

December 2017



Inspiring Optimistic Learners

Dear Parent/Carer

Re: Option Information Evening, Tuesday 16th January 2018, from 7.00 to 8.30 pm.

An Option Information Assembly was delivered to all year 9 students on Monday 13th and Friday 24th November 2017 to introduce the option process and the curriculum choices on offer from September 2018 at Torpoint Community College.

This option booklet is being distributed to provide you with the opportunity to read about the curriculum and choices on offer in year 10 in advance of the Option Information Evening. This booklet can also be found on the College website. Please note that students will be able to select 4 option choices in addition to courses they will follow in English, Mathematics, Science, PSHE and PE and more information about how students make these choices will be shared in January 2018.

Please read the section on the "English Baccalaureate" (EBacc). We will be guiding all students this year as to whether they should or could follow the EBacc, which includes following GCSE Spanish together with GCSE History or Geography within their curriculum choices. More information will be provided in January 2018.

The option information evening on Tuesday 16th January 2018 will start at 7pm and will provide detailed information about this important stage in your son/daughter's education.

I look forward to meeting you then and Merry Christmas.

Yours faithfully

Dr Jeremy Plumb  
Acting Headteacher

Torpoint Community College  
Trevol Road  
Torpoint  
Cornwall, PL11 2NH

tel: 01752 812 511  
fax: 01752 815 014  
email: [enquiries@torpoint.cornwall.sch.uk](mailto:enquiries@torpoint.cornwall.sch.uk)  
web: [www.torpoint.cornwall.sch.uk](http://www.torpoint.cornwall.sch.uk)

# The Option Process for Year 9 Students

Assembly launch of the option process to students.	Monday 13th November 2017 and Friday 24th November 2017	✓
Complete a first expression of interest in option choices. This is a survey.	Friday 17th November 2017	✓
Complete a second expression of interest in option choices. This is a survey.	Friday 1st December 2017	✓
Options booklet goes home to provide information about subjects. It will also be available on the College website.	Monday 18th December 2017	✓
Year 9 Options Information Evening.	Tuesday 16th January 2018 7pm - 8.30pm	
Year 9 Parents' Evening.	Tuesday 23rd January 2018	
Deadline for return of options forms and choices.	Friday 26th January 2018	
Option interviews for all Year 9 students, with Dr Plumb, Acting Headteacher.	From Monday 29th January to Friday 2nd March 2018	
Confirmation of option choices by letter.	Friday 29th June 2018	



**TORPOINT**  
COMMUNITY  
COLLEGE

Inspiring Optimistic Learners



# Year 9

# Options

2018

# Contents

## General Information

Which Path? .....	2
Information, Advice and Guidance .....	3
Core Curriculum .....	3
Which Option Pathway Should I Take? .....	7
The 9-1 GCSE Grading System .....	22
Opportunities at TCC Sixth Form (letter from the Head of Sixth Form) .....	23

## Core Curriculum Subjects

Below are your **core national curriculum subjects** and are not optional. Students will have the choice of Separate (biology, chemistry and physics) or Combined Science. All students will be studying these as part of their curriculum and are statutory.

### Core Subjects with Examination

English GCSE .....	4
Mathematics GCSE .....	4
Science GCSE .....	5

### Core Subjects with No Examination

ICT .....	6
Physical Education .....	6
PSHE .....	6

## English Baccalaureate

Students who follow the English Baccalaureate will also need to study SPANISH plus GEOGRAPHY or HISTORY.

Geography GCSE .....	17
History GCSE .....	18
Spanish GCSE .....	21

## Options Choices

Below is the list of OPTION SUBJECTS. You should make your choices according to your preferences and the advice you have been given.

Art GCSE .....	9
Business GCSE .....	10
Computing GCSE .....	10
Drama GCSE .....	11
Design Technology (Product Design) GCSE .....	13
Design Technology (Textiles) GCSE .....	14
Food Preparation and Nutrition GCSE .....	15
Geography GCSE .....	17
History GCSE .....	18
Music GCSE .....	19
Physical Education BTEC .....	20
Spanish GCSE .....	21

# Which Path?

You are about to start out on what will be another important stage of your College career - Years 10 and 11 and then leading into study or training in the Sixth Form.

Until now everyone in your year has followed the same courses, but at the end of Year 9 and 11 you will arrive at a major crossroads in your life. At that time you will be presented with a choice of different routes.

The purpose of Years 10 and 11 at College is to help you to prepare for that choice:

Sixth Form - to follow academic A-levels.

Modern Apprenticeships (Advanced and Foundation)

To follow a training course

College of Further Education course

Employment with training attached

All students will be supported through these pathways and given full information, advice and guidance.



## Opportunity to Change

There are four factors which will help to decide which route you will take:

1. Opportunities
2. Interests
3. Personality
4. Abilities

However, the picture is constantly changing! As you mature and your personality develops you will discover new interests and acquire new abilities. It is not unusual for young people to change their minds about what career they want. It is important to delay your final choice of precise career path so that you have access to the best possible information.

The subjects offered in Years 10 and 11 therefore provide a balance which should enable you to 'keep your options as open as possible', but at the same time equipping you with the knowledge and skills needed for your future.

Please remember that you are not just choosing subjects because they will equip you for a specific job but because you will enjoy them.

## Preparing for Choice

All students are different and so the choices made will be different. However, it is important that the 'right' choices are made.

