



every second counts



KEY STAGE 4 OPTIONS

2024-27

everyone succeeds

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KEY STAGE 4 OPTIONS

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KEY STAGE 4 OPTIONS

During Years 7 and 8, you all studied the same subjects. In Years 9, 10 and 11 there is the opportunity for you to follow a more individual course of study leading to a number of qualifications.

Although education is more than passing examinations, the results you achieve in Year 11 are extremely important for your future. How well you do over the next three years determines what choices you have Post-16. You do not have to decide now exactly what you are going to do for entry into the Sixth Form. However, it is important that you select a programme of study that will allow you flexibility of choice about future jobs, education and training.

In expressing preferences, you should listen to the advice of your teachers and parents before you make your choices. It is sensible to choose subjects which you enjoy, or those in which you know you are capable of doing well. Do not choose subjects just because your friends do - you may not be in the same teaching group as them next year, and it is not a sensible way of making a decision. Do not choose either on the basis of liking or disliking a particular teacher's lessons this year as you may not get the same teacher at Key Stage 4. Try to choose based on the content and skills of the subject and your interest and ability.

You will study 10 GCSEs in total. You will all study GCSEs in Maths, English Language, English Literature, Science, Statistics and Religious Studies. You then have the option of choosing 3 other subjects. Everyone also has a core PE lesson each week, and you will continue to have PSHE drop-down days throughout the year. This is summarised in the table below.

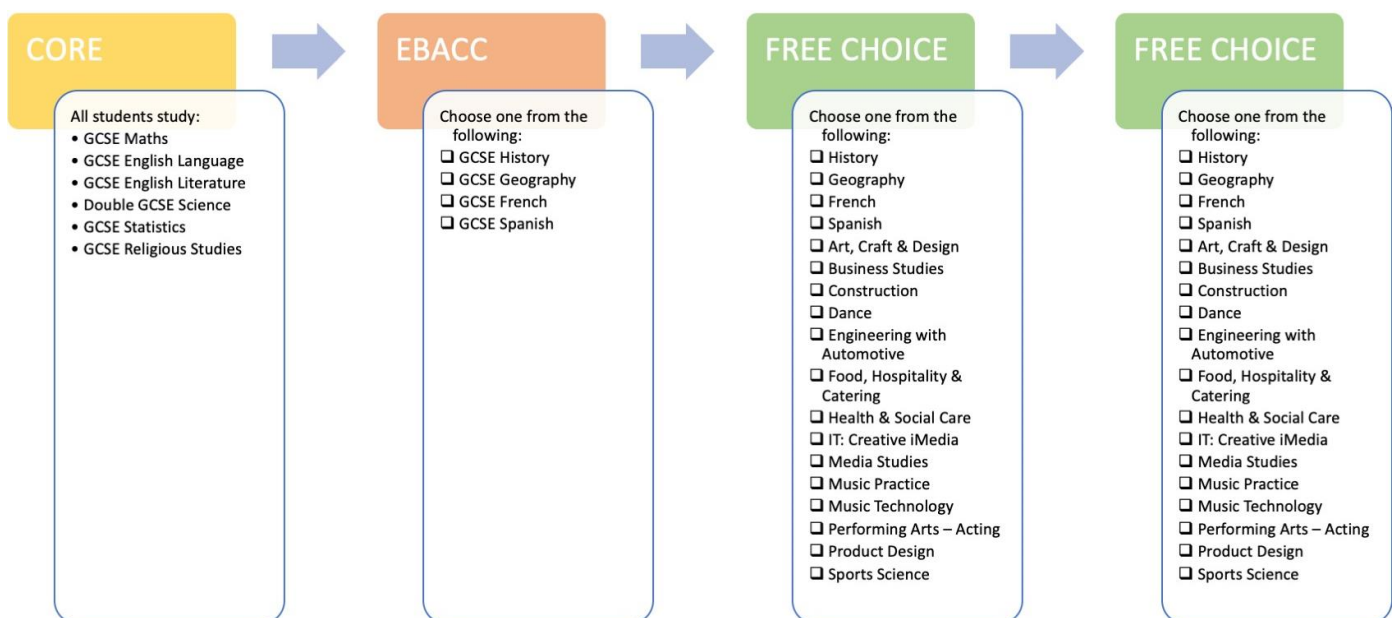
CORE	GCSE Maths	1
	GCSE English Language	1
	GCSE English Literature	1
	Double GCSE Science	2
	GCSE Statistics	1
	GCSE Religious Studies	1
EBACC	GCSE History or GCSE Geography or GCSE French or GCSE Spanish	1
FREE CHOICE	EBACC or option subject	1
	EBACC or option subject	1
NON-EXAMINED	Core PE	0
	PSHE	0
TOTAL		10

KEY STAGE 4 OPTIONS

You do not need to choose the GCSEs in Maths, English Language, English Literature, Science, Statistics and Religious Studies. Physical Education and PSHE will also be part of Years 9-11.

You then have the option of choosing 3 other subjects and will make your choices in 2 sections. The first section is for the EBACC (English Baccalaureate) subject, where you will select one option from History, Geography, French or Spanish. Everyone has to study at least one EBACC subject.

In the second section there is a wider choice of subjects for you to pick two more options; here you can choose from the EBACC subjects and all of the other options we offer. This is summarised below.



You may have read about studying for the EBACC. It is not a formal qualification and you will not receive a certificate for achieving it; it is a measure used by the government. To achieve the EBACC, you would need to choose History or Geography and Spanish or French. We do not force students to do this – you have a free choice for your final two subjects.

