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# 13-16 Curriculum

A Guide to Constructing your  
Pathway 2018 - 2021

Student Copy



LANDAU  
FORTE  
COLLEGE  
DERBY

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## 13 – 16 Education – Curriculum Pathways

At Landau Forte College we offer a curriculum for our students that will provide progression from their studies in Year 8 and continuity through to Sixth form. We will provide a range of appropriate qualifications for students according to their individual needs and abilities. For the majority of students their studies will be recognised through GCSEs and for some, vocational qualifications.

All students will follow a core curriculum but will also have a degree of choice in additional areas of study.

We have designed a curriculum which will meet the requirements expected nationally and provide industrial, business and international contexts for learning. All students will experience work related learning through the curriculum and the Work Placement Programme.

Students in Year 8 have been given careers advice to help raise their awareness of the opportunities available. They have been introduced to the idea of a personalised curriculum, and have been encouraged to talk to their parents/carers, their tutors and friends. They have been advised to build a curriculum pathway that suits their learning style and will help them to fulfil their future ambitions.

Through the curriculum, students will develop extensive knowledge and understanding, increasing their competence in a wide range of skills, ensuring that they are equipped to progress into Sixth Form education and eventually higher education or employment.

The deadline for completing the pathway form is Monday 13 March 2018.

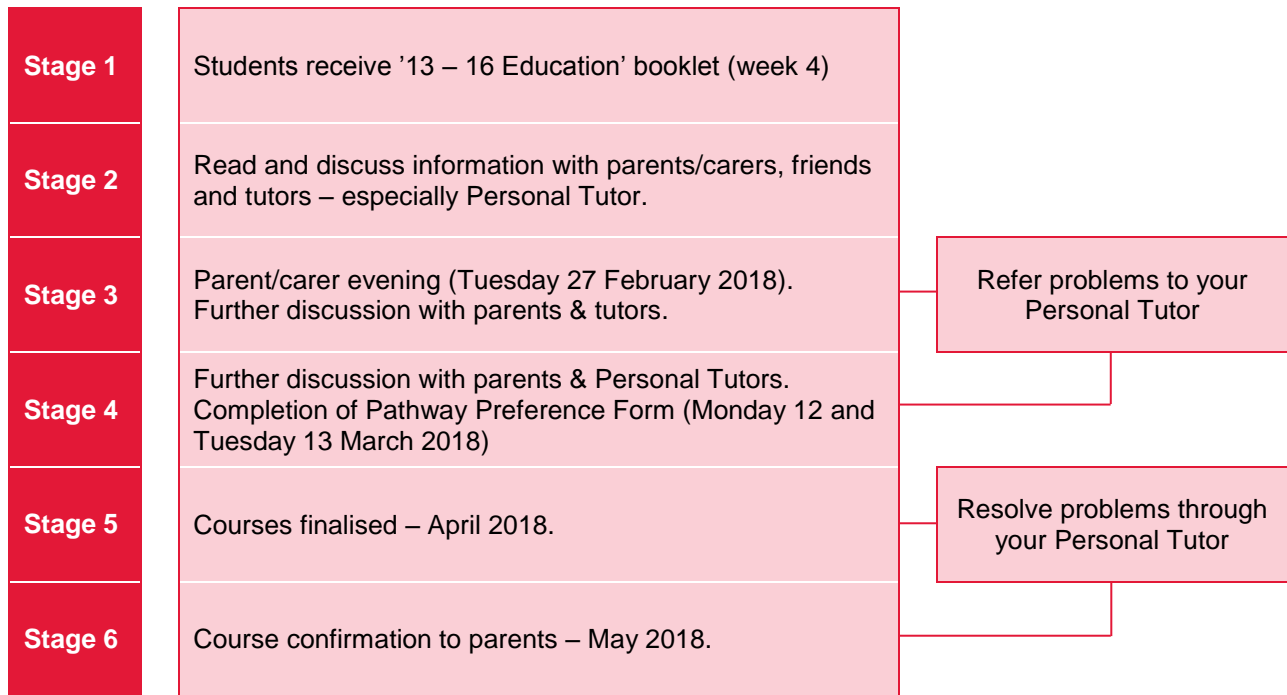
**Parents/carers and students should read and discuss the following pages carefully. There will be an opportunity to ask any questions you may have at our Parents' Evening.**

## 13 – 16 Course Descriptions

**The Examination Course Descriptions are arranged as follows:**

|   |  |
|---|--|
| BTEC First Award in Business              | GCSE German  |
| BTEC First Award in Engineering           | GCSE History   |
| Certificate in Digital Applications(CIDA) | GCSE Physical Education                              |
| GCSE Art & Design – Fine Art              | GCSE Product Design – Multi Materials                |
| GCSE Business Studies                     | GCSE Religious Studies                               |
| GCSE Computer Science                     | GCSE Spanish   |
| GCSE Dance                                | NCFE Level 2 in Creative Studies: Performance Skills |
| GCSE Drama                                | NCFE Level 2 in Health and Fitness                   |
| GCSE Geography                            | NCFE level 2 in Food and Nutrition                   |

# The Process for Designing your Curriculum Pathway



Please use your Personal Tutor as the initial point of contact. They will find the necessary people within the College to help you to resolve any problems if required.

