



YEAR 9
OPTIONS BOOKLET
2023



TORPOINT
COMMUNITY
COLLEGE

INSPIRING OPTIMISTIC LEARNERS



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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
- Mathematics GCSE
- Science GCSE

Core Subjects with No Examination

- ICT and Computing
- Physical Education
- TCC History, Belief & Culture: Religious Studies: KS4 Contemporary Society & Ethics
- Wellbeing

English Baccalaureate

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

- French GCSE
- Geography GCSE
- History GCSE
- Spanish GCSE

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
- Computing GCSE
- Drama GCSE
- Design Technology (Product Design) GCSE
- Design Technology (Textiles) GCSE
- Food Preparation and Nutrition GCSE
- French GCSE
- Geography GCSE
- History GCSE
- Media GCSE
- Music GCSE
- Physical Education – Cambridge National Sport
- Spanish GCSE

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Letter from Headteacher

Dear Parent/Carer

Re: Option Information Evening, Tuesday 10th January 2023.

An Option Information assembly was delivered to all year 9 students on Tuesday 1st November to introduce the option process and the curriculum choices on offer from September 2023. 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 virtual Option Information presentation. 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, RS and PE and more information about how students make these choices will be shared in January 2023.

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 French or Spanish together with GCSE History or Geography within their curriculum choices. More information will be provided in January 2023.

The Option Information will be available on the College website from Tuesday 10th January 2023 and will provide detailed information about this important stage in your son/daughter's education.

I look forward to sharing more information with you then and Merry Christmas.

Yours sincerely



Dr Jeremy Plumb

Headteacher

Guidance for choosing your Year 9 Options...

Guidance for choosing your Year 9 Options...

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

Until now everyone in your year has followed the same courses, but at the end of Years 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.

Factors to consider...

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 how the subject is taught in Years 7-9.

Careers Information, Advice and Guidance

1. 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.
2. Talk to your tutor. He / she will often know whether you are choosing wisely.
3. Discuss what you have found out and your ideas with your parents/carers, brothers, sisters or friends.
4. 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.
5. Careers Information, Advice and Guidance

At Torpoint Community College, Careers Education is part of our Information Advice and Guidance programme covered within Wellbeing lessons as well as through visiting speakers, external visits, and activities in the tutor programme.

Our aims are:

- to increase personal confidence
- to raise personal expectations and aspirations
- to enable students to recognise individual potential and their skills, strengths and qualities
- to provide a wide range of up-to-date information on post-16 opportunities in education, training, and employment and local labour market information
- for students to take part in an Employer encounter each academic year
- to help students make informed choices about their future career path

Careers Education at TCC is supported by the use of 2 online career platforms:

Unifrog www.unifrog.org

CareerPilot <https://www.careerpilot.org.uk>

Unifrog allows students to log their competencies and experiences and has a CV builder function. It is also used by our Sixth Form students to prepare their university applications. Students can find out about a range of careers or find out about the careers different subjects may lead to.

CareerPilot has been developed by local universities and students can search for information on their post-14, post-16 and post 18 options.

All students in year 9 take part in an options interview to discuss their options choice with Miss Bell. Students in year 11 will receive a careers advice and guidance interview with a level 6 qualified Careers Adviser.

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.
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Core Curriculum

In order to meet these aims, the Information, Advice and Guidance programme is delivered through the tutorial programme and Wellbeing. 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://nationalcareers.service.gov.uk/>

In Wellbeing 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	1	GCSE
English Literature	1	GCSE
Mathematics	1	GCSE
Science	2-3	GCSEs

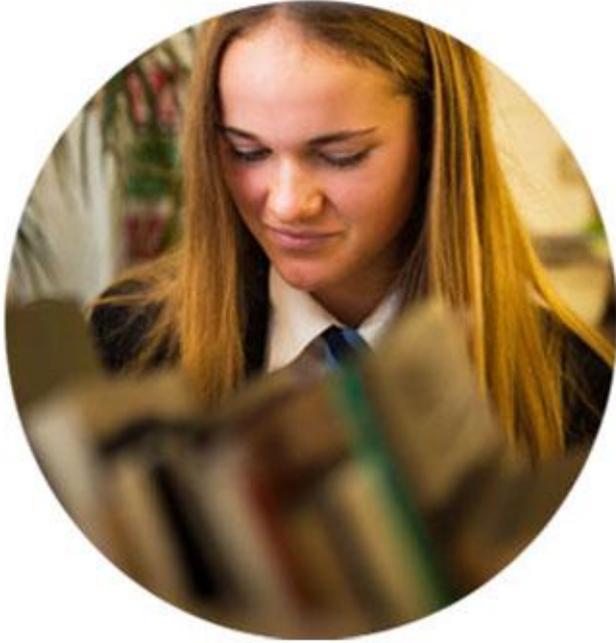
The core curriculum without exams are:-

Computing/ICT (within other lessons)*

Physical Education* (PE)

Wellbeing, including modules in Religious Studies (RS)

**You can take Computer Science and PE as an option, which are exam subjects*



What will I study?