Whilst the Academy will try to meet every student's first choice wherever possible, there may be occasions where you will be asked to take your reserve choice. If so, you will be interviewed and given a chance to express your views.

The options selection is made via a google form that will be sent to you. Your preferences will have to be decided by Friday 2nd February 2024.

KEY STAGE 4 OPTIONS



Period 1

Period 1 in Year 9 is very similar to Years 7 and 8. In Years 10 and 11, your tutor will be a subject specialist, and you will be placed in a tutor group based on your academic needs. This may be to support you in a particular subject or to push you to achieve a higher grade.

Period 5

In Year 11, students have a Period 5 lesson from 3.15 – 4.15pm on Mondays, Tuesdays and Wednesdays. This additional lesson will support you in all of your subjects as you receive additional teaching time.

ENGLISH LANGUAGE

GCSE



Course Overview

The English language GCSE will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students will work towards two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. There is also a non-examined element of the GCSE, spoken language, where students are assessed on their ability to present using Standard English and respond to questions and feedback.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

Examining Body:

Edexcel

Contact:

Mrs K Mortimore



ENGLISH LITERATURE

GCSE



Course Overview

GCSE English Literature encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

For this GCSE students will study Shakespeare's Macbeth, Dickens' A Christmas Carol and Priestley's An Inspector Calls. Students will also study one cluster of 15 poems entitled 'Power and Conflict'. The poems are thematically linked and were written between 1789 and the present day. Students will study all 15 poems and be prepared to write about any of them in the examination. Students also prepare to write on unseen poetry. In preparing for the unseen poetry section of the examination students will experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They will learn to analyse and compare key features such as their content, theme, structure and use of language.

GCSE English Literature should also encourage students to:

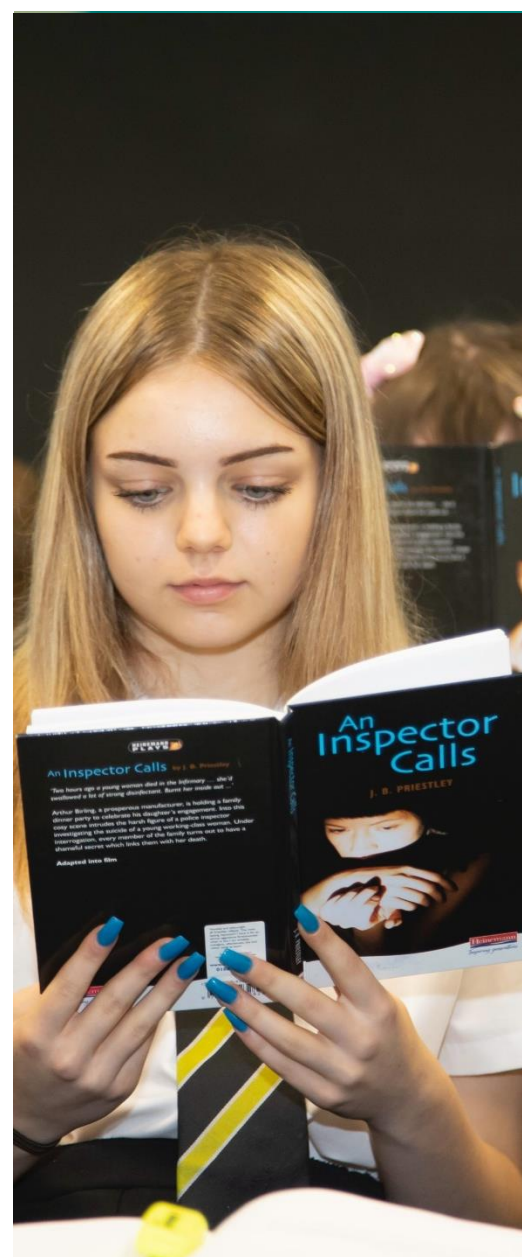
- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Examining Body:

Edexcel

Contact:

Mrs K Mortimore



MATHEMATICS

GCSE



Course Overview

Current GCSE regulations stipulate that all students follow a programme of study in GCSE Mathematics.

This new specification tests students' understanding in six content areas:

- Number
- Algebra
- Ratio, proportion, rates of change
- Geometry
- Probability
- Statistics

Students will develop the skills of using and applying techniques, be expected to reason, interpret and communicate mathematically and solve problems within mathematics and other contexts to be successful in this GCSE.

Students must have the Casio FX-83GTCW that is listed as part of the equipment. This is the scientific calculator recommended by the exam board, and the one that teachers will plan teaching around.

There are two tiers of entry at GCSE with a new grading system:

- The Higher Tier offers grades 9 (Highest) to 4
- Foundation Tier offers grades 5 to 1

All students follow courses which are appropriate to their needs and ability. The course is assessed completely by exam in three 1½ hour papers, sat at the end of Year 11.

Every student at Torquay Academy is provided with the opportunity to gain a nationally recognised qualification in Mathematics gaining a GCSE grade.

Grades offered are:

Higher	9 - 4
Foundation	5 - 1

Examining Body:

Edexcel

Contact:

Mr T Thatcher



STATISTICS

GCSE



Course Overview

Currently all Year 11's are entered for the Statistics GCSE; this will be taught alongside and during their GCSE Mathematics lessons.

This is a separate GCSE from mathematics and the skills developed can be vital for many post-16 courses.

The qualification is 100% examination, which takes place in June of Year 11 (one, 1½ hour paper).