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# The 'Core' Curriculum

## ***English & Mathematics***

All students will continue to study English and Mathematics in Years 9, 10 and 11. Students will study both English Language and English Literature leading to the award of two separate GCSEs.

## ***Science***

All students will study the sciences in Year 9, 10 and 11.

All students will study Combined Science which includes aspects of Physics, Chemistry and Biology (leading to two GCSEs).

Some students will study separate Science, (which will lead to the separate awards of GCSE Physics, GCSE Chemistry and GCSE Biology). Final decisions as to whether your child will study separate Science will be made at the end of Year 9.

## ***Enhanced Core Provision (Geography / History / Computing/ Spanish/ German)***

Students will have the option to decide which two subjects will be part of their core curriculum from the list above.

## ***Creativity – Year 9***

All students will participate in a Creativity programme based around the subjects of Religious Education, Careers, Performing Arts and Technology. The purpose of this is to enable students to continue to develop important key skills and creative flair.

## ***Learning for Life***

All students will take part in this programme, which includes: personal, social and health education, careers information education and guidance, religious and moral education and the Work Placement programme. The course includes a range of projects, guest speakers, charity work, educational visits and a one week Work Placement in Year 10. Students will be required to demonstrate initiative, planning and preparatory skills, teamwork and independence of thought. Each of the projects undertaken will be developed through student-led initiatives and ideas. It has a flexible approach to delivery allowing students to lead their own learning.

## ***PE***

Students will continue to take part in Physical Education including the opportunity to gain accreditation as a sports leader. There is the option for students to choose a GCSE PE pathway in additional to their core PE sessions.

## ***Personal Tutorial Programme***

The student's Personal Tutor continues to be the first point of contact for parents. Organisation and time management are crucial in Year 9, 10 and 11, so it is vital that students plan their learning effectively.

# Key Stage 4 Curriculum

## CORE

*ALL study*

**GCSE Mathematics**

**GCSE English**

**GCSE Combined Science**

*AND*

*AND FOR SOME*

**GCSE English Literature**

**GCSE Separate Science  
(Physics, Chemistry, Biology)**

## ENHANCED CORE

*ALL participate*

**Learning for Life**

*AND*

**PE**

*AND*

**Creativity (Year 9 only)**

*ALL study two*

**GCSE History**

*OR*

**GCSE Geography**

*OR*

**GCSE Computer Science**

*OR*

**GCSE Spanish**

*OR*

**GCSE German**

## ADDITIONAL

*Choose four (in preference order) and you will be allocated two*

**BTEC First Award in Business**  
**BTEC First Award in Engineering**  
**Certificate in Digital Applications(CIDA)**  
**GCSE Art & Design**  
**GCSE Business Studies**  
**GCSE Computer Science**  
**GCSE Dance**  
**GCSE Drama**  
**GCSE Geography**  
**GCSE German**

**GCSE Spanish**  
**GCSE History**  
**GCSE Physical Education**  
**GCSE Product Design**  
**GCSE Religious Studies**  
**NCFE Level 2 in Creative Studies: Performance Studies**  
**NCFE Level 2 in Health and Fitness**  
**NCFE Level 2 in Food and Nutrition**

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# BTEC First Award in Business

This course provides you with an engaging and stimulating introduction to the world of business. This is equivalent to 1 GCSE.

## **Content**

During the course, you will study four units of work, including:

- **Enterprise in the Business World**  
You will study how to set up a business.
- **Finance for Business**  
You will study business costs and revenue and how businesses measure their success.
- **Recruitment, Selection and Employment**  
You will study how businesses recruit the best people to fill their job vacancies.

## **Learning**

This course will suit you, if you can:

- Plan and organise your work.
- Research topics independently and in groups.
- Communicate with people in business and the general public.

## **Assessment**

One of the units (Finance for Business) will be externally assessed through an examination. The remaining three units will be assessed and graded through assignment work. 25% of the qualification is therefore based on an external examination. The remaining 75% is based on coursework.

## **Future Pathways**

Students who complete this course may wish to progress on to further vocational qualifications such as the BTEC Nationals in Business or Enterprise. They may wish to enter employment in areas such as accounting, administration, customer service, finance, IT, personnel or sales. Alternatively, it would also be possible to follow the A Level pathway.

