



The Henry Cort Community College



Year 8 Curriculum Pathway 2023-2024

"Proud to offer a broad and balanced curriculum!"

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ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE

Follow us:   



The Henry Cort Community College

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Dear Year 8 Student

It is important now, more than ever, that you take ownership of the subjects you study and focus on your remaining years at Henry Cort. We have been reviewing our curriculum structure and as a result will be reverting back to a 2 year Key Stage 4 curriculum, this will mean you will start your GCSE courses in Year 10.

Please remember that when you take your options next year you will not normally be allowed to study a subject in Year 10 that you do not follow as a curriculum pathway in Year 9.

As you move from Key Stage 3 to Key Stage 4, you will be taking more responsibility for your learning and your future. What you study here will stay with you once you have left Henry Cort and will impact the opportunities you have at college and in future career(s). The decision should be taken seriously and requires maturity.

The pathway process allows you to select within a group of subjects, languages, performing arts, creative and technical arts but you will continue to take compulsory and humanities subjects. You will get to rank your preference in each group for Year 9 and in the spring term of Year 9 you will make your final course choices to study in Year 10 and 11.

It is normal at this point to not be totally certain what you want, so it is important that you read this booklet carefully and speak with your parents/carers and teachers. If you are already thinking of a career path, talk to Mrs Connochie who will be happy to help.

The choices have to be right for you, so think about the subjects you enjoy or interests you may need for future study.

This booklet has two sections:

- The first section entitled: **Guidance for Students and Parents** provides guidance on the subject pathway selection process and key issues that affect the choices that you make.
- The second section entitled: **Course Information** provides a detailed outline of the GCSE course syllabuses for 2023-2024 and a description of the new iDesign course and what it can lead to.

You deserve to be successful: aim high, choose wisely and work hard.

Yours sincerely

Mr T Mitchell
Assistant Principal

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INTRODUCTION

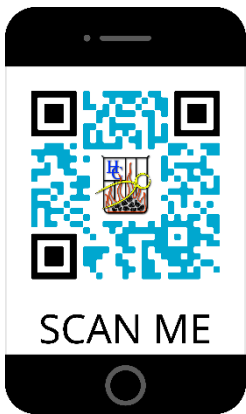
The Henry Cort Community College aims to provide a broad and balanced curriculum which engages and challenges our students so that they achieve the best possible range of qualifications to enable their future aspirations to be fulfilled. The curriculum is designed to offer students a diverse and coherent choice of courses and learning experiences that develops skills and knowledge which will remain with students long after examinations.

We equip you to leave school as confident and independent life-long learners, equipped with the transferable skills needed to thrive in an ever changing world.

PARENT/CARER CURRICULUM PATHWAY BRIEFING

This will take place on **Tuesday 7 March 2023**. Parents/carers will have an opportunity to meet with teachers and be provided with a presentation about the Course Choice process and there will be an opportunity to talk to the Senior Leadership Team afterwards.

COMPLETING THE PATHWAY PREFERENCE FORM



All the information you need is provided on the online form - [Year 8 Curriculum Pathway Preference Form 2023](#)

Please read and follow the instructions carefully

There are three pathways of the curriculum that you will need to make a decision on. You will need to rank your subjects in each of the three areas and ensure you submit before the deadline on **Monday 27 March 2023**.

Information about the courses on offer can be found on our YouTube channel: https://www.youtube.com/playlist?list=PLrBdD_nJUxObQg5M4IW56ssRYEi29bY7Q

COURSE OFFERS

We try to ensure that all students get their first preference; however, **I wish to make it very clear that in some cases it will not be possible to meet the combination of subjects chosen**. Whether or not we can meet your first preference depends on:

1. How students rank their subjects as we can only offer a limited number of places in any given subject area due to staffing considerations.
2. Attitude to Learning (ATL) and attainment in the subject – if there is a history of lack of engagement in the subject then you may be questioned as to the reasons behind your preference.
3. In some cases, the combination of preferences by a small number of students will not work due to their final place on the timetable.