Grades offered are:

Higher 9 - 4

Foundation 5 - 1

Examining Body:

Edexcel

Contact:

Mr T Thatcher



COMBINED SCIENCE (DOUBLE AWARD) GCSE



Key Features

This course is worth two GCSEs and it provides the opportunity to:

- Develop interest and enthusiasm for the subject
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills knowledge and understanding necessary for progression to further learning

The GCSE provides a distinctive and relevant experience for students who wish to progress to A level qualifications in the sixth form.

Students will study the following Biology topics:

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology

Students will study the following Chemistry topic:

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Students will study the following Physics topics:

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure.

Assessment

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Exams are 1 hour 15 minutes. Each exam is 70 marks and worth 16.7% of GCSE. Exam papers are a mixture of multiple choice, structured, closed short answer, and open response.

Examining Body:

AQA

Contact:

Mr J Mellitt



RELIGIOUS STUDIES

GCSE



What will I study?

As a core subject, all students will study GCSE Religious Studies following AQA Specification A:

- An in-depth study of Muslim beliefs, teachings and practices.
- An in-depth study of Christian beliefs, teachings and practices.
- Issues of Relationships: Students discuss religious and personal responses to ethical issues such as homosexual marriage, divorce, adultery, pre-marital sex and gender roles.
- Issues of Life and Death: Using knowledge of Islam, Humanism and Christianity, students analyse and evaluate issues relating to the value of human life such as euthanasia and abortion as well as beliefs about the afterlife and the creation of the world.
- Issues of Good and Evil: Students evaluate religious and ethical responses to ethical dilemmas questioning what makes actions right and wrong. They are encouraged to discuss how, why and in which ways we punish people, the treatment of criminals and responses to the death penalty. They will also discuss the importance and role of forgiveness as well as looking at the origin of evil and the challenges evil poses to the existence of God.
- Issues of Human Rights: In this module students are encouraged to critically evaluate the personal beliefs and values of themselves and others looking at issues such as equality, censorship, religious expression, extremism, prejudice and discrimination and poverty.

How will I be assessed?

The course is 100% exam:

- Component 1: The themes paper – 2 hrs – 50%
- Component 2: Christianity Beliefs and teachings and Practices – 1 hr – 25%
- Component 3: Islam Beliefs and Teachings and Practices – 1 hr – 25%

How can Religious Studies help me?

Religious Studies is the investigation of people and how beliefs influence people's actions which helps you to develop 'people skills' which could help with any career where you are dealing with the public or customer services. Religious Studies graduates often move into a variety of careers: law, journalism, diplomacy, publishing, travel, the media, advertising, human resources, and teaching.

You will develop the following skills: clear and logical thinking, critical evaluation, reasoning, literacy and expression, negotiating, organising, planning, problem solving, research and working to deadlines.

Religious Studies offers an opportunity to explore the major beliefs and social/moral problems of our time. Important and sometimes quite sensitive issues will be addressed, providing the opportunity for personal growth and development.

Examining Body:

AQA

Contact:

Mrs T Brzozowski



PHYSICAL EDUCATION



What will I study?

There is no formal qualification for compulsory core PE.

Students will choose their abilities and interests. Within these pathways there may be options to follow National Governing Body Leadership Awards. Students will also develop their knowledge of health related fitness whilst being encouraged to maintain an active healthy lifestyle across a variety of sports and activities.

Personal qualities and aptitudes required to be successful in PE:

- Enthusiasm and willingness to improve your skill, knowledge and understanding of the activities.
- Organisation in terms of kit.

What will you gain from this course?

- Building aspirations and developing resilience.
- Making active lifestyle choices.
- Building mental health strategies and managing pressure.

Usefulness of the course for further education and careers:

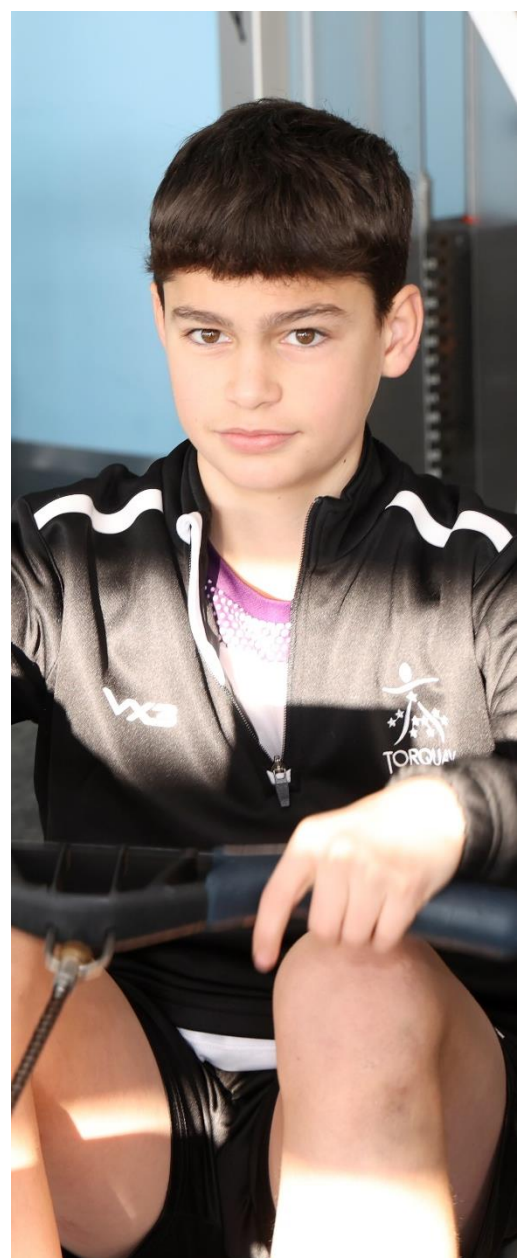
- To develop cooperation, communication and leadership skills.
- To develop your practical skills, performance and confidence.
- To give you the confidence to continue a healthy, active lifestyle outside of school.