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# BTEC First Award in Engineering

If you have enjoyed Technology at Key Stage 3 (designing and manufacturing products) and you are interested in engineering generally, then this may be the course for you. It is equivalent to one GCSE. The course will focus on the New Technology aspects of engineering, but will also include knowledge and skills required for more traditional engineering practices.

## **Content**

During the course, you will study a number of units of work including:

- **The Engineered World**  
You will study the processes used to manufacture modern engineered products. You will study new developments in engineering materials and technology.
- **Investigating an Engineered Product**  
You will investigate the materials and manufacturing processes used to produce an engineered product. You will also learn how certain materials and processes can affect the environment.
- **Machining Techniques**  
You will carry out a range of machining techniques using the centre lathe, milling machine etc. You will learn how to check and inspect the items you produce.

This course will suit you if:

- you have an interest and enthusiasm for Engineering.
- you can work independently and in groups.
- you enjoy hands on practical and research tasks.

## **Learning**

The examined and coursework units will involve you in research, investigation, planning, problem solving and evaluation

## **Assessment**

25% of the assessment is through an externally assessed examination. The remainder of the course is assessed through the production of a portfolio of work that is externally moderated.

## **Future Pathways**

Students who complete this course will have the skills and knowledge to progress on to further vocational qualifications such as the BTEC Level 3 courses in a wide range of Engineering (equivalent to A Levels). They will also be equipped to make an immediate contribution to employment. This route would be particularly appropriate for students wishing to go on to modern apprenticeships in the engineering sector becoming fully qualified technicians and engineers.

Alternatively, it would also be possible to follow the A Level pathway.



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## Certificate in Digital Applications (CiDA)

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. This course will interest and challenge you whilst equipping you with essential skills for your future career. It is equivalent to **one** GCSE.

CiDA is designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games. CiDA promotes the development of Digital Literacy Skills for the 21st Century.

### **Content**

Students will study one mandatory and one optional unit, these units are:

#### **Unit 1: Developing Web products:**

This unit consists of a practical exam (30 GLH.) The weighting for this unit is 25%.

This unit aims to give the skills students need to produce attention grabbing web products using web authoring software, multimedia assets and knowledge navigation features. Students will demonstrate ability to design, build and test a web product in a practical computer-based examination.

#### **Unit 2: Creative Multimedia:**

The second unit students will plan, design, build and test multimedia products to meet the requirements of a brief set by the exam board. Students produce an e-portfolio of work marked by the school and moderated by the exam board. The Summative Project is the means by which students bring together the knowledge, skills and understanding they have acquired throughout the unit into an e-portfolio of work. There is one Summative Project for each unit, published each year.

### **Learning**

The combination of units will allow students to develop a wide variety of learning habits particularly perseverance, independence and resilience through a number of challenging tasks.

Students will also learn transferable skills that will serve them well in any workplace, such as team work, communication and problem solving.

### **Assessment**

25% of the assessment is through an externally assessed examination. The remainder of the course is assessed through the production of a portfolio of work that is externally moderated.

Unit 1 - Exam paper - 25%

Unit 2 - Coursework - 75%

### **Future Pathway**

This course provides a suitable progression onto the full range of ICT courses at Post-16 and will also allow students to make an immediate contribution to employment.

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## GCSE Art & Design – Fine Art

This course can provide you with a visual vocabulary, artistic skill and an awareness of the art of different ages and cultures.

### ***Content***

You will be introduced to a wide variety of working processes and media.

These include:

- Primary visual research including photography
- Drawing and painting
- Printing
- Exploring 2D, 3D and mixed media

### ***Learning***

In Year 9&10 you will develop the use of materials, techniques and processes together with knowledge and understanding of Fine Art. This will be delivered through extended projects. Before you move into Year 11, you will select one of these to develop into your Portfolio of practical work.

There are four main areas of study:

- Exploring others' work
- Experimentation, development & refinement
- Visual Recording
- Making final outcomes

### ***Assessment***

You will submit evidence for all of the areas shown above. At the end of the two years you will display all your best work to determine your final grade.

60% Portfolio, 40% External Set Task (10 Hours)

### ***Future Pathways***

Students will be equipped to progress onto A Level Art & Design.

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# GCSE Business Studies

## **Content**

During the course, you will study two main units:

- **UNIT 1 - Investigating Small Business**
  - Enterprise and entrepreneurship
  - Spotting a business opportunity
  - Putting a business idea into practice
  - Making the business effective
  - Understanding external influences on business
- **UNIT 2 - Building a Business**
  - Growing the business
  - Making marketing decisions
  - Making operational decisions
  - Making financial decisions
  - Making human resources decisions

## **Learning**

You will have the opportunity to:

- **Carry out Group Research Tasks**  
For example, market research, collecting information from local businesses and potential consumers.
- **Use Information Technology**  
For example, for secondary research, to create questionnaires and to create exciting marketing concepts.

