity to undertake an in-depth study of Islam within Britain and around the world. You will look at Islamic beliefs, teachings and practices and the impact they have on communities and individual believers. This includes the life of the Prophet Muhammad, how Muslims practice prayer, fasting and pilgrimage, and Islamic beliefs about angels.

#### 2. Christian belief, teachings and practices – Examination: 1 hour (25%)

This Component provides you with the opportunity to undertake an in-depth study of Christianity as a world religion. You will look at Christian beliefs, teachings and practices and the impact they have on communities and individual believers. This includes Christian understandings about the nature of God and Jesus, whether the church is still relevant in the 21st Century and beliefs and teachings about the end of the world, including life after death.

3. Religious, Philosophical and Ethical Studies in the Modern World - Examination: 2 hours (50%) This component is sub-divided into four areas of thematic study:

- Theme 1: Issues of relationships.
- Theme 2: Issues of life and death.
- Theme 3: Issues of good and evil.
- Theme 4: Issues of human rights.

When exploring these topics, you will apply your knowledge and understanding when it comes to thinking about and examining religious and ethical issues and how religious and non-religious individuals could respond to them.

The transferrable skills developed by studying Religious Studies are actively sought by employers. These include the ability to:

- Understand how multi-faith, multi-cultural and secular societies function.
- Understand and show respect for the beliefs and teachings behind the diverse views and practices within societies.
- Engage in debates in such a way that recognises the right of others to hold different views, whilst still having the informed conviction to stand by your own.
- Communicate clearly and effectively in discussion and in extended writing.
- Construct well informed and reasoned arguments that can be justified.
- Use critical thinking skills to interrogate and question accepted norms and media output.

For further information see Ms Bartlett

## SEPARATE SCIENCES



### What will you do?

Students will continue to develop an understanding of the essential concepts in Science. However, the separate science courses take students deeper into some scientific ideas and covers extra topics than the Core Combined Science GCSE.

Students will study the AQA specifications in Biology, Chemistry and Physics and take exams at the end of Year 11.

### To be successful in this course, you will need ...

To be successful in this course, students will need to revise thoroughly and continuously throughout the course for each unit test as well as any Pre-Public Exams or terminal exams. Students will also need to read around the subject to develop their understanding. Any work missed should be caught up as there is a lot of content to cover over the course.

### During this course, you will ...

For each separate science GCSE qualification, students will complete two external written exams (six in total) and be tested on the practical skills developed within the exam paper questions. Students will be awarded 3 GCSEs: one for Biology, one for Chemistry and one for Physics.

After achieving these qualifications, students may be able to progress to KS5 science courses including both A Levels and BTEC Level 3 Applied Sciences. Students planning to progress to KS5 (and university) often choose this path as the extra content studied can serve as a bridge to concepts studied at A-level.

For further information see Mr Callow