All students in Year 10 and 11 study **AQA GCSE English Language** alongside **GCSE English Literature**. Both courses are 100% examination and are assessed at the end of the two-year course. Language Paper 1 is an exploration in creative reading and writing. Language Paper 2 is an examination of the writers' viewpoints and perspectives. The spoken language element is non-examined and includes presenting, responding to questions and use of standard English. The aim of the **GCSE English Literature** course is to continue to inspire, challenge and motivate every student to read high quality, rigorous texts.

How will I be assessed?

GCSE English Language (AQA 8700)

Examination (100%)

Paper 1: *Explorations in Creative Reading and Writing*

50% of GCSE 1 hour 45 minutes

Paper 2: *Writers' Viewpoints and Perspectives*

50% of GCSE 1 hour 45 minutes

Non-exam assessment (NEA)

Component 1

Spoken language

GCSE English Literature (AQA 8702)

Examination (100%)

Paper 1: *Shakespeare and the 19th Century Novel*

40% of GCSE 1 hour 45 minutes

Paper 2: *Modern Texts and Poetry*

60% of GCSE 2 hours 15 minute

Mathematics GCSE

Curriculum Leader of Learning Mrs 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.

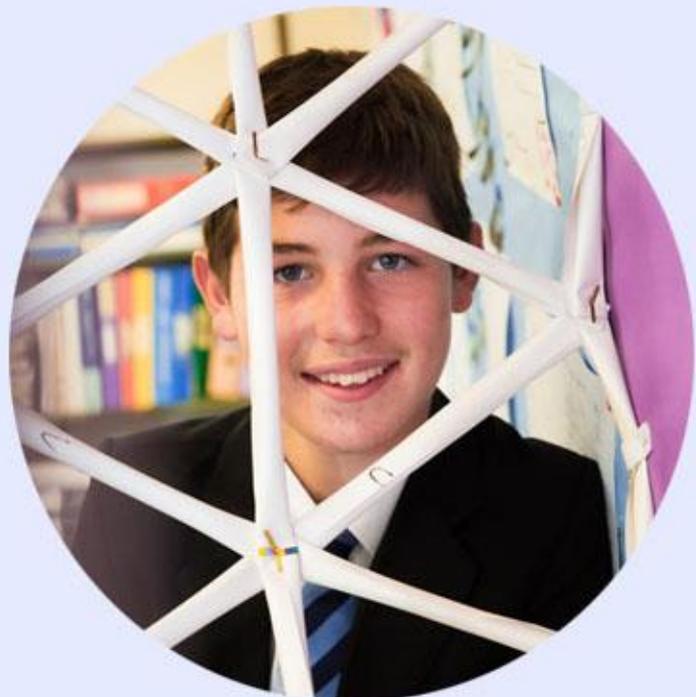
There are two tiers of entry in the examinations:

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 for All

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

Our whole society relies on Science.

1. Food supply, light, power, transport, medicine - everything from draining the streets to restoring old oil paintings depends on Science.
2. More people are alive on the planet now than ever before.
3. Only through Science and Technology can they be supported, and harmful effects on the environment minimised.
4. Everybody can do something to protect the environment, but Scientists can do more than most.
5. Scientists are our great thinkers, responding to the changes to our planet with fabulous, creative solutions ensuring the future of mankind.



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.

Separate 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, separate 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.
- There are two tiers of entry for both courses; Higher (9 to 4) and Foundation (5 to 1)
- Students will carry out a number of required practicals during their scientific course and feature in the final exams.
- Both courses have 6 exams (two in each science) at the end of Year 11.



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 as one of their options if they wish.

CORE

Core PE

Curriculum Leader of Learning Mr 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, Trampolining, 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 Physical Education as an option in addition to Core.