## **Assessment**

- 100% examination – 2 written examinations of 1 hour and 30 minutes.

## **Future Pathways**

Students will be equipped to progress onto A Level Business Studies.

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## GCSE Computer Science

Computer Science gives learners a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and employment in Computer Science and develops critical thinking, analysis and problem-solving skills.

### **Content**

A GCSE in Computer Science will encourage students to be inspired and challenged and will enable candidates to:

- Develop their understanding of computer systems and computational thinking including system architecture; security; software as well as, the understanding of networks and ethical, legal, cultural and environmental concerns.
- Acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. Students will develop their knowledge and understanding of computer technology to become independent and discerning users of IT.
- Make informed decisions about the use, and be aware of the implications, of different technologies, acquiring and applying creative and technical skills, knowledge and an understanding of computer science in a range of contexts.
- Create computer programs to satisfy a range of end user criteria while developing the skills to work collaboratively. Students will in addition, evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

The material studied will cover the fundamentals of a computer system: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers; System security, System software and Ethical, legal, cultural and environmental concerns. In addition, the course will cover the use of computational thinking in developing the understanding of: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages and Data representation.

### **Learning**

This course will cover a wide variety of theoretical and practical learning activities and will develop programming and thinking skills alike. It will have a strong Mathematics focus and will link academic principles to real world systems in an exciting and challenging manner.

### **Assessment**

The Computer systems and programming course is assessed by two written paper (1 ½ hours), which have a mixture of short and long answer questions, some of which require students to write program code. Also there is a programming project relating to a task provided by OCR that will be completed as a extended class project.

### **Future Pathways**

This offers suitable progression onto the full range of ICT and Computer Science courses in Sixth Form, including AS and A Level Computer Science and the BTEC Level 3 courses in ICT.

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## GCSE Dance

If you love dance, then this course is for you!

During Years 7 and 8 you will have already developed your dance skills in learning sessions and this course will allow you to develop your skills even further.

### **Content**

#### **Component 1: Performance and Choreography – 60%**

Performance – 30% of the GCSE

- Solo performance of set phrases selected by the examination board for approximately 1 minute.
- Duet/Trio performance choreographed by the tutor up to a maximum of 5 minutes.

Choreography – 30% of the GCSE

- Student choreography of either a solo or a group piece.

#### **Component 2: Dance Appreciation – 40%**

Written examination (1 hour and 30 mins) – 40%

Knowledge and understanding of

- choreography and performing
- creating your own work
- professional works

### **Learning and Assessment**

Learning sessions will take the form of practical dance classes where you will:

- Learn how to prepare and warm up for dance physically and mentally.
- Develop more in depth dance technique skills alongside expressive performance skills and look at safe working practices.
- Be given many opportunities to create and perform your own work as well as learning phrases created by others.
- Learn more about the 'Dance World' alongside the work of past and present choreographers who have helped shape it.
- Watch, analyse, study and perform sections of 6 short professional dance pieces.

### **Future Pathways**

This course will allow students to progress on to a Dance or Performing Arts course at Sixth Form.

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# GCSE Drama

## **Content**

### **Unit 1: Understanding drama**

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

### **Unit 2: Devising drama (practical)**

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

### **Unit 3 Texts in practice (practical)**

- Performance of 2 extracts from 1 play (different to play studied for unit 1)

The knowledge and understanding of drama and theatre gained through unit 1 is ideal for supporting all of the practical performance work. If you love drama, then this course is definitely for you!

## **Learning and Assessment**

### **Unit 1: Understanding drama**

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

### **Unit 2: Devising drama (practical)**

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

### **Unit 3 Texts in practice (practical)**

- Performance of extract 1 (20 marks) and extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

## **Future Pathways**

This course will allow students to progress to a Drama and Theatre Studies or Performing Arts course at A Level.

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# GCSE Geography

This new GCSE Geography course follows a distinctive problem solving approach to the study of interactions between people and the environment. Learners will develop skills of interpretation, analysis and evaluation when they collect primary data and are presented with reported evidence and information. Learners will become informed and reflective citizens when they consider a range of viewpoints, values and attitudes which are held by stakeholders on a number of key geographical issues. By analysing the evidence and viewpoints learners will develop the ability to solve problems and justify their decisions. In this way, GCSE Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## **Content and Assessment**

You will be assessed on your exam performance only, not your coursework. You will take three exams: One on *Investigating Geographical Issues*, one on *Problem Solving Geography* and one an *Applied Fieldwork Enquiry*. All of the exams will take place at the end of the course.