CORE CURRICULUM

You will follow a core curriculum to the end of Year 11. These courses and the qualifications are shown in the table below. The core curriculum gives you the opportunity of achieving up to 8 GCSEs or equivalent. Detailed information about the core courses is given in Section 2. All students will study separate (triple) science syllabus which will lead to three GCSEs in biology, chemistry and physics, taught by specialist teachers. However, depending on your progress up to the end of Year 10, this may be reduced to combined science in Year 11 at the discretion of the college.

SUBJECT	NUMBER OF QUALIFICATIONS	
English	2	1 Language 1 Literature
Maths	1	GCSE
Science*	3	GCSEs (<i>biology, chemistry & physics</i>) *Some students may be moved to Combined Science = 2 GCSE's after assessment in year 10.
PE	1	NCFE (<i>taken at the end of year 10</i>)
RE	1	Short course GCSE (<i>taken at the end of year 10</i>)
PSHE/SRE	0	<i>This is essential in providing students with important content in order to make informed life choices. These are covered in PDL sessions on a Wednesday.</i>
Option choices	These will be selected during Year 9 from the subjects studied in Year 9 and are equivalent to 1 GCSE each	

PATHWAY SUBJECTS

In Year 9 in addition to the core curriculum, you will study History and Geography along with one language and two areas from each of the Performing Arts and Creative Arts groups listed below:

PERFORMING ARTS	CREATIVE AND TECHNICAL ARTS	LANGUAGES
<ul style="list-style-type: none"> • Art • Dance • Drama • Music 	<ul style="list-style-type: none"> • iDesign <small>NEW</small> • Design and technology • Food and catering • Textiles 	<ul style="list-style-type: none"> • French • German • Spanish

SUBJECT GUIDE

These allow you to compare the subjects according to their demands – try to balance their requirements to your skills and abilities. Each subject has been rated by their teachers according to a range of factors:

- ★ Literacy - *level of writing and reading required*
- ★ Numeracy - *level of maths application involved*
- ★ Communications - *need to explain and share your thoughts and ideas with others*
- ★ Creativity - *need to think for yourself creatively*
- ★ Practical - *level of hands-on involvement required*
- ★ Group work - *working with others, being both dependent and dependable*

Course Choice Guide	
Literacy	*****
Numeracy	*
Communications	*****
Creativity	*****
Practical	****
Group Work	****
Teaching, Learning & Assessment	
Examinations (4)	100%

During the Year 8 Subject Consultation meetings you will undoubtedly have discussions with your parents/carers and subject teachers about your suitability for courses. I have included a list of relevant key staff who you may also want to speak to. In the meantime, you should be proactive in discussing your pathway with your parents/carers and seek advice and guidance where appropriate.

STAFF ROLE	AREA OF ADVICE
Tutor	<ul style="list-style-type: none"> • Overview of students’ areas of strength • Course choice process
Subject Teachers/Faculty Leaders	<ul style="list-style-type: none"> • More detailed course information • Students’ suitability for a course based on AtL
Mr Mitchell (Assistant Principal – Curriculum, Assessment and Progress)	<ul style="list-style-type: none"> • Course choice process and timetable queries • Technical questions and college policy
Mrs Connochie / Mrs Ferrier (Careers)	<ul style="list-style-type: none"> • Careers advice and guidance incl. appointments • Work Experience
Mr Parker (SENDCo)	<ul style="list-style-type: none"> • Advice for students with SEN

TIMELINE FOR THE PATHWAY PROCESS

A careful sequence of events has been planned so that you make well informed decisions and choose the best curriculum for you.



Any issues should be initially discussed with your tutor who will then liaise with Mr Mitchell.

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

Careers education information advice and guidance (CEIAG) occurs throughout Years 7 to 11. CEIAG helps you to understand the world of work and its changing nature, how to obtain relevant information and to explore career pathways for post-16 and beyond. You are now required to follow one of the following post-16 pathways until the age of 18:

- further education (college)
- apprenticeships
- work with training
- voluntary work with training

These pathways are explained in detail during appropriate sessions. We also have a range of resources available in the library to support your interests.