1. A starting point is to read this booklet carefully – it contains useful and vital information. This booklet is also available on the College website.
2. Talk with subject teachers about their courses – try to find out whether you will find the content interesting and try to find out how the work will suit you. How will you be assessed?
3. Do not assume that the courses you will follow will be the same as those in the lower College.
4. If you have an idea of what you want to do as a career find out whether you are being realistic and then what sort of qualifications you will need.
5. Talk to your tutor. He / she will often know whether you are choosing wisely.

6. Discuss what you have found out and your ideas with your parents/carers brothers, sisters or friends.
7. It is important that you **do not make a choice just be with your friends or with a certain teacher!** *Your friendships and teachers may change.*

## Information, Advice and Guidance

At Torpoint Community College, careers education is part of our Information Advice and Guidance programme.

Our aims are to:

- Increase personal confidence
- Raise personal expectations
- Enable the student to recognise individual potential
- Provide a wide range of up-to-date information on post-16 opportunities in education, training and employment
- Provide as many opportunities as possible for contact with people working in a variety of work roles
- Help students make informed choices about their future career.



In order to meet these aims, the Information, Advice and Guidance programme is delivered through the tutorial programme. During these times students will be given a number of activities to help them become aware of their strengths and skills. Students access the government's careers website called National Careers Service using the following web address <https://nationalcareersservice.direct.gov.uk> .

In PSHE lessons at Key Stage 4, students consider their work experience applications, gender stereotyping in careers and carry out careers research (Year 10). Year 11 students write a personal statement and a CV as well as considering post 16 qualifications.

In Year 10, work experience allows a student to sample the practical aspects of the world of work. This includes the actual application for placement, health and safety briefings and the week itself. All work placements are carefully monitored by the Cornwall Education Business Partnership. For most students this is a thoroughly enjoyable and worthwhile experience.

## Core Curriculum

All students follow a common core curriculum.

**The core curriculum with exams are:-**

English Language		GCSE
English Literature		GCSE
Mathematics		GCSE
Science	2-3	GCSEs

**The core curriculum without exams are:-**

- Computing/ICT (within other lessons)\*
- Physical Education \*
- PSHE (Personal Social Health Education)

*\*You can take PE and computer science as an option, which are exam subjects.*

# Core Subjects with Exams

## English GCSE

Curriculum Leader of Learning Miss C Lockett

The new format of GCSEs in English language and literature are now well established. All students will be entered for both qualifications and will achieve two GCSEs.

### Assessment Requirements

A key aspect of the new GCSEs is the shift to terminal assessment. This means that the grade achieved by the students is based entirely on how well they do in externally marked exams that they sit at the end of year 11.

For English language, all students will be required to sit two examinations

For English literature, all students will be required to sit two examinations

### Topics Covered Across Subjects

- Creative reading and writing
- Reading and producing non-fiction texts
- Shakespeare
- Nineteenth century novels
- Modern Drama
- Power and Conflict Poetry



## Mathematics GCSE

Curriculum Leader of Learning Mrs J Seaman

Mathematics is not only a beautiful and exciting subject in its own right but also one that underpins many other branches of learning.

We cover many areas within lessons which are essential to modern day life - and are focused on the processes used in maths, and the applications to other subjects and to the real world. There is also a large focus on working mathematically: developing fluency in maths, reasoning and justifying skills alongside problem solving.

All students currently follow the Edexcel Linear course.

There are three written papers for students at the end of the course which address all of the areas of the maths curriculum. Two of these will be with a calculator, the other will be without a calculator. The marks on these equally weighted papers will combine to give an overall grade for the subject.

Each exam paper will address number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability as well as demonstrating their fluency, reasoning and problem solving skills.

There are regular assessments throughout the course from which the student can assess how well they are progressing, and which are used by staff to set targets for individuals.



There are two tiers of entry in the examinations:

**Foundation Tier** this leads to the award of a GCSE grade 1 to 5.

**Higher Tier** this leads to the award of a GCSE grade 4 to 9.

(1 is the lowest grade and 9 is the highest grade achievable at GCSE)

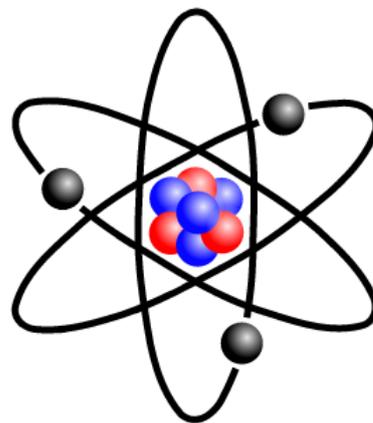
There is no controlled assessment (coursework) required for Maths GCSE.

# Science GCSE

Curriculum Leader of Learning Mr N Cameron

## Science for All

In all Colleges up and down the country every student will be studying Science. Why?

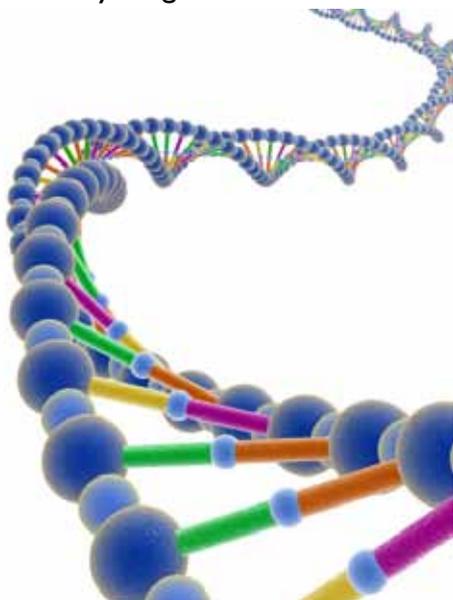


Our whole society relies on Science.