Examining Body:

N/A

Contact:

Mr D Jones



PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION



Personal, Social, Health and Economic Education (PSHEe) helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

It aims to help students understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

It offers learning opportunities across and beyond the curriculum.

Personal, Social, Health and Economic Education is a compulsory, non-examination part of each student's curriculum.

The programme develops three major themes:

- Relationships and sex education
- Health and wellbeing
- Living in the Wider World

PSHEe is delivered through 3 days across the school year, where the curriculum is collapsed and students have a variety of sessions based on the themes above. We include a variety of visitors and theatre groups where appropriate.

Examining Body:

N/A

Contact:

Miss S Martin



GEOGRAPHY

GCSE



What will I study?

As our world continues to change and global issues impact on our lives, geographical knowledge becomes increasingly relevant to you and your future. When you study Geography you will explore some of the main issues that affect the world in which you live.

GCSE Geography requires students to extend their locational knowledge from KS3 and to develop competence in maps, fieldwork and geographical skills. The GCSE covers:

1. Living with the physical environment
2. Challenges in the human environment
3. Geographical applications

The GCSE course will involve student undertaking fieldwork in at least two contrasting environments, exploring both physical and human processes. It will also include the use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material, including the use of Geographical Information Systems (GIS), to obtain, illustrate, analyse and evaluate geographical information.

Why choose Geography?

Geography helps you:

- to understand the environment at local and global scales
- to know your world through fieldwork
- to make decisions that balance environmental and developmental concerns
- to develop a wide range of skills such as presenting arguments or map skills
- to understand other cultures throughout the world
- to be more aware of everyday situations and issues faced by the people who live around you and across the world

How will I be assessed?

Students will sit three separate papers:

Paper 1 – Living with the physical environment 1 hour 30 minutes (35%)

Paper 2 – Challenges in the human environment 1 hour 30 minutes (35%)

Paper 3 – Geographical Applications 1 hour 30 minutes (30%)

Examining Body:

AQA

Contact:

Miss V Fannon



HISTORY

GCSE



What will I study?

- Medicine through time, c1250-Present: a thematic study of medicine examining how approaches to treatments and care have changed over the centuries.
- Germany, 1914-1939. Covering events in Germany after the end of World War I, the chaos that followed and the rise of the Nazi party.
- The Norman Conquest, 1065-1087.
- In 1066, the Anglo Saxon world ended following the defeat of Harold Godwinson at Hastings. This is the tale of how William Godwinson at Hastings. This is the tale of how William of Normandy won that battle and how he then secured his hold England.
- Superpower relations and the Cold War, 1941-91
- Discovering how the arms race between the US and USSR nearly ended in nuclear war.

Why choose History?

GCSE History is a stimulating, fun and challenging course. It can help you:

- Develop the capacity for reasoned argument and a balanced judgement and the opportunity to present your ideas fluently.
- Develop analytical and presentation skills.
- Truly understand the world you live in by being a rounded individual who develops an understanding of both past and present.
- With the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.
- Make sense of most other subjects.

How will I be assessed?

There will be three exam papers:

- Paper 1 - 1 hour 15 minutes (Crime and Punishment)
- Paper 2 - 1 hour 45 minutes (Super Power Relations and Norman Conquest)
- Paper 3 - 1 hour 20 minutes (Weimar and Nazi Germany)

History is a highly regarded qualification as it provides you with skills which can be used in a wide range of employment opportunities. Future careers include: managerial positions, journalism, the legal profession, the armed forces and the travel industry to name a few.

Examining Body:

Pearson Edexcel

Contact:

Miss S Cape



FRENCH

GCSE



Why should I learn another language? Everyone speaks English anyway, right?

Actually, 75% of the world's population speak no English at all. That works out to around 5¼ billion people. If you're in a business and you want to succeed, you need to try to reach these potential clients.

Nearly three-quarters of employers say that they would employ someone who can have a conversation with someone in a foreign language. Why? Because businesses know that they are losing trade through language barriers. Customers that you talk to in their own language are far more likely to do business with you than if you talked to them in English.

French is a very sought-after language for employers, especially those who do business with Europe or Africa. A foreign language, whether spoken fluently or conversationally, can give access to a much wider range of jobs in the UK and overseas. Many people think that the only jobs available for language students are in translation, interpretation or teaching but practically any job can involve languages. Employers are prepared to pay more for staff with ability in a foreign language.

Of course, learning a foreign language will also come in useful if you ever go abroad and need to talk to people in their language, or if you have to deal with a foreign person in the UK – which, if you stay in the Torbay area, is quite likely. It is also a skill for life and there are countless films you can watch in French on Netflix and of course, a wide range of music for you to discover, as well as opening your mind and giving you an insight to different cultures and ways of life.

Although you may not have studied French before, or only have learned a little, you can still study for a GCSE in this language. You will have to work hard, complete all classwork and homework, and make sure you learn the meanings of around 20 words a week.