Our careers adviser, is available in college on Tuesdays and is based in Mrs Connochie’s office. She operates an appointment system, however, you are encouraged to drop in at break or lunch for information, advice or to arrange an appointment. Mrs Connochie can also be seen for any additional careers advice. You will get the opportunity to attend a careers fayre during your PDL session.

It is important to think of the next stages of your education after Henry Cort. Make sure you do your research about course requirements for college and university. If you and your parents/carer wish to explore about specific careers you may benefit from visiting:

- <https://www.henry-cort.hants.sch.uk/curriculum/careers>
- <https://www.careercompanion.co.uk/studentcompanion#12>
- <https://nationalcareersservice.direct.gov.uk>

AQA ENGLISH LANGUAGE (8700) AND ENGLISH LITERATURE (8702)



Course Choice Guide	
Literacy	*****
Numeracy	*
Communications	*****
Creativity	*****
Practical	****
Group Work	****
<u>Teaching, Learning & Assessment</u>	
Examinations (4)	100%

Full course details can be found at www.aqa.org.uk

SUMMARY OF COURSE

As a core subject, English GCSE is required by nearly all employers, training programmes and providers of further education. We provide a wide experience of different types of activity, including analysing texts and films, debating and discussing and produce a range of different pieces of writing.

You are encouraged to use your own ideas and become independent learners.

The new syllabus will allow you to study a wide range of fiction and non-fiction texts from 19th, 20th and 21st Centuries. Marks for the written exams are given for technical accuracy (spelling, grammar and punctuation):

- English language – 20%
- English literature – 5%.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

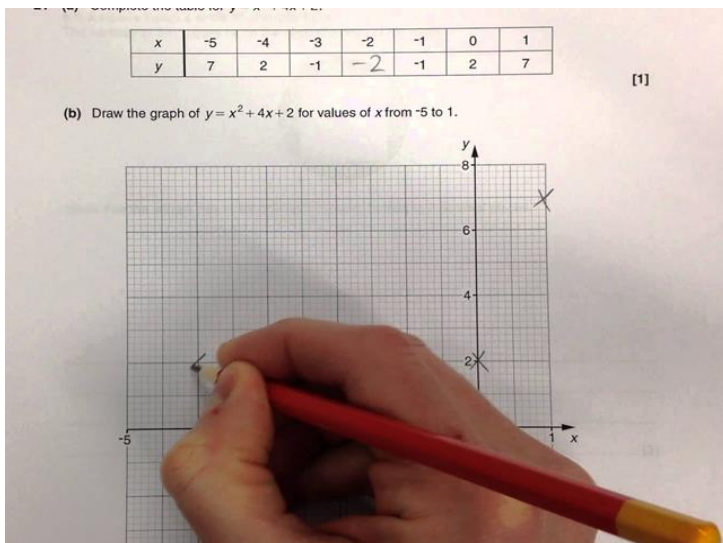
Success in English language will, of course, lay the foundations for your work in English language or literature at AS level. The listening, speaking, reading and writing skills you will develop will also be useful across a range of arts, humanities and social science subjects, the evaluation skills you will develop will be useful in each and every subject both at sixth form, college or in higher education.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will be expected to complete regular study skill, reading or writing homework.

FOR MORE INFORMATION, PLEASE CONTACT MR PAYNE

OCR MATHEMATICS (J560)



Course Choice Guide	
Literacy	***
Numeracy	*****
Communications	***
Creativity	***
Practical	**
Group Work	*
<u>Teaching, Learning & Assessment</u>	
Examinations (3)	100%

Full course details can be found at www.ocr.org.uk/qualifications/gcse-mathematics-j560-from-2015

SUMMARY OF COURSE

Mathematics is offered at two levels of entry; higher and foundation. If you wish to follow mathematics beyond Key Stage 4 you must study higher. The course covers all aspects of mathematics and is assessed by a terminal examination made up of three papers. These are 2 x calculator and 1 x non-calculator. In addition to this, you are assessed each half term to ensure progress is maintained.

At GCSE we build upon the work covered at Key Stage 3 and prepare you to be efficient in the use of mathematics in real life applications. In the mathematics faculty we embrace new technologies but these are underpinned by the traditional approaches to the subject that are required in the wider world. A successful mathematician will be able to show organisation, logic and ordering skills in order to break a problem down to smaller, more manageable tasks.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

Mathematics is required for practically every job that you can imagine. Most job advertisements will request mathematics at a pass grade at GCSE. The skills developed will demonstrate that problems can be identified and broken down.