### **Component 1: Investigating Geographical Issues**

*Three structured data response questions. The final part of each question will require an extended response.*

- **Question 1** will assess aspects of Theme 1, Changing Places - Changing Economies.
- **Question 2** will assess aspects of Theme 2, Changing Environments.
- **Question 3** will assess aspects of Theme 3, Environmental Challenges.

*Written Examination: 1 hour 45 minutes. 40% of GCSE*

### **Component 2: Problem Solving Geography**

*This component will assess content from across the themes using a variety of structured data response questions.*

- **Part A** will introduce an issue and set the geographical context.
- **Part B** will outline a number of possible solutions to the issue.
- **Part C** will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

*Written Examination: 1 hour 30 minutes. 30% of GCSE*

### **Component 3: Applied Fieldwork Enquiry**

*A written examination in three parts using a variety of structured data response questions some of which will require extended responses.*

- **Part A** will assess approaches to fieldwork methodology, representation and analysis.
- **Part B** will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- **Part C** will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

*Written Examination: 1 hour 30 minutes. 30% of GCSE*

## **Future Pathways**

Students will be equipped to progress onto studying A Level Geography. However, GCSE Geography uses a range of skills such as decision making, collaboration, presentations, research and GIS. All of these are useful and relevant for **any** future career or course of study.

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## GCSE German

After two years of studying German, you already have a great deal of knowledge of this subject. All of the topics and grammar you have covered so far are relevant for GCSE.

### **Content**

Having a language on your CV might give you the competitive edge you need to secure a job or a promotion. Employers recognise that once you have learnt one language then it is easier to learn a second, or a third one. Where will your language learning take you?

The GCSE focuses on three key areas, building on the topics that you have already covered in Key Stage 3:

- 1 Identity and Culture**  
Me, my family and friends, technology and free time
- 2 Local, national, international and global areas**  
Social issues, global issues and travel and tourism
- 3 Current and future study and employment**  
**My studies and life at school.**

### **Learning**

The most important attribute is enthusiasm. If you are keen to develop your knowledge of German and German speaking countries, then this is for you! Learning a language helps develop your confidence as a communicator and if you want to work in one of the following areas (Engineering, Computing, Business, Tourism, Marketing, The Theatre, Journalism and many more) GCSE German will help you get ahead. During the course, you will develop further your speaking, writing, listening and reading skills.

### **Assessment**

You will be assessed in all four skill areas: Listening, Speaking, Reading and Writing.

All four skills are assessed in a formal examination at the end of the course. Each examination is worth 25% of the final grade.

### **Future Pathways**

With so few students nationally learning a language at GCSE, you will be setting yourself apart in the job market and with your university application. The course will encourage you to develop your communication skills in both speech and writing and will broaden your outlook and horizons. All of these qualities will enhance your future prospects.

Students will be equipped to progress on to A Level German.



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# GCSE History

**'Historians are dangerous people. They are capable of upsetting everything' - Nikita Khrushchev**

**Do you like to question? Do you like to know 'why'? Then History is the subject for you!**

## **Content**

Your GCSE course will give you the chance to study and understand what has driven historical change in the history of Britain and the wider world. For the first time you will have the chance to study a GCSE programme that covers a wider and more varied range of topics gaining valuable, transferable skills along the way. The course includes the following topics:

- **Russia, 1894-1945: Tsardom and communism**
  - We look at the fall of the Tsardom and the rise and consolidation of communism, taking in some key figures like the tragic Tsar Nicholas II, Lenin and the murderous Stalin.
- **Conflict and Tension, 1918-1939**
  - We look at the consequences of the First World War and why there was a World War Two taking in another dictator – Hitler – on the way.
- **Britain: Health and the people: c1000 to the present day**
  - We track and look to explain developments in medicine and public health in Britain drawing on developments in the wider world too. Lots of blood and gore to be had here!
- **Medieval England – the reign of Edward I, 1272-1307**
  - We look at the major events of Edward's reign taking in his military campaigns in Wales and Scotland. Within this section you will also study the historical environment, examining a specific site from the period in depth.

## **Learning**

- History at GCSE is your opportunity to:
  - Build on what you have learned at Key Stage 3 and consider new topics and develop a questioning mind that looks to discover and understand more about the world.
- History offers exciting opportunities for:
  - Investigation and using evidence, discussion and debate, looking into cause and change, and identifying trends, understanding why people in the past have felt and acted as they have and finding out why our world is the way it is today.
- History is best suited to students that:
  - Enjoy writing and reading, are willing to think for themselves and puzzle problems out and are inquisitive and want to explain what they find out

## **Assessment**

The course is **100% examination** with both exams being at the end of Year 11

Revision for GCSE in Year 11 will be supported by a visit to watch an historical theatre group!