During the course, students will learn structures and vocabulary connected to topics around health, relationships and choices, leisure, holidays, home and environment, and work and education and have the opportunity to speak with of our Foreign Language Assistant.

Class sizes for the GCSE tend to be smaller than KS3 as well as fast paced and very focused.

The French GCSE consists of 4 final exams (25% speaking, 25% writing, 25% listening, and 25% reading).

Examining Body:

AQA

Contact:

Mrs K May



SPANISH

GCSE



Why should I learn another language? Everyone speaks English anyway, right?

Actually, 75% of the world's population speak no English at all. That works out to around 5¼ billion people. If you're in a business and you want to succeed, you need to try to reach these potential clients.

Nearly three-quarters of employers say that they would employ someone who can have a conversation with someone in a foreign language. Why? Because businesses know that they are losing trade through language barriers. Customers that you talk to in their own language are far more likely to do business with you than if you talked to them in English.

Spanish is a very sought-after language for employers, especially those who do business with Europe or South America. A foreign language, whether spoken fluently or conversationally, can give access to a much wider range of jobs in the UK and overseas. Many people think that the only jobs available for language students are in translation, interpretation or teaching but practically any job can involve languages. Employers are prepared to pay more for staff with ability in a foreign language.

Although you may not have studied Spanish before, or only have learned a little, you can still study for a GCSE in this language. You will have to work hard, complete all classwork and homework, and make sure you learn the meanings of around 20 words a week.

During the course, students will learn structures and vocabulary connected to topics around health, relationships and choices, leisure, holidays, home and environment, and work and education and have the opportunity to speak with of our Foreign Language Assistant.

Class sizes for the GCSE tend to be smaller than KS3 as well as fast paced and very focused.

The Spanish GCSE consists of 4 final exams (25% speaking, 25% writing, 25% listening, and 25% reading).

From September 2024, we will be offering Spanish at A level, so if you are really interested in this subject, you can now go on to study it at KS5.

If you intend to go to University, a GCSE in Spanish will look impressive on your UCAS application.

Examining Body:

AQA

Contact:

Mrs K May



ART, CRAFT & DESIGN

GCSE



Course Outline

The course is taught thematically; currently 'Structures', 'Identity' and 'Human Form'. It includes working from direct observation, photographs, traditional and contemporary artwork and artefacts from around the world.

Students study and explore different art movements and other artists' work and use this knowledge and understanding to develop their own responses. Students must work from at least 2 of the following disciplines; fine art, graphic communication, textile design, three-dimensional design and photography.

Year 9 encompasses a series of teacher-led skills workshops. The Year 10 course is structured to cover all 4 assessment objectives and students will take greater ownership of the artists selected and researched and the focus will mainly be on 2D outcomes. In Year 11 students will work with a 3D focus and, for the exam topic, with growing independence and experimentation.

The exam paper is set by the exam board, AQA, and will be distributed in the January of Year 11.



Assessment

Portfolio (coursework): A folder of work, 3D pieces & sketchbooks 60%

Externally set assignment (Exam project): Preparation work, sketchbook & outcome 40%

Students complete the preparation work during the spring term in Year 11. The final piece is produced in a 10 hour exam in the art room. Student's work is first assessed by the teachers in the department and then a sample is moderated by an external assessor.

Examining Body:

AQA

Contact:

Mrs E Lithgow



BUSINESS STUDIES

GCSE



What is it about?

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more. You will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. You will learn how businesses are structured to support success. You will learn how businesses manage both their finances and the people who work for them.

What other skills will I develop?

You will understand how important effective communication and team work is to any business. You will learn about the technology that supports all business activities. You will understand the role of finance and the tools used to monitor performance.

How will I be assessed?

The course will be assessed entirely by two exams. Both in the summer of year 11.

What is the course worth?

This qualification is worth one GCSE at 9 – 1.

What could I study Post 16?

No matter which route you follow, all these business courses can help you prepare for further and higher education such as A Levels, BTEC and Apprenticeship courses. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team.

What possible careers could I have?

You could achieve a career in marketing, finance, human resources, business consultancy... the list is endless. It might also inspire you to open your own business, then the sky is the limit!!

What do other students think about the course?

"Don't choose it if you're not prepared to put in 100% effort!"

"it's fun and I enjoy it! My best school days are when I have business"

Examining Body:

Pearson Edexcel

Contact:

Mrs N Sanders



CONSTRUCTION

BTEC



What is it about?

You will learn and develop the basic skills of the design process, knowledge of construction technology as well as carpentry, brickwork, painting and decorating. There is an approximate split of 50/50 between theory and practical lessons so you must be prepared to work hard on this course. You will gain great experience in starting work in construction, develop skills in working safely in construction and gain an insight into trade areas such as joinery, trowel, plumbing and building services.

What other skills will I develop?

You will improve your problem solving skills and spatial awareness. You will also develop a practical understanding of materials and technology that is available to modern day construction.

How will I be assessed?

Everyone taking this qualification will study three components, covering the following content:

- Construction technology: Understanding common types of construction used to build low rise buildings, material technologies and the essential maths and science that Designers and Builders use day-to-day,
- Practical craft skills: covering the principles of safe working, selecting and using materials and tools, planning work in trades in either carpentry or brickwork and evaluating the quality of work produced.
- Construction and design: exploring how the design of different building can meet their function, and how to practically design buildings to meet the needs of the clients and the environment, including the various constraints on the design. Learners will be able to integrate knowledge across the qualification into their response to a design brief.