As an A level subject it is widely considered to be the most marketable; opening doors into careers in ICT, law, engineering, medicine, science and business. The skills that you will develop are universal and can be implemented in many areas.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will be expected to undertake independent review and revision of the topics studied throughout the course. You will be expected to complete a weekly homework of up to 1 hour in length. In addition, you will be asked to practice basic skills using the ICT available.

FOR MORE INFORMATION, PLEASE CONTACT MR SMITH

AQA TRIPLE SCIENCE: BIOLOGY (8461), CHEMISTRY (8462), PHYSICS (8463)



Full course details can be found at <https://www.aqa.org.uk/subjects/science/gcse>

Course Choice Guide	
Literacy	****
Numeracy	****
Communications	****
Creativity	**
Practical	****
Group Work	**
<u>Teaching, Learning & Assessment</u>	
Examinations (6)	100%

SUMMARY OF COURSE

You will be following the triple science course which will enable you to achieve 3 GCSEs in the science disciplines of biology, chemistry and physics. Triple science covers more content than combined science and provides a very comprehensive foundation if you intend to follow the pure sciences at A-Level or a more vocational science related course.

Assessment is terminal (at the end of year 11) and will consist of 6 exams in total (two exams in each subject area). Each exam has a 50% weighting for the GCSE and the duration of the exam is 1 hour and 45 minutes. There are 'required practical's that you will undertake throughout the course to develop scientific investigation skills as well as reinforce understanding. There are 28 practicals in total and these will be assessed as part of the terminal examination.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

You will be following the separate science route which is ideal if you expect to follow 'pure' science A-Levels such as biology, human biology, chemistry and physics. Potential future careers may include opportunities to work in engineering, forensic science, environmental science, veterinary science and medicine. The skills learned in science e.g. problem solving and investigational skills will be applicable in a wide range of careers and are highly valued by employers.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

This is a demanding course and you will be expected to undertake independent review and revision of the topics studied throughout the course. There will be regular end of topic tests as well as pre-public exams (PPEs) throughout the course to prepare you for the demands of the terminal exams. Revision sessions will run throughout Year 11 and prior to other PPEs.

Some students may be moved to Combined Science = 2 GCSEs after assessment in Year 10.

FOR MORE INFORMATION, PLEASE CONTACT MS SAINSBURY

NCFE LEVEL 1/2 TECHNICAL AWARD IN HEALTH AND FITNESS (603/2650/5)



Course Choice Guide	
Literacy	****
Numeracy	**
Communications	*****
Creativity	****
Practical	****
Group Work	*****
<u>Teaching, Learning & Assessment</u>	
External Assessment	40%
Internal Assessment	60%

Full course details can be found at

www.qualhub.co.uk/qualification-search/qualification-detail/nfce-level-12-technical-award-in-health-and-fitness-4579

SUMMARY OF COURSE

The NCFE Level 1/2 technical award in health and fitness (603/2650/5) compliments GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in the health and fitness industry sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at Level 1 pass, merit, distinction, distinction* and Level 2 pass, merit, distinction, distinction*(equivalent to GCSE grades 1-8.5).

This Level 1/2 qualification enables you to develop a significant core of knowledge and understanding in health and fitness.

At the end of the course you will understand and identify the main body systems and their functions; understand the principles of training and FITT (frequency, intensity, time, and type); explore how physical activities affect the body in the short and long term and how it leads to better mental health. You will learn to understand how relevant fitness tests can be used for specific health and skill components of fitness; understand different lifestyle analysis tools and how to apply them by creating a health and fitness programme.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

This course is an excellent foundation for post-16 courses in physical education and sport science related fields. It is also suitable if you are thinking about coaching or teaching related careers or sports management.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

It may be necessary to complete additional support classes after college to ensure that units of work are completed to a good standard. We also encourage you to continue to participate in your favourite sports outside college hours.