TCC History, Belief & Culture: Religious Studies: KS4 Contemporary Society & Ethics

Curriculum Leader of Learning Mrs Lane

Our young people are living through a constantly changing world. They are citizens of a vibrant, diverse and multicultural society. In addition to helping our young people understand the world in which they live, we are also committed to preparing them to be informed and optimistic citizens in their chosen paths for the future.

Contemporary Society & Ethics forms part of the compulsory framework for Religious Studies at Key Stage 4. It is taught as part of the PSHE programmes of study. There is no examination at the end of this course. Students can support their learning in Contemporary Society & Ethics by choosing the Religious Studies: Beliefs in Action, as an Option subject at GCSE level.



Diversity & Equality	Responsible Citizens	Society & Belief	Healthy Relationships	Healthy Lifestyles
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KS4 Contemporary Society & Ethics has five key themes:

These key themes are taught both explicitly and implicitly through the PSHE programmes of study in Year 10 and Year 11. They build on the KS3 PSHE programmes of study. The themes are split in to a variety of strands, which help our students meet the required standards in a range of different contexts. Themes can either be taught as a standalone, or can be intertwined with others. Regular opportunities exist for students to revisit these strands throughout their KS4 programme of study.

Wellbeing: Personal, Social and Health Education (PSHEe)

Curriculum Leader of Learning Mrs D Bray

All Key Stage 4 students are required to study PSHEe as part of the core curriculum. This is an essential part of their education. Our Key Stage 4 PSHEe curriculum is based on the PSHE Association's KS4 Programme of Study which covers the 2020 statutory guidelines for Relationships and Sex Education and Health Education. Our PSHEe Curriculum is based on three main themes: Relationships, Health and Living in the Wider World, which includes Careers Education.

From September 2022, we have rebranded PSHEe as 'Wellbeing'; a simpler, more holistic title that emphasises the aims of our PSHEe curriculum; to promote the physical and mental wellbeing of students and prepare them to make successful transitions to their next steps. The Wellbeing Programme is supplemented with additional activities in tutor time, such as preparing for work experience, and through assemblies and workshops delivered by external agencies such as Brook (for RSE), Ask Apprenticeships, NSSW (Next Step South West) University outreach and more. All students are encouraged to use the CareerPilot and Unifrog websites for research into careers and future plans. Year 10 students will complete a week of work experience in July and have a careers guidance interview by the end of Key Stage 4.

Year 10 Wellbeing Programme of Study

Topic	Lesson Focus
Mental health and emotional wellbeing	New Challenges
	Reframing Negative Thinking
	Recognising mental ill health and when to get help
	Promoting emotional wellbeing
Drug and Alcohol Education	Substance use and assessing risk
	Substance use and managing influence
	Help seeking and sources of support
Relationships and Sex Education	Relationships RSE: Ground Rules and Consent
	Positive online relationships
	Long term commitments
	The legal status of marriage
	Parenting
Living in the Wider World	Working out relationships
	Internet Citizens
Careers	Extremism and Radicalisation
	Unifrog - personality quiz
	Post 16 Options
	Interview Skills (and CVs)
	CV Writing

Wellbeing: Personal, Social and Health Education (PSHEe)

Curriculum Leader of Learning Mrs D Bray

Year 11 Wellbeing Programme of Study

Topics	Lesson Focus
Living in the wider world - Careers	Managing Online Presence
	CareerPilot and Unifrog
	Understanding the Workplace
	Finances and Consumer Rights
	Careers - next steps and NCS
	Careers - longer term plans
Health	Keeping yourself healthy – breast/testicular cancer awareness
	Personal Safety and First Aid
	Health Awareness - Managing Risks (Aesthetic procedures)
RSE	Health Awareness, Information and Services
	Fertility and routes to parenthood
	Pregnancy outcomes
	Pregnancy choices
Careers	Relationship Abuse
	Careers - online presence, updating Unifrog profile ready for year 12, updating CVs

Which "Option Pathway" should I take?

Which subjects will everyone study?

All students must 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
Wellbeing	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, French, 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 (**French or 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 2023 more information will be provided regarding 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?