What is the course worth?

This is a BTEC qualification worth one GCSE equivalent at 9 – 1.

What work-related opportunities will I experience?

You will meet and speak to existing tradespeople who will be able to give you tips and advice how to develop your practical skills. You will also gain first-hand experience of all the main trades.

What possible careers could I have?

Careers that use skills in Construction include jobs in Architecture, Ecology, Quantity Surveying, Site Manager, Bricklaying, Joinery, Carpentry, Plumbing or Electrician.

What do other students think about the course?

“There’s lots of practical which I enjoy. I also have to complete theory work which helps me to understand the practical a lot more”

Examining Body:

Pearson Edexcel

Contact:

Mrs R Dempsey



DANCE

BTEC Level 2 Technical Award



The Pearson BTEC Level 2 Technical Award in Dance is suitable for students who actively take part in dance both inside and/or outside of school and wish to pursue this into Key Stage 4 and achieve a formal qualification at the end of Year 11.

What skills will I learn?

The main focus is on four areas of equal importance:

- development of key skills that prove learners' aptitude in performing arts
- process that underpins effective ways of working in the performing arts
- attitudes that are considered most important in the performing arts
- knowledge that underpins effective use of skills, processes and attitudes in the sector

Content of the course:

Component 1 - Exploring the Performing Arts

Aim: get a taste of what it is like to be a professional dancer. During Component 1, students will: explore performance styles, creative intentions and purpose; investigate how practitioners create and influence what's performed; discover performance roles, skills, techniques and processes.

Assessment: internally assessed assignments Weighting: 30% of total course

Component 2 - Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in dance. During Component 2, students will: take part in workshops, classes and rehearsals; gain physical, interpretative, vocal and rehearsal skills; apply these skills in performance; reflect on their progress, their performance and how they could improve.

Assessment: internally assessed assignments Weighting: 30% of total course

Component 3 - Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

To achieve this aim, students will: use the brief and previous learnings to come up with ideas; build on their skills in classes, workshops and rehearsals; review the process using an ideas and skills log; perform a piece to their chosen audience; reflect on their performance in an evaluation report.

Assessment: externally assessed task, where students work in groups of between three and seven members to create a performance based on a set brief. Weighting: 40% of total course.

Additional info

- This course is a combination of practical and theoretical work.
- You must wear correct dance kit at all times.
- You must be organised and committed to meet all deadlines set. You do not need to be the best dancer or have any dance training, but you must be prepared to give your best at all times.
- You must be prepared to perform in front of people.

Examining Body:

Pearson Edexcel

Contact:

Miss J Walklin



ENGINEERING WITH AUTOMOTIVE GCSE



What is it about?

Time is spent between our purpose built professional standard workshop and classrooms to gain a fantastic understanding of engineering principles and methods as well as the automotive industry. We have a fleet of fully operational cars and an array of engineering equipment to learn with.

What other skills will I develop?

You will explore a range of engineering equipment both purely automotive and those more traditionally associated with engineering.

How will I be assessed?

You will complete a portfolio based Non Examination Assessment through year 11 and sit one 2 hour theory exam.

What is the course worth?

This qualification is worth one GCSE at 9 – 1.

What could I study Post 16?

We have had a number of students gain an apprenticeship in the automotive industry, whilst many have chosen a more academic route into engineering degrees in a number of disciplines from software engineering to motorsport.

What work related opportunities will I experience?

In this practical based subject you will learn knowledge and skills that are valuable currency when seeking employment in a number of fields. You will also have the opportunity to join our in-house motorsport team which competes in Greenpower F24 races around the country at circuits such as Goodwood, Castle Combe and Silverstone.

What possible careers could I have?

Besides automotive repair, the whole world of engineering is eagerly seeking bright minds to shape our futures through engineering so the possibilities are endless and probably haven't even been defined yet!

What do other students think about the course?

The course is always amongst the most popular in the school!
"I love cars and really want to be a mechanic when I'm older so this course is the perfect start for me"

Examining Body:

AQA

Contact:

Mr G Foulds



FOOD, HOSPITALITY & CATERING

Level 2 Vocational Award



What is it about?

Food, Hospitality & Catering will develop students' knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. You will also develop a practical understanding of food and making. If you enjoy cooking, have an interest in food, enjoy researching and using computers and you can clean up after yourself (!) then this is the course for you.

What other skills will I develop?

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation, time management and planning. You will also improve your analytical skills and increase your use of ICT.

How will I be assessed?

There is one online exam in Year 10 – this is 2 hours long and worth 40% of your final grade. There will be an internally assessed piece of work worth the other 60% of your final grade.

What is the course worth?

This is a Level 2 Vocational Award worth one GCSE equivalent at 9 – 1.

What could I study Post 16?

Many students successful in this course have gone on to study qualifications in Hospitality and Catering and Professional Cookery or to the Michael Caines Academy. University courses include Hospitality and Catering, Food Technology, Nutrition, Food & Beverage Studies and Agriculture.

What work related opportunities will I experience?

You will meet and speak to people working in Hospitality and Catering, and will complete a project relating to a local Hospitality business.

What possible careers could I have?

Careers that use skills in Food, Hospitality and Catering. Cookery include being a chef, catering management, food technologist, nutritionist and dietician.

What do other students think about the course?

"My practical skills have really improved and I've got better at the washing up!"

"I've learnt a lot about the way food is grown and how different ingredients work well together"

Examining Body:

WJEC

Contact:

Mrs A Haines



HEALTH & SOCIAL CARE

BTEC Level 1/2 Tech Award



What is it about?