FOR MORE INFORMATION, PLEASE CONTACT MR PLOMER

WJEC Eduqas GCSE Religious Studies Specification (Short Course)



Full course details can be found at

https://www.edugas.co.uk/qualifications/religious-studies-gcse/#tab_overview

Students will study the following three components:

1. An **in-depth** study of the beliefs and teachings of **Christianity**.
2. An **in-depth** study of the beliefs and teachings of **Hinduism**.
3. The following religious, philosophical and ethical themes:
 - **Issues of life & death**- the origins and value of the universe and human life, abortion, euthanasia.
 - **Issues of Relationships**– relationships, sexuality, contraception, gender equality, family in the 21st century, marriage, divorce.

A range of religious and non-religious responses to these issues will be explored. In both parts of the course, a wide variety of teaching and learning methods are used e.g. debates, discussions, visiting speakers, film and multimedia, trips, games, individual, pair and group work.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

Religious Education is a subject which is desirable in today’s multi-cultural world and highly regarded by employers, especially in careers which involve an emphasis on working with people e.g. Police, Law, Media, Medicine, Education and Business. It helps you develop the skills of analysis and evaluation of different points of view, empathy and the ability to view an argument from every side and the talent to debate and critically argue a given topic. It has great value as an examination subject for a variety of careers and for entry to Higher Education.

Religious Education is an ‘open’ exploration that will help you to understand different views of life as well as helping you to develop your own understanding of important questions. It provides a strong foundation for A Level RE, Philosophy or any social studies subject.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You are expected to keep up-to-date with current affairs through newspapers, television, the internet and radio.

Course Choice Guide	
Literacy	*****
Numeracy	*
Communications	****
Creativity	**
Practical	
Group Work	****
<u>Teaching, Learning & Assessment</u>	
Examinations (3)	100%

FOR MORE INFORMATION, PLEASE CONTACT MISS GUDGEON

ART



Full course details can be found at www.ocr.org.uk

Course Choice Guide	
Literacy	***
Numeracy	*
Communications	***
Creativity	*****
Practical	*
Group Work	
<u>Teaching, Learning & Assessment</u>	
Portfolio	60%
Externally set task	40%

SUMMARY OF COURSE

At Henry Cort the art department is passionate about unlocking creative potential and working to individual strengths and interests. In the fine art course, you will undertake a broad range of creative processes as well as exploring work by historical and contemporary artists and crafts people. A keen interest in all areas of art and design, plus a willingness to learn new skills are the key requirements of this course. Consider opting for the fine art course if you are eager to improve and refine painting and drawing techniques and use your own creativity and imagination. The course provides an opportunity for you to take a personal interest in why art and design matters and to be inspired and influenced by studying an exciting and stimulating course.

You are required to choose one or more area(s) of study:

- Installation
- Lens/light-based media
- Mixed-media
- Land art
- Printing
- Painting
- Sculpture

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

GCSE art and design can be a stepping stone towards A Level art, textiles or a BTEC national diploma in similar art related subjects. This could then lead to degree courses (BA/ BA Hons) in various subject areas. Art is so diverse that future careers can be very varied and could lead to professional artist, art teacher, illustrator, graphic designer, interior designer, print maker, fashion designer, theatre design, ceramics and many more.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

Art is time consuming so you must be committed to finishing work in your own time. The attendance at art club and completion of homework will be expected regularly.

FOR MORE INFORMATION, PLEASE CONTACT MISS GREENSTREET

DANCE



Course Choice Guide	
Literacy	***
Numeracy	*
Communications	****
Creativity	*****
Practical	*****
Group Work	****
<u>Teaching, Learning & Assessment</u>	
Examination	40%
Performance	30%
Choreography	30%

SUMMARY OF COURSE

During this course you will have the opportunity to study and experience the prime skills, techniques and creative aspects of the art of being a dancer. A predominately practical based course, the dance will cover a range of skills from choreography to performance.

You will experience contemporary technique and perform in not only a group dance but also two solo set dances. You will learn and develop your skills as a choreographer and as part of your coursework, create a group dance.