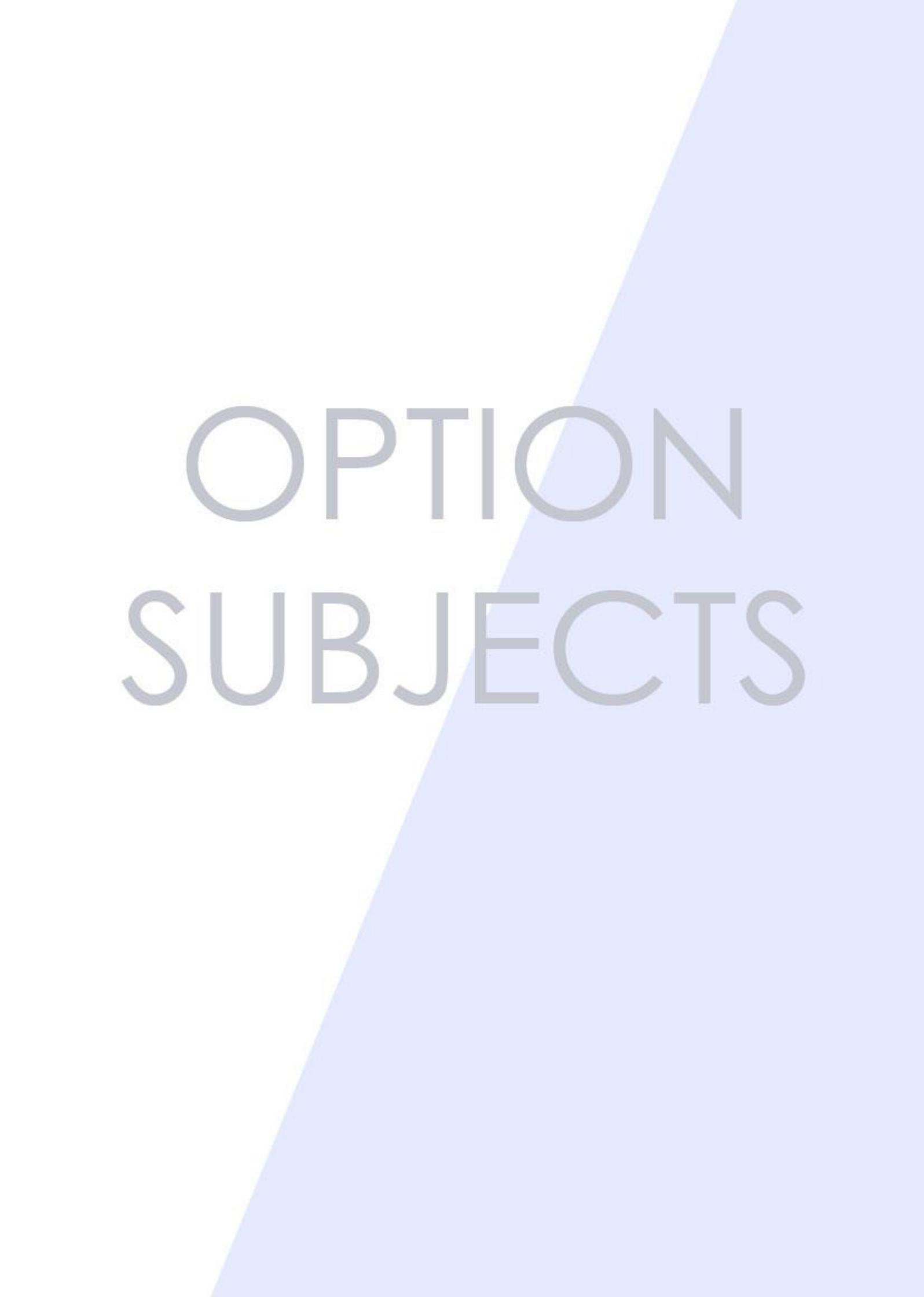
Using current progress and prior attainment from primary school, year 7, 8 and 9, your child will be identified in January 2023 as a student who either:

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

This information will be explained in detail at the "Year 9 Option Information evening" on Tuesday 10th January 2023 and attached to a personalised option form provided during the evening.

The Option Process

Year 9 Parents' Evening	Thursday 13th October 2022	√
Assembly launch of the option process to students.	Tuesday 1st November 2022	√
Complete an 'Open Trawl' of interest in option choices	Friday 11th November 2022	√
Options booklet goes home to provide information about subjects. It will also be available on the College website.	Monday 5th December 2022	√
Expression on interest form issued with potential option blocks; this is a second survey not final choice	Monday 5th December 2022	√
Deadline for returning the second expression of interest form.	Friday 9th December 2022	
Year 9 Option Information Evening	Tuesday 10th January 2023	
Deadline for return of options forms and choices.	Friday 27th January 2023	
Option interviews for all Year 9 students, with Dr Plumb, Headteacher and Miss Bell, Associate Assistant Headteacher.	From Monday 6th February to Friday 26th March 2023	
Confirmation of option choices by letter.	Friday 29th June 2023	



OPTION SUBJECTS

Art, Craft and Design GCSE

Subject Teachers Miss Thomas, Mrs Jones and Mr Lowe



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 artwork.
- 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

- Both units are internally assessed and externally moderated by OCR



Computing GCSE

Subject Lead Mrs Howard

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?