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector.

Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal – externally moderated assignments
2	Health and Social Care Services and Values	36	1/2	Internal – externally moderated assignments
3	Health and Wellbeing	48	1/2	External Synoptic Exam

Component 1: Human Lifespan Development

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Component 2: Health and Social Care Services and Values

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3: Health and Wellbeing

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Further Progression available

Level 3 OCR Technicals in Health and Social care to gain UCAS points for University or Health / Social Care Apprenticeships

Examining Body:

Pearson Edexcel

Contact:

Mrs D Knowles



IT: CREATIVE iMEDIA

Level 2 Vocational Award



What is it about?

The Cambridge National in Creative iMedia is aimed at students aged 14-16 and will develop knowledge, understanding and practical skills that would be used in the media industry.

What other skills will I develop?

You will develop skills such as being able to develop visual identities for clients, planning and creating original digital graphics and planning, creating and reviewing original digital media products. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as thinking about situations and deciding what is required to be successful.

How will I be assessed?

- Unit R093: Creative iMedia in the media industry - 40% of overall grade. External exam. In this unit you will learn about the sectors, products and job roles that form the media industry.
- Unit R094: Visual identity and digital graphics - 30% of overall grade. Internal assessment. In this unit you will learn how to develop visual identities for clients
- Unit R099: Digital games - 30% of overall grade. Internal assessment. In this unit you will learn to interpret client briefs to create original digital video games using industry standard software.

What is the course worth?

This is a Level 2 Vocational Award worth one GCSE equivalent at 9 – 1.

What could I study Post 16?

No matter what route you follow when you leave school, the Creative iMedia pathway will have provided you with the skills and knowledge needed to pursue a career in the IT or media sectors and will provide you with the entry requirements for a range of AS/A2, BTEC and NVQ courses.

What work related opportunities will I experience?

You will be set a series of briefs that are based upon real life scenarios, use industry standard software packages and learn skills and experience that will be transferable to the workplace.

What possible careers could I have?

Possible careers could include a computer scientist, IT/computing teacher, 3D animator or graphic designer, video game designer, IT technician, engineer, network administrator, programmer or software developer.

Examining Body:

OCR

Contact:

Mr S Weaver



MEDIA STUDIES

GCSE



What is it about?

We live in a media-saturated world. From video clips on your phone, to TV ads to blockbuster movies, to posters at the bus stop, to the music in your earbuds, you are surrounded by media messages for most of your waking hours. How do you make sense of them all? How do you know what they are trying to communicate — both on an obvious and a less obvious level? How do you know how much you have been influenced — consciously or subconsciously — by these media messages? Does the media reflect your reality, or control the way you view it?

It's been said that media literacy is as important to living in the 21st century as regular literacy was to the 20th century. Media Studies helps you develop an important set of skills that will help you navigate the rest of your education and then, your working life.

Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences

Students are required to study media products from all of the following media forms:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video

How will I be assessed?

Two exams each worth 35% of the overall grade and a coursework piece worth 30% of the overall grade.

Examining Body:

AQA

Contact:

Mrs E Hosking



MUSIC PRACTICE

BTEC Level 1/2 Tech Award



Course Overview

The Pearson BTEC Level 1/2 Tech Award in Music Practice is a comprehensive qualification designed to provide students with a foundational understanding of music theory, practical skills, and industry knowledge. This hands-on course is suitable for learners who are passionate about music and aspire to develop their talents in a structured and supportive learning environment. It is a prerequisite that learners are already specialising on a particular instrument or their voice.

Key Learning Objectives

- **Musical Theory and Notation:** Explore fundamental musical concepts, including notation, rhythm, harmony, and melody. Develop a solid understanding of key musical elements to enhance compositional and performance skills.
- **Practical Performance Skills:** Cultivate proficiency in playing musical instruments and/or vocal techniques through practical sessions. Engage in live performances, both solo and ensemble, to develop stage presence and confidence.
- **Music Production Techniques:** Introduction to the basics of music technology and production tools. Learn how to use recording equipment, software, and editing tools to create high-quality music projects.
- **Composition and Songwriting:** Unleash creativity through the composition and songwriting process. Explore various musical styles and genres while honing skills in arranging and structuring original compositions.
- **Music Industry Awareness:** Gain insights into the music industry, understanding its structure, roles, and career opportunities. Explore the impact of digital technology on the music industry and emerging trends.

Assessment

Students will be assessed through a combination of practical performances, written assignments, and project work. This holistic assessment approach allows learners to showcase their abilities and understanding across various aspects of music practice without having to sit a final written exam.

Progression

Successful completion of the Pearson BTEC Level 1/2 Tech Award in Music Practice provides a solid foundation for further study or entry into the music industry. Students may choose to advance to higher-level music courses or explore career opportunities in areas such as performance, composition, production, and music education.

Overall, this course aims to nurture students' passion for music, equipping them with the essential skills and knowledge needed to thrive in the dynamic and diverse field of music practice.

Examining Body:

Pearson Edexcel

Contact:

Miss S Pappin



MUSIC TECHNOLOGY

Level 1/2 Vocational award



What is this course about?

This qualification is designed for learners wishing to gain knowledge and skills within music technology and associated music industry disciplines. Music Technology provides opportunities to develop skills in sound recording, mixing and mastering, sequencing and production, live sound and performing with music technology. It will also give learners an underpinning knowledge and skill set within associated areas such as composing, analysing music and podcast / video production.