You will support your practical understanding of the key elements of dance through analysing professional choreographers, as well as deepening your knowledge of the dancers’ body, nutrition and aspects of health and safety. These will be formalised as part of a written examination at the end of the course.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

If you wish to study dance or performing arts further, local colleges offer A Level and BTEC courses.

If you choose not to pursue the course to a higher level, having this course on your CV will show employers not just your creative side but that you have a proven ability to self-manage, organise events, show commitment and work effectively as part of a team.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will be expected to study/rehearse in your own time (after college) to prepare for the performance and choreography assessments. You will also need to be confident in performing and be able to lead choreography tasks well. There is also an expectation that students will be involved in a creative arts production, such as college performances, and the Arts festival.

FOR MORE INFORMATION, PLEASE CONTACT MRS WARNER

DRAMA



Full course details can be found at https://www.eduqas.co.uk/qualifications/drama-gcse#tab_overview

Course Choice Guide	
Literacy	****
Numeracy	*
Communications	*****
Creativity	*****
Practical	*****
Group Work	*****
Teaching, Learning & Assessment	
Internal Assessment -	40%
Devising theatre	
External Assessment	20%
Performing texts	
Written exam	40%
Interpreting theatre	

SUMMARY OF COURSE

At Henry Cort the drama department is passionate about giving students the opportunity to be involved in creating and performing live theatre. As part of the course, you will develop these skills by producing script work and devised dramatic performance. You will develop an appreciation for a wide variety of different styles and genres which will enhance the work you create. This course focuses on your practical performance skills asking you to plan, produce, perform and evaluate your work. This is an exciting course for those students passionate about drama who may or may not wish to study drama at a later date. The Eduqas GCSE Drama qualification is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Learners will also attend live theatre performance allowing them to become informed and thoughtful audience members. By taking part in all these activities, learners will develop a range of essential life skills which will help them succeed in any career they choose

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

If you intend to continue your education post-16, it offers a solid grounding for A Level drama, which is recognised and accepted by the majority of universities and colleges. It also supports progression to study a Level 3 RSL award/ BTEC Level 3 in drama / performing arts. As well as the career opportunities in the theatre, radio, film and television broadcasting, the course can be relevant to a variety of jobs linked with communications e.g., sales, public relations, social work, teaching, law, journalism. Drama is an excellent subject to develop a wide range of soft and transferable skills from team work to public speaking and presentation skills

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will benefit from taking part in additional performances, either externally or in college. You are also expected to rehearse practical work after college a minimum of once a week. Good attendance is essential for KS4 drama as all practical work involves working as part of a group and you will let your partners down if you do not attend.

FOR MORE INFORMATION, PLEASE CONTACT MR CHALLEN

MUSIC



Course Choice Guide	
Literacy	****
Numeracy	**
Communications	****
Creativity	*****
Practical	*****
Group Work	****
<u>Teaching, Learning & Assessment</u>	
Internally Assessed NEA	60%
and	
Externally Assessed NEA	40%

Full course details can be found at

https://www.eduqas.co.uk/media/b3cjqdpx/wjec_l1-2-vocaward_ta_performing-arts_specification-e-21-12-2022-1.pdf

SUMMARY OF COURSE

The Eduqas Levels 2 Vocational Award in Performing Arts is a vocational course designed to meet the individual needs of young musicians. The course is delivered over 2 years, with the intention being for students to plan and execute an event (the Externally Assessed NEA) at the end of their time at Henry Cort.

There is an emphasis on playing music, although students with backgrounds in music technology (such as producers and DJs) are also welcome. Year 10 will focus on 2 key areas:

- Performance – 7 minutes of music to be performed, with background research and evidence of rehearsal.
- Composition (30%) to a brief, with depiction of music written in a visual format (e.g., a score).

Finally, the Performing Arts in Practice Unit (Unit 3) forms most of Year 11, with a view to students planning and performing at a live event, before reflecting on the experience, and what they hope to achieve as a musician moving forward with their lives.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

You can consider A Level music or one of the vocational music/music technology courses now available. In addition, you might wish to study A Level performing arts.