- Food supply, light, power, transport, medicine - everything from draining the streets to restoring old oil paintings depends on Science.
- Science has shown us how to improve the life expectancy and living conditions of people all over the world. More people are alive on the planet now than ever before. Only through Science and Technology can they be supported, and harmful effects on the environment minimised.
- Everybody can do something to protect the environment but Scientists can do more than most.

## The Courses We Are Offering

Science at Torpoint Community College provides you with the 'nuts and bolts'. From then on you can do almost anything!



### Combined Science Award

This leads to two GCSE Grades and is made up from **Biology, Chemistry and Physics**. A good pass (grade 5 or above) would provide an excellent basis for further study of Biology, Physics, Chemistry at 'A' level or BTEC Level 3 Science.

### Triple Science Award

This leads to three GCSE Grades and is made up from Biology, Chemistry and Physics. Two thirds of the course matches that studied in the Combined Science Award then for each separate science extra material is studied. As the course is more demanding in terms of content size, triple scientists will have extra time in their timetable dedicated to science **and this is the students 4th option choice!** A good pass would provide an excellent basis for further study of Biology, Physics and Chemistry at 'A' level.

## Additional Information

- All three major science subjects, Physics, Chemistry and Biology, are studied.
- A full range of final grades is possible.
- Students follow a number of practicals during their scientific course.

1																	2
H																	He
3	4											5	6	7	8	9	10
Li	Be											B	C	N	O	F	Ne
11	12											13	14	15	16	17	18
Na	Mg											Al	Si	P	S	Cl	Ar
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
55	56	57	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
Cs	Ba	*	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
87	88	89	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118
Fr	Ra	*	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Uub	Uut	Uuq	Uup	Uuh	Uus	Uuo
57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu			
89	90	91	92	93	94	95	96	97	98	99	100	101	102	103			
Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr			

# Core Subjects without Exams

## ICT (Core)

All Key Stage 4 students will be required to study some ICT and computing as part of the core curriculum.

Students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use. Students also broaden and enhance their practical ICT skills working with a range of digital tools and techniques to produce effective ICT solutions.



This is not examined but students do have the opportunity to take GCSE Computing or a non GCSE course in Information and Communication Technology (ICT) as one of their options if they wish.

## Physical Education (Core)

*Curriculum Leader of Learning Mr M Evans*

All Key Stage 4 students will be required to take an active part in at least one hour of Physical



Education per week, in fact three hours over two weeks. In addition students have the opportunity to study PE as an Option subject.

They will participate in a range of activities including Football, Netball, Hockey, Rugby, Gymnastics, Badminton, Trampoline, Table Tennis, Volleyball, Tennis, Rounders, Athletics, Cricket, Softball, Health Related Fitness (Gym Workout, Aerobics, Yoga, Zumba, Body Combat), Rock-It Ball, Lacrosse, Swimming, Golf, Futsal and Rowing.

Students can, if they wish, take BTEC Physical Education as an option in addition to Core.

## Personal, Social and Health Education (PSHE)

*Curriculum Leader of Learning Mrs D Bray*

All Key Stage 4 students are required to study PSHE as part of the core curriculum. This is an essential part of their education.

Some of the topics covered by PSHE are

- Careers,
- Preparing for the World of Work,
- Work Experience
- Finances
- Sex and Relationships Education (SRE) which focuses on healthy relationships
- Mental Health
- Drugs and Alcohol Awareness
- and much more.



# Which "Option Pathway" should I take?

## What subjects will everyone study?

All students have to study the following core subjects

English Language	x1 GCSE
English Literature	x1 GCSE
Mathematics	x1 GCSE
Science	x2 GCSE – plus the option of a third with Separate Science as an option choice
PE	NO examination
PSHE	NO examination

## Year 9 guided pathways & the English Baccalaureate

As you may be aware the government introduced the **English Baccalaureate (EBacc)** which is a measure of success for student learning. This is the title given to the group of subjects (English, Mathematics, Science, Spanish, History and Geography) that support a traditionally academic educational pathway. To gain the **full EBacc qualification**, students must study at least a modern foreign language (**Spanish**) and one humanities subject (**History or Geography**) alongside the existing core subjects of **English, Mathematics and Science** to GCSE level.

The full "**EBacc pathway**" may not be suitable for everyone and students at Torpoint Community College will be guided towards the best pathway to suit their individual needs through the option process in year 9. By guiding our students' through their option choices, we aim to prepare each student as well as possible for the most appropriate, aspirational and prosperous progression route when they leave Torpoint Community College. In January 2018 more information will be provided with regard to the "guided pathway" for each student to enable you to help your son/daughter make the best possible choices for their future success.

## Which option guided pathway should I take?

Using current progress and prior attainment from primary school, year 7, 8 and 9, your child will be identified in January 2018 as a student who either:

- **Should** follow the "Full EBacc Pathway" (selecting Spanish and History or Geography) with 2 other open option choices
- **Could** follow the "Full EBacc pathway" or select Spanish, History or Geography with 3 other open option choices

This information will be explained in detail at the "Year 9 option information evening" on Tuesday 16th January 2018 and attached to a personalised option form provided during the evening.