What will I study?

Unit title	Core / Optional	Assessment Method
Performing	Core	Coursework – internally assessed
Creating	Core	Coursework – internally assessed
Performing Arts in Practice	Core	Coursework – internally assessed

How will I be assessed?

The majority of assessment is by coursework based on assignments set in each unit. For internal units you will complete assessed assignments which will be a project based around the topic of the unit.

There is one external unit which is a controlled assessment where you will plan a Music Technology event/ This is a creative assessment where the pupils will be required to produce multiple musical ideas and present these to an audience to an externally set specification.

No previous experience in Music Technology is required for this course, however a positive attitude towards learning and a desire to achieve is an absolute must.

Examining Body:

Eduqas / WJEC

Contact:

Miss S Pappin



PERFORMING ARTS - DRAMA

Level 1/2 Vocational Award



What's the course about?

The Level 1/2 Vocational Award Performing Arts Drama Pathway course is designed to provide students with a comprehensive understanding of the performing arts industry, with a specific focus on drama. This course offers a practical and theoretical approach, allowing students to develop their skills in acting, script analysis, and stagecraft. Through a combination of workshops, rehearsals, and performances, students will gain hands-on experience and knowledge in various aspects of drama, including character development, improvisation, and stage management. This course is ideal for individuals who are passionate about drama and aspire to pursue a career in the performing arts industry.

This coursework and performance-based course offers a comprehensive learning experience for individuals seeking to enhance their skills and knowledge in a specific field. Designed to provide a balance between theoretical concepts and practical application, this course allows students to apply their learning through hands-on projects and assessments. With a focus on real-world scenarios and industry-relevant skills, students can expect to gain valuable insights and develop the necessary competencies to excel in their chosen profession. The coursework component covers a wide range of topics, ensuring a well-rounded understanding of the subject matter, while the performance-based aspect allows students to showcase their abilities and demonstrate their mastery of the course material.

Course Context

Unit 1: Performing	30%
Unit 2: Creating	30%
Unit 3: Performing arts in practice	60%

Unit 1: Performing

Student will select an existing piece of work documenting their the rehearsal and personal development leading up to a live performance, after which they will evaluate their performance and processes while

Unit 2: Creating

Students will create a new and original piece of theatre, working from a festival brief. They will document their creative process before their final live performance and evaluation.

Unit 3: Performing arts in practice

Students will study the inner workings of the performing arts industry, from this student will plan a new original piece of theatre and its industry proposal, giving detailed plans of the working of all aspects of this production from what will be on stage, staffing and promotion of this event.

Examining Body:

Eduqas / WJEC

Contact:

Miss S Pappin



PRODUCT DESIGN

GCSE



What is it about?

Product design is all about creating new three-dimensional products through a process of idea generation, development, hands-on making and evaluation. Product designers have an understanding of the relationship between art, science and technology, and have the ability to exploit each of these things in different ways to create new products. On the course, you will undertake a series of short design and make projects that will develop a broad range of skills working with wood, metal, plastics and smart materials. Themes for projects include lighting, storage and consumer electronics.

What other skills will I develop?

Product design is great for those who enjoy thinking creatively and problem solving. You will improve analytical skills, organisational skills and increase your overall proficiency in the use of ICT.

How will I be assessed?

There is one exam at the end of Year 11 – this is 2 hours long and worth 50% of your final grade. It has questions about general areas of Design & Technology as well as specific questions about Product Design and designers in that area. There is one coursework controlled assessment task which is completed in Year 11, is completed in school within 40 hours and is worth 50% of your final grade. You spend the time designing and making a product based on one of three themes set by the exam board.

What is the course worth?

The course is worth one GCSE at 9 - 1.

What could I study Post 16?

Many students successful in this course have gone on to study A-Level Product Design, Fine Art, Graphic Design, Photography or an Art & Design Foundation course. University courses include Fine Art, Sculpture, 3D Design, Architecture and Product Design.

What possible careers could I have?

The skills developed on the course can be applied to a broad range of future careers in design, technology and engineering sectors. This includes architecture, construction, interior design, furniture design, project management, illustration, animation, graphic design and fashion, structural engineering, race engineering, car design, carpentry and boat building.

What do other students think about the course?

"I love the hands on approach" "I think I was born to make things - this course really helps me to do this"

"You get to make loads of different things and get a chance to design them how you want them to look"

Examining Body:

WJEC

Contact:

Mr K Hadley



SPORTS SCIENCE

Cambridge National Certificate Level 2



Course Summary

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades. The Cambridge Nationals in Sports Science offers learners the opportunity to study key areas of sports science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

How will I be assessed?

- 60% Coursework
- 40% External Exam

What will I learn?

Unit 1 – Reducing the risk of sports injuries and dealing with common medical conditions

1 hour 15 minute written examination

Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor. Learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring.

Unit 2 – Applying principles of Training; fitness and how it affects performance

OCR - set assignment

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. Learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

Unit 3 – The Body's response to physical activity and how technology informs this

OCR - set assignment

It is recognised that physical activity is essential in maintaining good health. Learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.

Where will it lead?

Linked careers include: Sports Coaching, Sports Coaching Science, PE Teacher, Sports Massage, Physiotherapy, NVQ's and Diploma's in Personal Training and Leisure Management, Apprenticeships, A-level PE level 3, Cambridge Technical Sport level 3.

Examining Body:

OCR

Contact:

Mr D Jones











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