## **Future Pathways**

Students will be equipped to progress onto A Level History as well as the opportunity to achieve a grade in a subject that is well thought of by future employers and opens the door to a number of exciting and well paid careers, for example, law, media and management.

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# GCSE Physical Education

This course provides an engaging and stimulating introduction to the world of sport and exercise through a variety of theoretical and practical experiences.

## **Course Aims**

Enable students to demonstrate and apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Encourage students to analyse and evaluate the factors that underpin and impact participation and performance in sport and physical activity.

Enable students to become increasingly physically competent through being actively engaged in a range of physical activities and to become increasingly effective in their performance through analysis of performance.

Encourage students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

## **Assessment**

**Component 1: Fitness and Body Systems** (36% of the total GCSE - Examination)

*Applied anatomy and physiology, Movement analysis, Physical training and the use of data.*

**Component 2: Health and Performance** (24% of the total GCSE- Examination)

*Health, fitness and well-being, Sport psychology, Socio-cultural influences and Use of data.*

**Component 3: Practical Performance** (30% of the total GCSE, Internally assessed)

Skills during individual and team activities and General performance skills.

**Component 4: Personal Exercise Programme** (10% of the total GCSE, Internally assessed)

Planning Exercise, Carrying out exercise and Evaluating exercise.

## **Future Pathways**

Students who complete this course may wish to progress onto qualifications such as A Level Physical Education. Alternatively it would also be possible to follow the BTEC/Cambridge Technical Level 3 courses in Sports and Exercise (equivalent to A Levels). Students will also be equipped to make an immediate contribution to employment.

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## GCSE Product Design

This Product Design course will focus on the use of resistant materials such as wood, metals, plastics and modelling materials combined with the use of modern technologies such as CAD CAM and traditional technologies to create innovative products.

Product design covers concept generation and development, manufacture, evaluation and testing. The role of a product designer covers many characteristics of the marketing manager, product manager, industrial designer and design engineer.

### **Content**

The role of the product designer combines art, science and technology to create physical three-dimensional products. This ever changing role has been facilitated by the use of ICT that now allow designers to rapidly communicate, visualize and manufacture ideas in a way that would have taken greater manpower in the past. You will study the role of modern product designers and the decisions that they have to make along with the materials and processes available to them.

The course is practical and creative in nature and will enable you to develop these skills through working with a range of materials, including wood, paper, fabric, card, metal, plastics and modelling materials. No matter which material you decide to work with you will be involved in the process of designing and making quality products for a client or situation.

### **Learning**

The process of 'design and make' will require you to research, investigate, design, problem solve, plan, evaluation and work as a member of a team. All of these skills are highly valued by employers.

You will have the opportunity to use some of the most advanced equipment and software available to colleges/schools including CNC laser cutters, routers, milling machines and rapid prototyping machines

### **Assessment**

Students will be assessed in two units, one of which is externally examined and the other a controlled assessment for which there will be some choice from a list of approved tasks provided by the examination board.

- **Unit 1**  
Written Paper – 2 Hours  
50% of total marks
- **Unit 2**  
Design and Making Practice – 35 Hours (Approx.)  
50% of total mark

### **Future Pathways**

Students who complete this course will have the skills and knowledge to progress onto the A Level course in Product Design and will have gained some transferable skills that would allow them to access a vocational pathway in Design or Engineering.

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# GCSE Religious Studies

Knowledge can be communicated, but not wisdom. One can find it, live it, be fortified by it, do wonders through it, but one cannot communicate and teach it.

**Hermann Hesse**

## **Content**

In this course students will explore the teachings and practices of Christianity and Islam. They will develop their knowledge and understanding of the basis of these faiths, diversity within these traditions, and the way beliefs, teachings and practices are understood and expressed.

Students will develop skills in explanation, analysis and evaluation in order to offer reasoned and supported arguments about the key issues within Christianity and Islam.

The second half of the course, philosophy and ethics in the modern world from a Christian perspective, is a study of four key themes. These enable the students to demonstrate their understanding of Christianity through the application of teachings, beliefs and sources of wisdom and authority.

Relationships and families; marriage, family, relationships, role of men and woman, equality, gender.

The existence of God; concept of God, nature of reality, experiencing God.

Religion, peace and conflict; violence and conflict, peace and peace-making, forgiveness and reconciliation.

Dialogue between religious and non-religious beliefs and attitudes; challenges for religions, dialogue within and between religious groups.

An understanding of the diversity of perspectives within Christianity is essential in order to be able to offer reasoned and supported arguments in discussions.