It is important that students, parents and carers are aware of the recommended pathways for the information, advice and guidance your daughter/son will receive during the option process. The year 9 parents' evening is an important time to discuss with subject teachers about your option choices.



# Option Subjects

# Art GCSE

Subject Teachers Miss E Thomas and Mrs D Jones

Students who opt to take GCSE art will be entered for the unendorsed route so they submit work for more than one area of study. Students should be committed to the subject and have shown an enthusiasm for art and design through KS3. The ability to draw from observation underpins a lot of what we will be doing so an aptitude for this or a willingness to learn is essential.



The aims of Art, Craft and Design GCSE are to:

- Develop original and exciting ideas through investigating and exploring a wide variety of media and techniques.
- Develop creative skills using student's imagination and prior knowledge of the subject.
- Experiment with new ideas and understand how to select appropriate resources, media and processes. Refine and review their work.
- Draw from observation and primary sources, use secondary imagery and their imagination to respond to various starting points.
- Develop a knowledge and understanding of the work of other artists and how they can use this knowledge to influence and help create their own art work.
- Develop personal skills such as independent learning, self-confidence, self-discipline, commitment and an ability to express themselves through their creativity.

These specifications further provide opportunities for candidates to gain:

- A personal interest in why art and design matters in our everyday lives.
- Experience of art, craft and design processes and associated equipment and safe working practices.
- Experience of how their Art GCSE may help them in later life and in their possible career choices.

## Unit 1 Art, Craft & Design Portfolio 60%

### Controlled Assessment

- Candidates produce a portfolio of work developed from personal and/or centre-devised starting points, or briefs/projects/assignments.
- The focus is on including work that shows exploration, research, acquisition of techniques and skills.
- This is produced under the Controlled Assessment conditions.
- Candidates will be given up to a maximum of 45 hours in which to complete their Controlled Assessment portfolio.
- The Controlled Assessment represents 60% of the total GCSE Art and Design marks.

## Unit 2 Art, Craft & Design OCR - Set Task 40%

### Set Task

- Candidates select one question from an early release question paper to which they produce a personal response.
- Candidates will be given a period of time in which to plan and prepare as determined by the centre.
- Candidates will be given ten hours of controlled time in which to work on developing their ideas to outcome(s); at least one of the timetabled sessions must last for a minimum of three hours.



- The set task represents 40% of the total GCSE Art and Design marks.

### Assessment

- The students will be assessed under the new system of 1-9 (9 being the top mark) in line with all GCSE's from 2016.
- Both units are internally assessed and externally moderated by OCR

# Business Studies GCSE

Students will study a wide range of real-life businesses and understand what a business needs to do to survive in a very competitive world. Students will learn about starting a business, the marketing process and how to manage business finances. They will also learn about the importance of people in the successful running of a business.



## Will I enjoy the course?

Maybe you want to run your own business one day? Maybe you have some ideas for making money already? You will need to be able to think creatively, really enjoy communicating with other people and have an interest in how a business makes a profit.

## How will I be assessed?

Assessment will be by external examinations consisting of multiple choice questions, short answers and longer essay questions.

# Computing GCSE

GCSE Computing will give students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students will find challenging and exciting.

## Will I enjoy the course?

Computing is a fun and interesting way of developing thinking, analysis and problem-solving skills which can be transferred to other subjects. The course also provides excellent preparation for higher study and employment in the field of Computer Science which is in increasing demand.

## How will I be assessed?

Students were previously assessed by practical controlled assessments (20%) and an external examination (80%) but the controlled assessment mark was recently removed.



# Drama GCSE

Curriculum Leader of Learning Ms J Childs

This is a two year course leading to GCSE. It aims to develop imaginative, creative and social skills, increase confidence in communication and develop an interest in, and an understanding and knowledge of, Drama and the theatre through practical and written communication.

## What is GCSE Drama all about?

GCSE Drama is all about exploring and understanding the world we live in through the use of dramatic technique. You will play many parts in different dramatic situations as a way of communicating your ideas, thoughts and knowledge. You will have the opportunity to create your own work based on themes and issues as well as study plays written by playwrights.



## Will I enjoy the course?

You will enjoy the course if you want to study a subject that is both practical and creative. You will enjoy this course if you enjoy working as part of a team as Drama involves mostly group acting. You will also need to express yourself through a written controlled assessment and evaluate how drama works. You will enjoy GCSE Drama if you are interested in life issues and people.

## Assessment

The examination for Drama is divided into 3 components.

### Component 1: Devising

40% of the qualification – 60 marks

#### Content overview

- Create and develop a devised piece from a stimulus (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance
- Performer or designer routes available.

#### Assessment overview

- Internally assessed and externally moderated.
- There are two parts to the assessment:
  1. A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, assessing AO1 and AO4). The portfolio submission recommendations are:
    - can be handwritten/typed evidence between 1500–2000 words  
or
    - can be recorded/verbal evidence between 8–10 minutes  
or
    - can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)
  2. A devised performance/design realisation (15 marks).

### Component 2: Performance from Text

20% of the qualification – 48 marks

#### Content overview

- Students will either perform in and/or design for two key extracts from a performance text.



- Centre choice of performance text.
- Performer or designer routes available.