You will sit two exam papers; each paper is worth 50% of your final GCSE grade.



Drama GCSE

Subject Lead Mr Colquhoun



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: Understanding drama

40% of the qualification – 80 marks

There are two areas of study for this component.

Area of study 1- Set play

Students must study and explore practically one set play. The exam will also include one compulsory short answer question for all students linking design and context and/or theatrical conventions.

Area of study 2- Live theatre production

Students must learn how to analyse and evaluate the work of live theatre makers. Students should also carry out background research into the production. Students will see one performance that will enable them to access the exam questions in full.

Assessment overview

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

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising drama (practical)

40% of the qualification – 60 marks

Students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance. Students will also produce an individual devising log that will document their process and give an analysis/evaluation of their contribution.

The Devising log is marked out of 60.

Each student's contribution to the final devised performance is marked out of 20.

Students must learn how to contribute to devised drama in a live theatre context for an audience. They must contribute as a performer.

Assessment overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

Component 3: Texts in practice (practical)

20% of the qualification – 40 marks

Students must learn how to contribute to text-based drama in a live theatre context for an audience. Students must perform two extracts from one play.

For this component students must complete two assessment tasks:

- Study and present a key extract (monologue, duologue or group performance)
- Study and present a second key extract (monologue, duologue or group performance) from the same play.

Assessment overview

- Performance of two extracts from one play
- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

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)

Faculty Head Miss Bell

Subject Teacher Miss Thomas and Mr Lowe



The Art and Design Faculty are pleased to offer for September 2023 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.

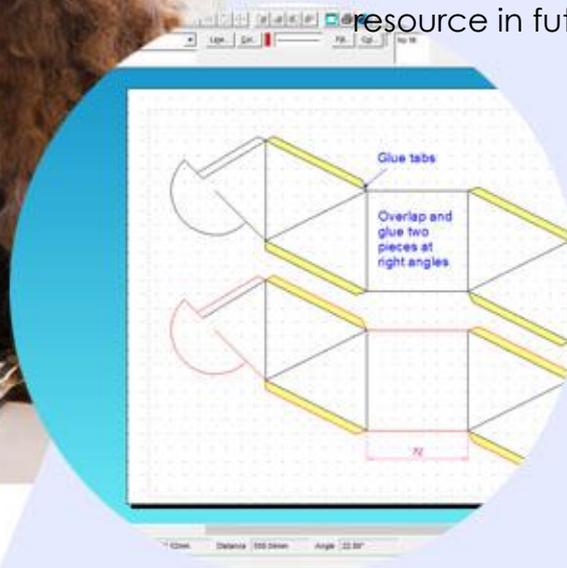
Students have a wide grounding in year 10 on designing, developing drawing skills and working with a diverse range of materials and tools/machinery including CAD/CAM. Students are encouraged to use a range of communication skills, including verbal, graphical, ICT and modelling to help their thinking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



Past students who have completed the GCSE Product Design course have gone on to Apprenticeships at Babcock, Princess Yachts and Mashfords as a result of their Portfolio work and their practical experience on the two year course.

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.

Design Technology GCSE Specifications

The DT Specification allows 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 Lead for Creative Arts and Subject Teacher Miss 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

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 summer 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 2022 Textiles GCSE students typically achieved grades higher than their targets, 83% grade 4-9. 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 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 2017 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 still comprises of a 'design and make' task and will have 35 hours of supervised time. The context is set by the exam board and consists of designing, planning, making and evaluating. The remaining 50% will come from the final written examination. The aim has been 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 Miss E Baker

The WJEC Eduqas GCSE in Food Preparation and Nutrition 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.



Food Preparation and Nutrition GCSE continued.

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 and spring 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:

Food Commodities

Principles of Nutrition

Diet and Good Health

The Science of Food

Where Food Comes From

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.



French 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 another 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.



French GCSE continued.