## **Learning**

Students will experience a range of learning experiences with an emphasis on the application of modern technology as well as conventional approaches. Tutor/student-led class discussion/debate is also a key feature of the course. Extension work is available and assessments take place after each unit with revision sessions offered in the run up to examinations. Various educational visits and guest speakers will enhance the learning experience of the students.

## **Assessment**

- **Beliefs and teachings & Practices (Unit J625/01)**  
Christianity  
25% GCSE – 1 h written paper
- **Beliefs and teachings & Practices (Unit J625/03)**  
Islam  
25% GCSE – 1 h written paper
- **Religion, philosophy and ethics in the modern world from a Christian perspective (Unit J625/07)**

Relationship and families, existence of God, religion, peace and conflict, dialogue between religious and non-religious beliefs and attitudes.  
50% GCSE – 2 h written paper

## **Future Pathways**

Students will be equipped to progress onto A Levels, including Religious Studies.

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## GCSE Spanish

After two years of studying Spanish, you already have a great deal of knowledge of this subject. All of the topics and grammar you have covered so far are relevant for GCSE.

### **Content**

Having a language on your CV might give you the competitive edge you need to secure a job or a promotion. Employers recognise that once you have learnt one language then it is easier to learn a second, or a third one. Where will your language learning take you?

The GCSE focuses on three key areas, building on the topics that you have already covered in Key Stage 3:

- 1 Identity and Culture**  
Me, my family and friends, technology and free time
- 3 Local, national, international and global areas**  
Social issues, global issues and travel and tourism
- 3 Current and future study and employment**  
My studies and life at school

### **Learning**

The most important attribute is enthusiasm. If you are keen to develop your knowledge of Spanish and Spanish speaking countries, then this is for you! Learning a language helps develop your confidence as a communicator and if you want to work in one of the following areas; Engineering, Computing, Business, Tourism, Marketing, The Theatre, Journalism and many more. GCSE Spanish will help you get ahead. During the course, you will develop further your speaking, writing, listening and reading skills.

### **Assessment**

You will be assessed in all four skill areas: Listening, Speaking, Reading and Writing.

All four skills are assessed in a formal examination at the end of the course. Each examination is worth 25% of the final grade.

### **Future Pathways**

With so few students nationally learning a language at GCSE, you will be setting yourself apart in the job market and with your university application. The course will encourage you to develop your communication skills in both speech and writing and will broaden your outlook and horizons. All of these qualities will enhance your future prospects.

Students will be equipped to progress on to A Level Spanish.

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## NCFE Level 2 Food and Nutrition

The NCFE Level 1 and Level 2 Certificates in Food and Cookery are designed to provide students with the skills, knowledge and understanding of using different cooking techniques and methods required for further study, apprenticeships or a career in food.

Working in food or cookery requires a passion for food, an understanding of how it impacts on the body and a wide range of culinary skills.

### Content

Students who study in this field will develop transferable skills such as planning, communication, problem solving and health and safety practices. Studying an NCFE qualification in food and cookery and its related industries will help students understand the sector and work on their own skills in a practical, hands-on way.

### Learning

What will you do?

- Ensure a safe and hygienic environment.
- Prepare and cook using basic skills.
- Understand food and its functions in the body and in recipes.
- Plan and produce dishes for a purpose.
- Understand balanced diets and modification of recipes for health.

### Assessment

| Level 1   |  | Level 2   |   |
|---|--|---|---|
| Unit - 1 Preparing to cook                              | Internally assessed portfolio of evidence                  | Unit - 1 Preparing to cook                              | Internally assessed portfolio of evidence               |
| Unit - 2 Understanding food                             | Internally assessed portfolio of evidence                  | Unit - 2 Understanding food                             | Internally assessed portfolio of evidence               |
| Unit - 3 Exploring balanced diets                       | Externally assessed through a 50 minute written exam paper | Unit - 3 Exploring balanced diets                       | Externally assessed through a 2 hour written exam paper |
| Unit - 4 Plan and produce dishes in response to a brief | Internally assessed portfolio of evidence                  | Unit - 4 Plan and produce dishes in response to a brief | Internally assessed portfolio of evidence               |

### Further Pathways

Students who achieve the **NCFE Level 2 Certificate in Food and Cookery** could progress to:

- Advanced A Level in Design and Technology: Food Technology
- Advanced A Level in Home Economics (Food, Nutrition and Health)
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies.

In addition,

It may also be useful to those studying qualifications in the following sectors:  
Catering, Hospitality and Food Technology.

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## NCFE Level 2 Health and Fitness

This course provides an engaging and stimulating introduction to the world of sport and exercise through a variety of theoretical and practical experiences.

### **Course Aims**

Gain an understanding of the benefits of fitness.