### **Assessment overview**

- Externally assessed by visiting examiner.
- Centres are free to cover the performance/designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose group, solo and/or partner-based routes for assessment.
- Performance/design realisation covering both key extracts is worth 48 marks.
- If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

### **Component 3: Theatre Makers in Practice**

Written examination: 1 hour 30 minutes

40% of the qualification – 60 marks

#### **Content overview**

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation – free choice of production.

#### **Section A: Bringing Texts to Life - 45 marks**

- This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

#### **Section B: Live Theatre Evaluation - 15 marks**

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

### **What other skills might I develop?**

As well as acquiring skills in dramatic technique, you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama helps you feel more self confident and prepares you to deal with a range of different situations and people. You will also learn how to evaluate and analyse practical work through written controlled assessment assignments and learn more about the world you live in.

### **What could I do next with Drama?**

There are many options in Further Education in the Arts and Entertainment industry, but you may wish to take Drama for its own sake or to help you get a job in which the skills you have learned are important. For example, the armed forces, the police and other public sector jobs recognise the transferable skills acquired by gaining a GCSE in Drama.



# Design Technology (Product Design) GCSE

Curriculum Leader of Learning Miss L Bell

Subject Leader Miss E Thomas

The Art and Design Faculty are pleased to offer for September 2018 the opportunity for students to study Product Design at GCSE level. This exciting and demanding course provides a broad curriculum for all students to enjoy.

Students have a wide grounding in year 10 on designing, developing drawing skills and working with a diverse range of materials and tools/machinery including CAD/CAM. Students are encouraged to use a range of communication skills, including verbal, graphical, ICT and modelling to help their thinking and their ability to take action in the process of designing.

A course in Product Design offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products in a wide range of contexts relating to their personal interests.

Design and Technology develops candidates' interdisciplinary skills, allowing them to use imaginative, innovative thinking, creativity and independence. A GCSE in this area has a value equating to a science subject at top universities.

The specification is based upon the view that Design and Technology is essentially a practical subject involving a combination of skills with knowledge and understanding in order to design and make quality products. The course is flexible and has a broad, balanced mix of classroom and workshop experiences drawing on and overlapping with Science, ICT and Mathematics.

If you enjoy the challenge of problem solving, developing designing skills, using computers, drawing, modelling and making products, this course could be for you. Students will, as part of the Product Design GCSE, produce a portfolio of their work which has proven to be a good resource in future job or further education interviews.

In 2017 Product Design GCSE students achieved 48% A\* to C grades. Seven of the 21 students gained Apprenticeships at local businesses (Princess Yachts, Babcock and Mashfords) as a result of taking their Portfolio's to interviews and using their practical skills during the interview process.

In addition, the GCSE course in Product Design is a sound base for continuing with A level Art and Design course in Years 12 and 13, or as a grounding for following a Product Design or Graphics course post 18.

## New Design Technology GCSE Specifications

The New Specification is well underway with the current cohort of Year 10 and is allowing for in-depth investigation into a broad range of Design and Technology processes and techniques. In Year 10 the students develop their subject knowledge both through theory lessons and practical application – preparing them for the assessment task and written exam in year 11.

The non-exam assessment (NEA) is worth 50% and comprises of a 'design and make' task and has 35 hours of supervised time. The context will be set by the exam board and will consist of designing, planning, making and evaluating. The aim is to make the design and make task more student-led rather than a brief set by the exam board. For example the context could be 'entertainment' or 'sport' for example. Students would then need to explore how they could pose a challenge or question within this context to realise in a Product Design outcome. The remaining 50% comes from the final written examination.

For further information, please speak to Miss Thomas or Miss Bell the Faculty Head.



# Design Technology (Textiles) GCSE

Faculty Head and Subject Teacher Miss L Bell



The world of Design Technology is vast. Within this, Textiles technology influences many areas of our lives such as fashion, sport, interior design, travel, costume for theatre and television. A GCSE course in Design Technology (Textiles) will enable you to learn the techniques and skills needed to produce quality practical pieces of work as well as understanding how professional textile and fashion designers work commercially. A major part of the textiles course allows you to work on a Non Exam Assessment where you will design, develop and make a textiles product alongside a portfolio of design work. This will represent 35 hours of work

and will be a student response to a context rather than a set brief allowing for creativity and originality in individual work. Students will also be taught theory that encompasses all strands of Design Technology for their theory paper that will support their practical work too. Students will receive their results as a 1-9 grading rather than the previous letter grades.

During the GCSE course there are opportunities to gain a valuable insight into the world of fashion design through visits such as the Plymouth College of Art and Design fashion show. Students on this course have also taken part in the planning, modelling and organising of their own fashion show at College as well as producing costumes for College productions. GCSE students have also in the past, enjoyed a residential Art and Design Tour to London to enhance their learning and appreciation of fashion.

Students who follow the Design and Technology (Textiles) course to GCSE not only enjoy the experience but also attain some of the best GCSE results in the College, and indeed in Cornish schools as a whole – consistently achieving a high percentage of the same results at the end of the course. In 2017 Textiles GCSE students achieved 83% A\* to C grades. In addition, the GCSE course in textiles is a sound base for continuing with A level Art and Design course in Years 12 and 13, or as a grounding for following a fashion design course post 16.