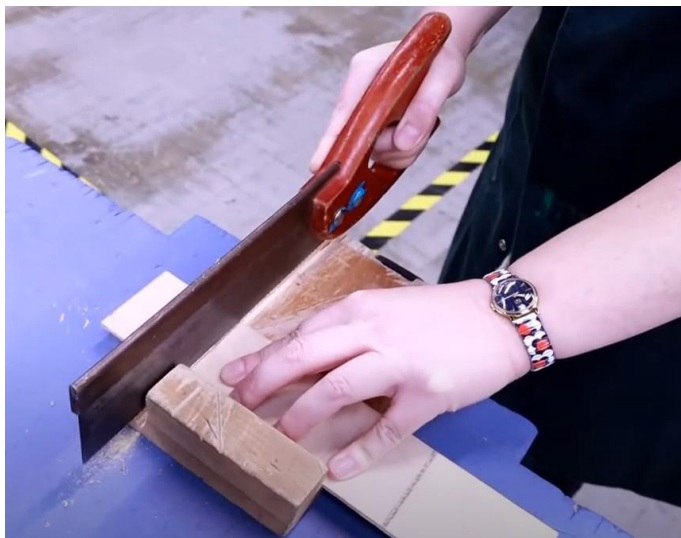
Taking music is often a hugely enjoyable course, and is a great way to build confidence; it’s also great for many ‘soft-skills’, such as public speaking, spatial awareness, independent work and social skills.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

Students are expected to perform, and often. This will involve playing in concerts to audiences within their class, or at open evenings and other events in the calendar. Students who find themselves unable to confront their discomfort with performing will be at a disadvantage. Students will also need to have access to an instrument, and ideally, be able to practice at home.

FOR MORE INFORMATION, PLEASE CONTACT MR CHILCOTT

DESIGN AND TECHNOLOGY



Course Choice Guide	
Literacy	****
Numeracy	***
Communications	*****
Creativity	****
Practical	****
Group Work	**
<u>Teaching, Learning & Assessment</u>	
Examination (1)	50%
Non-Exam Assessment*	50%
*30-35 hours approx	

Full course details can be found at

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

SUMMARY OF COURSE

Design and technology is part of everyday life and is constantly evolving. You will focus on developing practical skills and knowledge within design and technology including historical, social, cultural, environmental and economic factors. You will work creatively to design a range of products to solve problems, applying technical and practical expertise.

For your non-exam assessment, you will design and make a prototype for a client and will test and evaluate your work. This assignment will also involve you carrying out independent research and applying your mathematical and scientific knowledge in the subject. You will also be assessed in the form of a written exam at the end of the course, which has been split into three sections as follows:

- **Core Technical Principles:** A wide range of technical knowledge and understanding on timbers, polymers, textiles, metals, paper & boards, mechanical devices, electronic systems and energy sources.
- **Specialist Technical Principles:** In-depth knowledge and expertise in using timbers and polymers.
- **Designing and Making Principles:** Understanding the design process including iterative design, user-centred design, designers, companies, technical drawing, CAD/CAM, commercial manufacturing and evaluation.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

GCSE Design and Technology could lead onto academic or vocational qualifications in further education or an apprenticeship in a range of different industries; including engineering, manufacturing, product design, construction, architecture, mechanics, marketing, advertising, arts & crafts, carpentry, plumbing and electrical engineering. These are careers that involve problem solving, creativity and practical skills.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will be required to use the technology facilities to keep up with the demands of the course.

FOR MORE INFORMATION, PLEASE CONTACT MRS BIMSON

FOOD AND CATERING



Full course details can be found at

<https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/>

Course Choice Guide	
Literacy	****
Numeracy	****
Communications	*****
Creativity	*****
Practical	*****
Group Work	***
<u>Teaching, Learning & Assessment</u>	
Examination (90 mins)	40%
Portfolio / Controlled Assessment (9 hours)	60%

SUMMARY OF COURSE

The course has been designed to develop knowledge and understanding related to a range of topics including; hygiene and safety, roles and responsibility of the environmental health officers (EHO), food laws and regulations, food allergies and intolerances. You will also learn about job roles in the hospitality and catering industry as well as the structure of the ‘front’ and ‘back-of-house’ in catering establishments.