Course Details

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

Identity and culture	Describing yourself and others, talking about relationships with family and friends; discussing marriage; describing how and why you use technology; the positives and negatives of social media; talking about your hobbies; music interests, what films you like; what food you like to eat; discovering different celebrated in the French-speaking world.
Local, national, international and global areas of interest	Describing where you live; talking about social issues in society; discussing charities and voluntary work; describing lifestyles; discussing the environment and what you could do to improve it; describe holidays.
Current and future study and employment	Describing school; what you study what you'd like to study and career options.

Entry Requirement

You will have studied French 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.

Geography

Curriculum Lead Miss 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.



Geography continued

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 Mrs C Lane

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.



History GCSE continued

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, e.g. The Imperial War Museum, the Battlefields of the First World War and the Tank Museum at Bovington.

If you have any questions please see Mrs Lane.

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

Media Studies GCSE

Subject Lead Mrs Read

What is Media?

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media.

What will I study?

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently.

You will study lots of different media forms, such as:

- Television
- Online Media
- Advertising
- Film Marketing
- Magazines
- Radio
- Newspapers
- Social Media
- Music Video
- Video Games



There is also a significant amount of practical work where you might create media products, such as: newspapers, magazines, advertisements or websites. In your practical work, you'll be able to apply what you've learned about the media in the creation of your own media products.

How will I be assessed?

Eduqas GCSE Media Studies

Component 1: Written examination:

1 hour 30mins, 40% of qualification

Component 2: Written examination:

1 hour 30mins, 30% of qualification

Component 3: Non-exam assessment:

Media Production, 30% of qualification

Music GCSE

Faculty Lead for Creative Arts Miss Bell

Subject Lead Miss Hamilton



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

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. Music students are highly sought-after by employers.



Eduqas GCSE Music Course Content

**Component 1: Appraising Music -
Written examination: 1 hour 15 minutes
(approximately).**

This component is assessed via a listening examination. It is a paper with **eight** questions in total, **two** on each of the four areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Music GCSE continued

Two of the eight questions are based on extracts set by WJEC

The exam will focus on three main topics:

Elements of Music – melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo,

rhythm, metre.

The context – the time, place and purpose of the music

Musical Language – the list of musical terms, notes in the treble and bass clef and any specific

vocabulary associated with the set works.

Component 2: Performing Music - Total duration of performances: 4-6 minutes.

Non-exam assessment: internally assessed, externally moderated.

Candidates perform a **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either solo and/or ensemble**. **One** of the pieces performed must link to an area of study of the learner's choice.

Performance standard: Grade 3

Component 3: Composing Music - Total duration of compositions: 3-6 minutes. Non-exam assessment: internally assessed, externally moderated.

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.



OCR Level 2 Cambridge Nationals in Sport Studies

Faculty Lead – Mr Evans

(Qualification Number 603/7107/9 – Entry Code J829)



Assessment overview Mandatory

Unit	Marks	Duration	GLH*	
R186: Sport and the media	40	Approx. 8-10 hours	24	Centre-assessed tasks, OCR moderated
R187: Increasing awareness of outdoor and adventurous activities	40	Approx. 8-10 hours	24	Centre-assessed tasks, OCR moderated



Optional

There are a further two optional units. Students select one.

Unit	Marks	Duration	GLH*	
R184: Contemporary issues in sport	70	1 hour 15 mins	48	Written paper, OCR set and marked
R185: Performance and leadership in sports activities	80	Approx. 16 hours	48	Centre-assessed tasks, OCR moderated

Mandatory

R184: Contemporary issues in sport

In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

R185: Performance and leadership in sports activities

In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

Optional

R186: Sport and the media

In this unit, students will learn to explore media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. They will develop their ability to evaluate and interpret the different ways in which sport is represented by the media.

R187: Increasing awareness of outdoor and adventurous activities

In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

*GLH (guided learning hours) is the approximate time that the teacher will spend supervising or directing study time and assessment activities.

Spanish GCSE

Curriculum Leader of Learning Mr Riley

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Spanish GCSE continued

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Current and future study and employment	Describing school; what you study what you'd like to study and career options.

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.



OPPORTUNITIES AT TCC SIXTH FORM



Dear 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. It is also possible to pick up subjects at A Level that you did not study at GCSE.

You can always find me and ask me more, either by email on golding.j@torpoint.cornwall.sch.uk or by dropping into the Sixth Form Office at anytime.

Mr John Golding
Assistant Headteacher and Head of Sixth Form