**Design Technology (Textiles)** is an exciting, challenging and rewarding options choice!

## New Design Technology GCSE Specifications

During 2016/17 the final specification for the new GCSE was accredited. The controlled assessment task which previously carried 60% of the GCSE marks available has now been replaced by a non-exam assessment (NEA) which is now worth 50%. This will still comprise of a 'design and make' task and will have 35 hours of supervised time. The context will be set by the exam board and will consist of designing, planning, making and evaluating. The remaining 50% will come from the final written examination. The aim is to make the design and make task more student led rather than a brief set by the exam board. For example the context could be 'entertainment' or 'sport' for example. Students would then need to explore how they could pose a challenge or question within this context to realise in a textiles outcome.



# Food Preparation and Nutrition GCSE

Curriculum Leader of Learning Miss L Bell

Subject Leader Mrs F Donald and Miss E Baker



The WJEC Eduqas new GCSE in Food Preparation and Nutrition replaces WJEC GCSE Hospitality and Catering across England and Wales from September 2016. This new and improved course aims to equip learners with the knowledge, understanding and skills required to be able to apply the principles of food science, nutrition and healthy eating, so that learners are able to prepare and cook healthy, nutritious and affordable meals, both for themselves and others.

## By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## Assessment

The course is assessed both in two ways. At the end of year 11 with learners completing a written theory paper and as two controlled assessments, which are both completed in the winter term of year 11. The two components are described as follows:

### Component 1

Written examination: 1 hour 45 minutes.

### The course is Principles of Food Preparation and Nutrition

50% of the qualification

### Areas of Content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation



## **Component 2**

### **Food Preparation and Nutrition in Action**

Non-examination assessment

50% of the qualification

The non-examination assessment is composed of two assessments that are set by WJEC.

Learners will complete both assessments in the winter term of Year 11.

#### **Assessment 1: The Food Investigation Assessment**

15% of total qualification

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

#### **Assessment 2: The Food Preparation Assessment**

35% of total qualification

Learners will be required to plan, prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

**Due to the practical nature of the course, students will be expected to bring their own ingredients to practical lessons, which happen regularly throughout the two year course. Ingredients prior to practicals are always given to students at least one week ahead of the practical and are displayed on Show my Homework which is accessible both in College and at home.**



# Geography GCSE

Curriculum Leader of Learning Miss C Lindup



## Why choose Geography?

Geography is a fun and exciting subject which covers many of the key challenges faced by the world today. The course will provide you with the knowledge and understanding of the contemporary geographical issues and it allows us to appreciate and contrast the difference and similarities between people's views over the world, its environments, society and cultures.

## Course Outline

### Unit 1: The Physical Environment

In this unit you will study a range of topics which will give you a deep understanding of the physical processes and systems which operate on our Earth as well as study how, as humans, we interact with them. The content will include natural hazards, with a focus on earthquakes, volcanoes, tropical storms and extreme weather in the UK. Students will also study the physical landscapes of the UK and will gain an understanding on how different processes, such as ice and water, have helped to shape the landscape in which we live. Students will also be provided with an opportunity to investigate different ecosystems and the living world, ranging from cold environments to tropical rainforests.

### Unit 2: The Human Environment

In this unit you study the human processes, systems and outcomes and how these change both with time and throughout different spaces. The topics students will study include urban issues and challenges, with a particular focus on world population and urban growth. In addition to this, students will also study the changing economic world and will investigate the growing global development gap and the strategies which could be employed to help this issue. Resource management will also be studied and will equip students with knowledge on current global issues relating to food, energy and water.

### Unit 3: Geographical Applications

This part of the course will provide students with a critical thinking and problem solving element to their assessment of geography. Students will receive pre-release information from the exam board and will then study this material before they are assessed with a series of questions relating to the contemporary geographical issue, where they will be able to demonstrate and apply their geographical knowledge and skills. Students will also complete fieldwork based on geographical enquiries and will be required to work on their cartographic, graphical, statistical and numerical skills.

The course is designed to give you a well-rounded knowledge of the world and a number of key transferable skills which are attractive to many employers and universities.

## How will you be assessed?

Students are assessed over three examinations at the end of Year 11. Paper One (Living with the Physical Environment) will assess students on their physical geography knowledge. Paper Two (Challenges in the Human Environment) will assess students on their human geography knowledge. Paper Three (Geographical Applications) will assess students on their geographical skills, fieldwork and issue evaluation. Paper One and Two are worth 35% of their GCSE and Paper Three is worth 30%. All three papers are assessed through a range of multiple choice, short and long answer questions (including extended prose). The use of specialist geographical terminology is assessed throughout the three papers and students will gain marks for Spelling, Punctuation and Grammar (SPAG).



# History GCSE

Curriculum Leader of Learning Mr J Golding



## Course Content

The GCSE course in History aims to give students a knowledge and understanding of the world in which they live and an awareness of the issues and challenges that face the modern world.

Students study four units:

### Unit 1 British Thematic Study (30%)

This looks at a theme in British History over a long period of time.

We will be studying **Crime and Punishment In Britain** from 1000 to present day. This will also include a depth study on **Whitechapel in London** between 1870 and 1900.

### Unit 2 Period Study (20%)

This unit will focus on **SuperPower Relations and the Cold War** from 1941 to 1991.

### Unit 3 British Depth Study (20%)

This unit focuses on a short period of British History. We will study **Early Elizabethan England 1558-1588**.

### Unit 4 Modern Depth Study (30%)

This unit will look at **Weimar and Nazi Germany 1918-1939**.

## How will you be assessed?

This is a linear course. All units will be assessed by written exam. Students will sit all exams at the end of Year 11. We will do regular exam question practice with students to prepare them fully for the final exam.