There is an opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as the transferable skills of problem solving, organisation, planning, communication and time management.

This course is split into two sections:

- Unit 1: The Hospitality and catering industry (40% of overall grade)
- Unit 2: Hospitality and catering in action (60% of overall grade)

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

Successful completion of this qualification could lead to a number of possibilities. There are many local colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and Level 1-3 courses.

You could progress into careers like a Chef, Dietician, Health and Social care, Food Technologist, Nursing, Food production and Manufacture, Hospitality, Food product development and Childcare.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will be responsible for providing ingredients for each practical session and suitable means to take your finished dishes home. There is a trip to Fareham College restaurant.

FOR MORE INFORMATION, PLEASE CONTACT MRS MARSHALL

TEXTILES



Full course details can be found at www.ocr.org.uk

Course Choice Guide	
Literacy	***
Numeracy	*
Communications	***
Creativity	*****
Practical	*****
Group Work	
<u>Teaching, Learning & Assessment</u>	
Portfolio	60%
Externally set task	40%

SUMMARY OF COURSE

Textile design is defined here as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. You must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to your chosen area(s) of study in textile design. You must explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work. You must demonstrate the knowledge, skills and understanding through area(s) of study relevant to textile design.

You are required to choose one or more area(s) of study:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

Completion of the GCSE in textiles will allow you to further your interest through either A level Textiles or through college based courses. There are also many career options within fashion and textiles ranging from designing and development of textiles products to careers within the fashion industry. The portfolio of work you create in the course is valued by employers and colleges and provides an ideal route into creative courses.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

Textiles is time consuming so you must be committed to finishing work in your own time. Your attendance at workshops and completion of homework will be expected regularly.

FOR MORE INFORMATION, PLEASE CONTACT MRS BALDRY

MODERN FOREIGN LANGUAGES: FRENCH, GERMAN AND SPANISH



Full course details can be found at www.aqa.org.uk

Course Choice Guide	
Literacy	*****
Numeracy	*
Communications	*****
Creativity	***
Practical	**
Group Work	**
<u>Teaching, Learning & Assessment</u>	
Examination (4)	100%
Internal assessment	0%

SUMMARY OF COURSE

We are in a unique position at Henry Cort, in that we offer a choice of 3 languages at GCSE. You can choose to continue to study French, or you can opt to study German or Spanish from scratch. **Whatever language you choose to study in Year 9 will be the language you study in Years 10 & 11.** You will study three main themes at KS4:

Theme 1 - identity and culture, Theme 2 - local, national, international and global areas of interest, Theme 3 - current and future study and employment. These main themes will be divided into sub-themes to allow you to build up your knowledge of vocabulary and grammar. You will study a range of topics including: Family, Free time, Technology, Festivals, Holidays, Health, My Town, Environment, Holidays, School life and Future Plans. You will learn how to speak and write about these topics, and you will be encouraged to express your own thoughts and opinions. Throughout the course, you will prepare your own responses to spoken and written questions, enabling you to communicate effectively in your chosen language. The course is assessed by final exams in 4 skills: Listening, speaking, reading and writing, which all count for 25%.

WHAT IT CAN LEAD TO AT COLLEGE AND BEYOND

Studying a modern foreign language is much more than just an academic subject. It enables you to empathise with and enter into another person’s world; to communicate across cultures and to enrich one’s own life. It expands your range of thinking and develops effective writing skills in both English and the foreign language. Research shows clear advantages in studying a modern foreign language in terms of cognitive skills and understanding as well as better outcomes in English. Colleges, universities and employers will look favourably on candidates who have studied a foreign language. Career options are varied and include; Journalism, Travel and Tourism, Armed Services, Sales and Marketing, Teaching, Interpreting, and Engineering to name but a few.

EXTRA-CURRICULAR COMMITMENT REQUIREMENTS AND ADDITIONAL INFORMATION

You will be expected to do writing, reading and vocabulary learning tasks after every lesson. GCSE help clinics run after college once a week, or by arrangement with the teacher. There will be revision sessions for listening and reading in Year 11 which you will be expected to attend.

FOR MORE INFORMATION, PLEASE CONTACT MRS WILKS