Learn the functions of the main body systems.

Understand the benefits of a healthy balanced diet and how it affects lifestyles.

Prepare, plan and develop a health and fitness programme.

### **Assessment**

| Level 2  |   |
|--|---|
| Unit - 1 Principles of Health and Fitness                | Internally assessed portfolio of evidence               |
| Unit - 2 Healthy Lifestyles                              | Internally assessed portfolio of evidence               |
| Unit - 3 Preparing and Planning for Health and Fitness   | Externally assessed through a 2 hour written exam paper |
| Unit - 4 Develop a Personal Health and Fitness Programme | Internally assessed portfolio of evidence               |

### **Future Pathways**

Students who complete this course may wish to progress onto qualifications such as BTEC Level 3 Sport. Alternatively it would also be possible to follow the Cambridge Technical Level 3 courses in Sports and Exercise (equivalent to A Levels). Students will also be equipped to make an immediate contribution to employment.

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# NCFE Level 2 Certificate in Creative Studies:

## Performance Studies

You will have developed your skills in Music, Dance, Drama and Performance Technology in Key Stage 3 and this course will allow you to develop your skills further.

### **Content**

**Unit 1:** Personal skills development in your chosen art form(s). You will identify your strengths and areas for improvement through the use of an individual action plan which allows further development of existing skills and the acquisition of new skills.

**Unit 2:** Prepare an ensemble performance piece which showcases your talents. You will explore performance styles; rehearsal schedules; and safe working practices, alongside evaluating the success of your own performance.

**Unit 3:** Plan and perform in a production, considering all the elements involved: from running the Box Office and Front of House, to the Stage Management and Theatre Technology required for the performance.

Units 1 and 3 are practical with accompanying portfolios which evidence the practical work and are internally assessed. Recordings can be used alongside written work as evidence. Unit 2 requires documentation of the planning process and is a practical performance which is externally assessed.

The responsibility to continue creating top quality Performing Arts within College, within Derby City and beyond, will pass to you. **Are you ready? Yes! Then take it!**

### **Learning and Assessment**

As a Key Stage 4 Performing Arts Student you will be expected to study one (or more) art forms from music, drama, dance and Performance Technology. Drama and Dance students will be given the opportunity to study lighting and theatre technology. Music students will be required to develop skills in Sound Design, Production and Recording Technology. In addition, you will be expected to share in the responsibility of producing public performances, especially those in which you are in! Box office, Front of House, Marketing and Production Planning are part of the deal. Key Assessments during the course will include College and public performances. The course will also involve visiting professional performances, workshops by professional practitioners and finding out about the local and national Arts scene.

This course will begin to teach you what it takes to make a career in the Arts. Or you may have discovered that you have a skill and interest in the Arts, but only want to develop this as a hobby for life, without any vocational aspirations. Whatever your motivation, if you have the buzz, do it! If the Performing Arts is part of what makes you, you -then this course is a must.

Two units are internally assessed and there is one unit externally assessed assignment.

### **Future Pathways**

This course will allow students to progress on to a Performing Arts course in Sixth Form.



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## My Individual Learning Pathway

You will complete an electronic online preference form to indicate in order of preference which subjects you would like to study. You will complete this in the presence of your Personal Tutor having discussed your subject preferences with your parent/carer.

### *The process of completing the online form (in order)*

1. You will be asked for your first name and last name and your Personal Tutor.
2. You will enter details about the two subjects from the enhanced core curriculum that you would most want to study.
3. You will enter a third and fourth subject that you would **most** like to study.
4. You will enter a further two subjects in preference order.
5. You will then be asked to provide some information about any career and education intentions that you may have once you have completed Year 11.
6. The final page will indicate the selections that you have made. Please print this page so that you, your Personal Tutor and your parent/carer have a copy.

### *Where to find the online form*

You will find the online form on the start menu of the college IT system in the survey folder. It is called 13 – 16 Curriculum.

From February 2018 there will be a test form for you to practice with, so that you know how to complete the actual one with your Personal Tutor the following week. Anything that you enter on this form will not be saved so you can try as many combinations of subjects as you wish.

Please take the time to practice using the form and remember that these are important decisions that you are making about the next three years of your education.

The online form will go live from Monday 12 March 2018 and any selections that you make will be saved. Please do this in the presence of your Personal Tutor so that no mistakes are made. Once you complete this form, and are subsequently issued with your chosen pathway, changes will only be made in exceptional circumstances.

### *Remember who can offer advice*

Good luck with making some key decisions about the next phase of your learning and don't forget who is around to offer advice:

- Personal Tutor and Learning Tutors.
- Parents/Carers.
- Students in Year 9 and above who are in your tutor group.