**Please Note: There is one level of entry for all students taking GCSE History (potential grades 9-1). There is no Short Course GCSE History or Foundation paper.**

## Why study History?

Do you want to understand the world around you? To ask questions about people, how they have developed themselves and the world? Are you interested in investigating real issues, solving real problems, developing and expressing your own ideas? Improving and developing analytical and communication skills (the key skills employers want)? Yes? – Then History at GCSE should be the course for you to develop the skills that will prepare you for your future! Lots of careers want the skills that History develops – to communicate ideas clearly, to analyse information and form arguments, and to ask the right questions.

History should be regarded as a central focus for study in a balanced GCSE programme as it incorporates the skills used in English, ICT and Mathematics in its delivery. History is one of the most popular subjects at GCSE. It is excellent preparation for a range of A level subjects and careers. It leads to a wide range of careers from journalism to accountancy and many more!

## Methods of Study

Students will learn about the 4 units using a variety of materials and skills:

- Historical sources
- Videos/DVDs
- Class discussions
- IT simulations
- Individual research

If there is enough interest students will have the opportunity to participate in a number of extra-curricular visits, eg The Imperial War Museum, the Battlefields of the First World War and the Tank Museum at Bovington.

If you have any questions please see Mr Golding.



**Remember - the study of History can be very useful but also enjoyable!**

# Music GCSE

Curriculum Leader of Learning Mr Baker

## GCSE: Why study music?

GCSE Music helps pupils to develop subject knowledge, understanding and skills through; listening to a variety of music, playing music and creating their own music. It offers a solid foundation for progression to other musical qualifications and often to a music-related career. The course provides the opportunity for pupils to develop transferable skills such as self-confidence, creativity, evaluation and team work.

## Course Content

### Component 1: Understanding Music

Candidates complete listening exercises using excerpts of music. Pupils are required to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. They will also critically appraise music from specified study pieces.

### Component 2: Performing Music

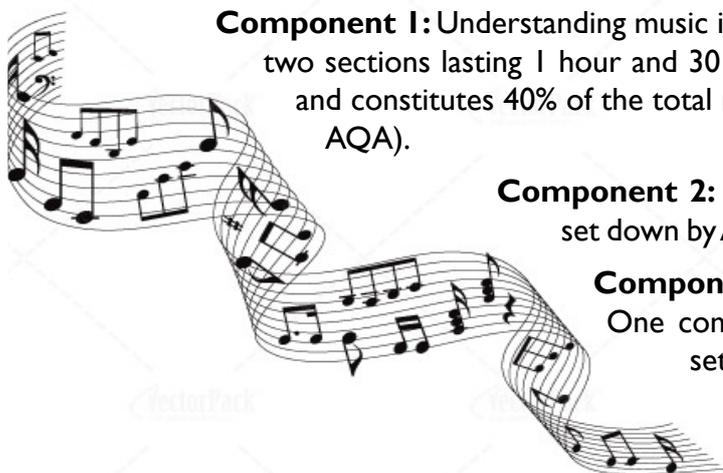
Candidates perform one solo and one group piece either as an instrumentalist and/or vocalist and/or via music technology.

### Component 3: Composing Music

Candidates compose two pieces. One set to a brief, the other a free composition with a minimum of 3 minutes and a maximum of 4.5 minutes of music in total.



## Assessment



**Component 1:** Understanding music is assessed through an externally marked exam in two sections lasting 1 hour and 30 minutes. It is marked out of a total of 96 marks and constitutes 40% of the total marks for the qualification (Externally marked by AQA).

**Component 2:** The performances are marked against a criteria set down by AQA (Internally marked and moderated by AQA).

**Component 3:** Each pupil must compose two pieces. One composition must be in response to an externally set brief and the other composition must be freely composed by the pupil (internally marked and moderated by AQA)

## Progression

This qualification leads onto A-level study and other courses based around Music and Music Technology

Unit	Specification Code	Paper	Percentage of the Final Mark
Component 1	8271	Understanding Music	40% of the total GCSE
Component 2	8271	Music Performance	30% of the total GCSE
Component 3	8271	Composing Music	30% of the total GCSE

# Physical Education BTEC

Curriculum Leader of Learning Mr M Evans

The Edexcel BTEC First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. It also provides a good introduction to Sport for learners in post-16 education, and to ensure that every learner taking the qualification completes it with a level of understanding and skill on which to build at a later date.

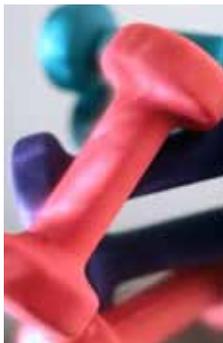


This qualification gives centres opportunities to cover a range of PE theory content by combining the delivery of the core units (Unit 1: Fitness for Sport and Exercise and Unit 2: Practical Sports Performance) with optional specialist unit (Unit 5: Training for Personal Fitness).

In addition to this, this qualification provides opportunities for learners to develop the communication skills needed for working in the sport sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions. This qualification provides opportunities for learners to focus on the development of personal, learning and thinking skills, and English and mathematics knowledge and skills, in a sport-related context.

## Will I enjoy this course?

The course is theory based work with the two year course being taught in both classroom and PE



Edexcel BTEC Level 1/Level 2 First Award in Sport		
Core Units	Assessment Method	GLH
1. Fitness for Sport and Exercise	External	30
2. Practical Sports Performance	Internal	30
Optional Units		
3. The Mind and Sports Performance	Internal	30
4. The Sports Performer in Action	Internal	30
5. Training for Personal Fitness	Internal	30
6. Leading Sports Activities	Internal	30

environments. There are some occasions where the course will be delivered through practical PE, however, there is a large percentage of the course that is assessing their theoretical knowledge. One topic area, 'Anatomy and Physiology', is science based, so a sound knowledge of the human body is required.

You will need to be very dedicated and organised to be successful on this course. You will also need to have a strong interest in sport to maintain motivation for the duration of this course. Please note - this course requires you to have a good level of fitness and therefore you should be taking part in extra-curricular sports, in your own time, outside of college. You should aim for, at the very least, a minimum of 3 hours per week. If you are not sure if the course is right for you, ask your PE teacher for advice on this matter.

Parents can support students by:

- Providing additional sports leisure opportunities outside of school
- Monitoring homework completion

Success in this course could lead to:

- BTEC Level 3 course at Torpoint Community College
- A-Level PE at college
- A range of sports related careers including the armed forces, recreation management, the leisure industries and sports coaching to name a few.

# Spanish GCSE

Curriculum Leader of Learning Mr Riley



By taking a language at GCSE you'll have amazing skills and a valuable talent that's applicable to almost everything you do - so, it's quite a handy subject really. A language GCSE builds on what you've already learnt in years 7, 8 and 9 and you probably know more than you think. Language lessons are still engaging and interactive and you cover things at a slightly quicker pace, but this is good as you'll easily notice the improvements that you make in your foreign language. Plus by taking a language GCSE you don't just learn the language; you get to find out about other people, countries and cultures so it really is an interesting and varied subject.

Top 10 reasons to study a Modern Foreign Language at GCSE:

1. English is not enough! Not everyone speaks or wants to speak English.
2. A language will always be useful, no matter what you do.
3. In lessons, you get to study a wide range of topics all about different people and cultures, not just how to speak.
4. You can read books, watch films and listen to songs in their native language - and understand them too!
5. Languages mean business - being able to speak a language will make you really stand out.
6. They're good for you! Speaking more than one language increases your brain capacity, improves your memory and you'll be at less risk of developing Alzheimer's.
7. It's really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
8. You can understand and talk to lots more people when you go abroad.
9. Using a language at work could raise your salary from 8-20%.
10. Learning languages really improves your communication skills.



## Course Details

The work in Years 10 and 11 will be centred within the following themes:

Theme 1	Identity and culture	Me, my family and friends; Relationships with family and friends; Marriage/partnership; Technology in every life; Social media; Free-time activities; Music; Cinema and TV; Food and eating out; Sport customs, festivals in Spanish-speaking countries/communities.
Theme 2	Local, national, international and global areas of interest	Local, national, international and global areas of interest; Home, town, neighbourhood and region; Social issues; Charity/voluntary work; Healthy/unhealthy living; Global issues; The environment; Poverty/homelessness; Travel and tourism.
Theme 3	Current and future study and employment	Current and future study and employment; My studies; Life at school/college; Education post-16.

## Entry Requirement

You will have studied Spanish throughout Key Stage 3.

## Exams

For languages you are marked on four key areas - reading, writing, listening and speaking (each worth 25%) – these will be important skills to have when you apply for college, university and even a job. The speaking assessment isn't really that scary; you just have to talk! The writing paper is just like any other GCSE subject, you write down what you've learnt over the last few years. Students can be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

GCSEs will be graded 9 – 1 with grade 9 being the highest.

The MFL team look forward to making a linguist of you!



Modern Foreign Languages

# The 9-1 GCSE Grading System

All GCSE subjects will be using the 9-1 grading system when the 2019 cohort sit their exams in 2021.

**Below is a comparison of the two grading systems and how they are likely to align.  
This is from the best guidance at this time and is subject to change.**

Current Grading A*-G	New Grading 9-1	Tier of Entry	
A*	9	Higher Tier Grade 4-9	
	8		
A	7		
B	6	Foundation Tier Grade 1-5	
	5		
C	4		
	3		
D	2		
E	1		
F	1		
G	0		
U	0		



# OPPORTUNITIES AT TCC SIXTH FORM

Hello Year 9

This is a very important time for you. You are beginning to make decisions which will impact your future and give you the best chances of getting on with your life once you leave the College.

Although it may seem like it's very far away, it won't be long before you are being asked to make another decision. This time it will be about what and where you will be studying when you finish Year 11. Not everyone knows exactly what job they want in the future, but thinking ahead is always a good idea. It might help to know that in the Sixth Form we offer a wide range of academic subjects and courses designed to enable everyone to go on to university and into a wide range of careers. We are always going to want students who have proved that they work hard and try their best.

This could be you!

Whilst you make your decisions about what you want to do at KS4, have a think about even further away and what sort of choices you might want to make at Post 16. It is helpful to make choices now which keep possible future pathways open for you. Soon you will have the opportunity to speak to 6th Form students about making choices at Post 16 and there will be an assembly coming up which will tell you more about A levels here at Torpoint.

You can always find me and ask me more, either by email on [lear@torpoint.cornwall.sch.uk](mailto:lear@torpoint.cornwall.sch.uk) or by dropping into the Sixth Form Office at anytime.

Mrs R Lear  
Acting Deputy Headteacher